

Principals' Leadership Styles and Teachers' Job Performances in Secondary Schools of Omdurman locality, Sudan

Saifaldin Idris Onia¹, Alshafea Bakheit Alshafea²

¹Assistant professor, Department of Foundations of Education & Educational Administration, Faculty of Education, University of Khartoum, Sudan

²Lecturer, Department of Curriculum & Teaching Methods, Faculty of Education, University of Khartoum, Sudan

ABSTRACT

Leadership style is a particular behavior applied by a leader to motivate subordinates to achieve the objectives of the organization. Therefore, a leader in an institution can take any type of leadership style via the circumstances on the ground to reach the effective and efficient work in an organization. Hence, the aim of this study was to investigate the relationship between principals' leadership styles and teacher's job performances in secondary school of Omdurman locality, Sudan. In doing so, a descriptive research was employed. A sample size of 160, (85) male, and (75) female was responded. The data were collected through questionnaires and analyzed quantitatively using SPSS. The study showed that secondary schools principals frequently practice the democratic leadership style. There is strong significant relationship between leadership styles and teachers' job performance. The researchers recommended that, principals should adopt democratic leadership style in their schools so that can lead to better performance.

Keyword: School Principal, Leadership Styles, Job Performance.

Corresponding Author:

Saifaldin Idris Onia,
University of Khartoum, Sudan
Email: saifonia89@gmail.com



1. INTRODUCTION

Leadership has been a topic of interest in the management literature so; there is no universal definition for it (Uzohue, Yaya, & Akintayo, 2016). It is increasingly accepted, however, that in order to be a good leader, one must have the experience, knowledge, commitment, patience, and most importantly the skill to negotiate and work with others to achieve goals, a good leadership is developed through never ending process of self-study, education, training, and the accumulation of relevant experience (Amanchukwu, Stanley&Ololube, 2015).

According to Smart (2016), leadership is a multifaceted concept involving several components; one of these components is leadership style, the manner and method of providing direction, effective leaders use a combination of styles by adapting to different situations, and successful leaders in any organization should be able to quickly recognize the correct style to apply in a given situation, they also tend to make use of that style to achieve superior results. Therefore, a leader in an institution can take any type of leadership style via the circumstances on the ground to reach the effective and efficient work in an organization (Jay, 2014). Leaders who want the best results should not rely on a single leadership style, so, leadership style, more than leadership traits, determines leader effectiveness, the leader's style or manner of dealing with the organization's members and communicating with them contributes to or detracts from the group's overall function. Moreover, despite the many diverse styles of leadership, a good or effective leader inspires, motivates, and directs activities to help achieve group or organizational goals; conversely, an ineffective leader does not contribute to organizational progress and in fact, detract from the organizational goal accomplishment (Amanchukwu, Stanley&Ololube, 2015). Therefore, there

are three general approaches to these interactions: democratic leadership style, autocratic leadership style, laissez-Faire leadership style (Henman, 2011).

The essence of democracy is how people govern themselves, as opposed to how they are governed by others, different conceptions of democracy imply differing conceptions of the individual and of human purposes of norms and values and not least of the aims and significance of education (Woods, 2005). According to Ogalo (2013), democratic leadership style also referred to as interactive or participatory leadership is characterized by cooperation and collaboration, it can also be consultative and participative and leader seeks opinion of the subordinates on a tentative plan of action and then makes decisions or the leader may ask for group input in formulating plans before making a decision, the style decentralizes power and authority. In addition to that, Ratego (2015) stated that democratic leader seeks opinion of the subordinates on a tentative plan of action and then makes decisions or the leader may ask for group input in formulating plans before making a decision.

The autocratic leadership style is also known as the authoritarian style of leadership power and decision-making reside in the autocratic leader, and leader directs group members on the way things should be done and does not maintain clear channels of communication between himself or herself and the subordinates., he or she does not delegate authority nor permit subordinates to participate in policy-making (Jay, 2014). Besides that, if a leader exercises an autocratic or authoritative leadership style, he/she shows consistent behavioral patterns involving acting alone and making unilateral decisions, an autocratic leader is a leader who tries to exert powerful authority using reward and coercion to influence his/her followers; focusing his/her attention on the product instead of making human needs the centre of attention (Atsebeha, 2016).

On the other hand, the laissez-faire leadership style is also known as the "hands-off" style, it is one in which the leader provides little or no direction and gives employees as much freedom as possible, basically, this style looks simple and easy-going between leaders and subordinates (Tarsik, Kassim, & Nasharudin, 2014). The laissez-faire leadership style allows complete freedom to group decision without the leader's participation, thus, subordinates are free to do what they like, so the role of the leader is just to supply materials and leader does not interfere with or participate in the course of events determined by the group (Jay, 2014).

According to Aungaand & Masare (2017) leadership style in many organizations has been facing different challenges due to its effects on organizations' performance, department, and teams, as well as work climate and atmosphere. Armstrong & Baron (2005) stated that the performance is about upholding the values of the organization –living the values, this is an aspect of behavior, but it focuses on what people do to realize core values such as concern for quality, concern for people, concern for equal opportunity and operating ethically, it means converting espoused values into values in use to ensuring that the rhetoric becomes reality. Kuloba (2010) discovered that followers have all the willingness and skills needed for the job, but will always need to be involved in school activities and decision making processes, it should be noted that not all the above studies were positively correlated between involvement in decision-making and teacher performance.

According to Wilso & Rumuolumeni (2016) noted that, in discussing job performance, there is need to conceptualize performance from two basic perspectives, namely, behavioral performance, which entails the actions of the staff towards a goal; and outcome performance, which entails the result of the action of the staff, so, it is difficult to separate action performance from outcome performance in the course of discussing job performance, as there is a correlation between them (Wilson, 2017). The performance of teachers is one of the most important determinants of student learning outcomes; therefore, the research shows that students with better teachers consistently achieve better learning outcomes (UNESCO, 2018).

Moreover, Ogalo (2013) argued that, teachers are ultimately responsible for improving student learning in schools, changing the organizational conditions for improvement across schools is the central task of school leaders. Kuloba (2010) discovered that, teacher performance and effectiveness were closely linked to school management and administration and established that, teachers who are better motivated will perform well, further fought out that when teachers are involved in decision making meaning that head teachers who interact directly with their teachers or involve them in activities of decision making of the day to day administration of the school like taking turns on weekly duties.

Increasing the teachers' job performance requires a suitable leadership style. To determine the kind of leadership style that goes with teachers' job performance in educational institutions have remained a problem in Sudan (Mohamed, 2014). Smart (2016) carried out that the relationship between principal leadership style and teachers' job performance has been a subject of controversy by many

researchers. The controversy centered on whether or not the style of leadership of principals influences the level of job performance among teachers (Muthoni & Gitumu, 2017).

Aungaand & Masare (2017) argued that, there is no doubt the teachers them they prefer head teachers who are honest, communicative, participatory, collegial, informal, supportive and demanding and reasonable in their expectations with a clear vision for the school, for instance, teachers' performance in some primary schools in Tanzania was evidenced to be poor and this has been related to poor head teachers leadership style.

However, most secondary schools in Khartoum State, for instance, face problems of leadership due to inadequate professional teachers and principals because of the lack of training courses in the field of leadership. This in turn affects teachers' job performance (UNESCO, 2018). Therefore, it is important to differentiate which leadership style of principals is more effective in secondary school to secure better performance. Accordingly, the current study sought to determine the leadership style being applied by the secondary school principals' at Omdurman locality and identify its relationship with teachers' job performance .To this end, this study has tried to answer the following research questions:

1. What leadership style do principals in the public secondary schools at Omdurman locality frequently practice?
2. Is there a relationship between principals' leadership style and teachers' job performance of the public secondary schools in Omdurman locality?

2. RESEARCH METHOD

This study employed a descriptive survey design. Enabled the researchers to collect and describe a large variety of data related to the leadership style that secondary school principals employ and its implications on teachers' job performance. The Descriptive research design was used to describe the nature of the existing conditions in the area of study. In the same line of argument, Kothari (2014) stated that descriptive survey method is important to answer questions related to the current status quo of the problem, many researchers believed that a quantitative approach is suitable for and helpful for the current study in acquiring data regarding the perceptions and feelings of groups of respondents.

The target population of this study consisted of 1139, and sample size of this study includes 160 teachers. The respondents were selected from secondary school teachers by using simple random sampling technique. This type of sampling was also known as chance sampling , where each individual has an equal chance of inclusion in the sample (Kothari, 2014).

A closed-ended questionnaire was employed to collect quantitative data from selected teachers. This was convenient to conduct surveys and to acquire the necessary information from a large number of study subjects with a short period of time. The two questionnaires (leadership style & teacher job performance) adopted from Jay (2014) and multifactor leadership questionnaire (MLQ) Form 6Sand modified by are searcher.

The data collected through questionnaires were analyzed quantitatively using statistical software SPSS in terms of statistics including such as frequency counts, means and percentages in order to determine what leadership styles frequency practiced by principals. In addition, Pearson Correlation used to indicate the relationships between the leadership styles and teachers job performance.

3. RESULTS AND DISCUSSION

A. Demographic characteristics

Table 1. Demographic characteristics of Teachers

Variables	Characteristics	Frequency	Percentage
Sex	Male	85	53.1
	Female	75	46.9
	Total	160	100.0
Academics Qualifications	Diploma	21	13.1
	Bachelor	119	74.4

	Master	18	11.3
	PHD	2	1.3
	Total	160	100.0
Teaching Experiences	0-5	54	33.8
	5-10	35	21.9
	10-15	42	26.3
	15.... over	29	18.1
	Total	160	100.0

Table 1 shows that out of 160 teachers, 85 (53.1%) were male, and 75 (46.9%) were female. It shows that majority of teachers in general secondary schools of Omdurman locality was male. As far as academic qualification is concerned, respondents were categorized in to four groups, diploma, bachelor, master and PHD degree; Table 1 reveals that 21 (13.1%) had diploma, and 119 (74.4%) had bachelor and 18(11.3%) had master degree and 2 (1.3%) PhD degree. Therefore, the majority of respondents had bachelor degree. Regarding the respondents years of teaching experience, Table 1 indicates that out 160, 54 (33.8%) of teachers have served 5 years and below, and 42 (26.3%) of teachers their years the services between 10-15 years, 35 (21.9%) of teachers between 5-10, and 29 (18.1%) teachers have served over 15 years.

B. Leadership Styles Frequency Practiced by Principals

The mean scores and frequencies were calculated to determine the leadership styles frequently practiced by principals in the secondary schools, and the result is shown in table 2.

Table 2. Leadership styles practiced by principals

Leadership Styles	Not at all		Once in a while		Sometimes		Fairly often		Frequently, if not always		Mean
	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	
Democratic style											
1 My principals organizes meeting when he/she wants to talk to me	26	16.3	32	20	20	12.5	48	30.0	34	21.3	2.20
2 My principals encourages co-operation among the teachers during the decision making process of the school	6	3.8	2	1.3	24	15	59	36.9	69	43.1	3.14
3 My principal delegates me duties I am skilled at.	9	5.6	12	5.7	16	10	69	43.1	54	33.8	2.92
Autocratic style											
1 My principal writes a note in the staff notice board when he/she wants to talk to me.	41	25.6	40	20.0	42	26.3	29	18.1	8	5.0	1.52
2 My principal is uninterested with decision I made for promotion in staff meetings.	33	20.6	41	25.6	40	25.0	32	20.0	14	8.8	1.71

3	I am directed by principal on how to perform the delegated duties.	6	3.6	25	15.6	21	13.1	73	45.6	35	21.9	2.66
Laissez-faire style		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	
1	Whatever I decided in decision making it's ok with my principal	25	15.6	37	23.1	54	33.8	30	18.8	14	8.8	1.82
2	My principal just ask about what is absolutely essential if he communicate with me	3	1.9	14	8.8	22	13.8	67	41.9	54	33.8	2.97
3	My principal does not care much about what teachers do in school activities	37	23.1	34	21.3	40	25.0	33	20.6	16	10.0	1.73

In the Table 2, teachers were requested to show their opinions, whether principals' frequency practiced democratic, and autocratic or laissez-faire leadership styles in secondary schools or not. To this end, as we can see in the same table, the items of democratic leadership have high mean scores in comparison to other two styles. Therefore, the majority of teachers responded that their principals frequently, if not always encourages co-operation among them with high frequency (Fr 69), (43.1%), and mean (3.14). In addition, principals delegate the duties to their teachers with (Fr 54), (33.8%), and mean score (2.92). Besides, principals organize meeting with teachers with (Fr 34), (21.3), and mean score (2.20). At the end of this point, we can say the democratic leadership style was frequency practiced than autocratic and laissez-faire leadership style.

The finding of current study is consistent with the result of Jay, A. (2014) who revealed that, the democratic leadership styles was the most practiced leadership styles in general secondary schools of Gambella region. In addition, Kuloba, N. P. (2010) indicated that the majority 86.5% of the respondents opinions were in agreement with the view that their principals encourage cooperation among the teaching staff during the decision making process of the in secondary schools in Nakaseke District. Moreover, Kuloba, N. P. (2010) further indicated that, such principals who encourage cooperation among teachers are democratic in nature and they know very well that teachers cannot perform to their expectation unless they are in co-operated in school aspects like decision-making process.

C. Relationship between leadership styles and teachers' job performance

Pearson correlation coefficient was used to examine the relationship between leadership styles and teachers' job performance in the secondary schools, and the result is shown in table 3.

Table 3. Pearson correlation between leadership style and teachers' job performances

Variables	Leadership Style	Job Performance
Leadership Styles	1	
Job Performance	.311**	1

**Correlation is significant at the 0.01 level (2-tailed).

Table 3 presents the result obtained from a correlation analysis between leadership styles and teachers' job performance. The results of correlation analysis revealed that, at 0.01 alpha level, the principals' leadership style positively correlated with teachers' job performances. It found that according to Pearson Correlation there was moderate and statistically significant correction at the .311**.

The result of this study similar to the results of (Jay, 2014; and Muthoni, Gitumu, Mbugua, 2017) who indicate that as much as school principals are strongly performing their leadership style teachers' job performance, increase accordingly. Moreover the result of the current study is also supported by the study of Nazim (2016) revealed that, there is a significant relationship between leadership style and job satisfaction. In addition, Toprak, Inandi, & Colak (2015) found that there was significant relationship between school principals' leadership styles influence organizational health level of a school job performance.

4. CONCLUSION AND RECOMMENDATIONS

Principal leadership style employ to perform in the most effective way but also to attract potential teachers. Therefore, where teachers are highly motivated, this can be translated into good performance and improve the quality of education delivered to students. To this end, the key to create the efficient leadership styles is an answer to the question what really enhance teachers' job performance. Thus, this study aimed at assessing the relationship between principal leadership styles and teachers' job performance in secondary schools of Omdurman locality. In order to meet this purpose, the descriptive survey method was employed.

The study indicated that the democratic leadership style is more practiced among leadership styles in secondary schools of Omdurman locality. The findings also revealed that, according to Pearson Correlation there was statistically significant correction between school principals leadership styles and teachers' job performance.

Based on the findings, the researchers recommended that the principals should adopt democratic leadership style in their schools so that can lead to better performance. Principals should apply the adequate leadership styles to ensure more positive teachers' performance in the schools. Principals should regularly attend trainings courses to acquire more knowledge about leadership styles.

REFERENCES

- Amanchukwu, Stanley&Ololube. (2015). *A review of leadership theories, principles and styles and their relevance to educational management. Management, 5(1), 6-14, Nigeria, Port Harcourt.*
- Armstrong & Baron. (2005). *Managing performance: performance management in action. CIPD publishing.*
- Atsebeha. (2016). *Principals' leadership styles and their effects on teachers' performance in the Tigray Region of Ethiopia (Doctoral dissertation).*
- Aungaand & Masare . (2017). *Effect of leadership styles on teacher's performance in primary schools of Arusha District Tanzania. International Journal of Educational Policy Research and Review, 4(4), 42-52.*
- Henman. (2011). *Leadership: Theories and controversies. Retrieved from http://lhenmanperfonancegroupcom.*
- Jay. (2014). *The Principals' Leadership style and teachers performance in secondary schools of Gambella Regional State, Ethiopia (Doctoral dissertation, Jimma University).*
- Kothari. (2014). *Research methodology: methods and techniques. Published by New Age International (P) Ltd.*
- Kuloba. (2010). *Leadership styles and teacher performance in secondary schools in Nakaseke District (Doctoral dissertation, Makerere University, Kampala).*
- Mohamed. (2014). *The degree at which managers of higher secondary schools practices their administrative and supervising duties according to instructors' point of view in Gedaref State, Sudan.*
- Muthoni & Gitumu. (2017). *Effect of Principals' Leadership Styles on Teachers' Job Performance in Public Secondary Schools in Kieni West SubCounty. Karatina University.*
- Nazim. (2016). *Principals' Transformational and Transactional Leadership Style and Job Satisfaction of College Teachers. Journal of Education and Practice, 7(34), 18-22.*
- Ogalo. (2013). *Influence of principals' leadership styles on students' achievement in Kenya certificate of secondary education in Awendo district, Kenya (doctoral dissertation, University of Nairobi.) Private Software Houses. Global Journal of Management and Business Research.*
- Ratego. (2015). *Influence of secondary school principals leadership styles on students performance in Kenya certificate of secondary education in Ggatundu North sub-country, Kenya (Doctoral dissertation, University of Nairobi).*
- Smart. (2016). *The effects of leadership style on school culture and teacher effectiveness. ProQuest LLC, Ed.D. Dissertation, Union University.*
- Tarsik, Kassim, & Nasharudin. (2014). *Transformational, transactional or laissez-Faire: what styles do university librarians practice?. Journal of Organizational Management Studies, 2014, 1.*
- Toprak, Inandi, & Colak. (2015). *Do Leadership Styles Influence Organizational Health? A Study in Educational Organizations. International Journal of Educational Methodology, 1(1), 19-26.*
- UNESCO. (2018). *Sudan education policy review, Retrieved on November 14 from <http://unesdoc.unesco.org/images/0026/002654/265447E.pdf>.*
- Uzohue, Yaya, & Akintayo. (2016). *A review of leadership theories, principles, styles and their relevance to management of health science libraries in Nigeria. Journal of Educational Leadership and Policy, 1(1), 17-26.*
- Wilso & Rumuolumeni. (2016). *Teachers' challenges and job performance in Rivers State, Nigeria universal basic education. Covenant University Journal of Politics & International Affairs (CUJPAI), 4(1), 52-60.*
- Wilson. (2017). *Principals' leadership style and staff job performance in selected secondary schools in Emohua Local Government Area of Rivers State, Nigeria. African Research Review, 11(3), 115-131.*
- Woods. (2005). *Democratic leadership in education. Paul Chapman Publishing Sage.*