

Influence of Authoritarian Leadership Style of Principals on Classroom Instruction in Onueke Education Zone of Ebonyi State, Nigeria.

Nwuguru Chibuike Collins, Obasi Omobonike Ugochukwu and Nwite Onuma
Department of Educational Foundation Faculty of Education Ebonyi State University,
Abakaliki

ABSTRACT

The study examined the influence of authoritarian leadership style of Principal on Classroom Instruction in Onueke Education Zone of Ebonyi State. The objectives of the study are to ascertain if there is significant difference in mean ratings of male and female teachers on the influence of authoritarian leadership style of principals on classroom instruction in Onueke Education Zone of Ebonyi State. with the aid of descriptive survey design and in the light of the Goal-Path Theory, the study argued that there is no significant difference in mean rating of male and female teachers on the influence of authoritarian leadership style of principals on classroom instruction; thus, principals authoritarian leadership style vehemently leads to inducement of fear in students during classroom instruction which creates negative impact. It was therefore recommended that Seminars and workshops should be organized for principals and teachers to help them improve on their leadership styles for better classroom instructions.

Keywords: Influence, Autocratic, Leadership Style, Principal, Classroom Instruction, Education Zone, Ebonyi State.

INTRODUCTION

Behaviours in an organization have always been a brain child of effective leadership. Leadership is a process by which an executive can direct, guide and influence the behavior and work of others towards accomplishment of specific goals in a given situation. Leadership is the ability of a manager to induce the subordinates to work with confidence and zeal [1,2,3]. Leadership in an organization according to [4] is the process of influencing the activities of an organized group in its efforts towards the attainment of pre-determined goals. [5], viewed leadership as; working with and through people to achieve results. From the above, leadership can be defined as a process of social influences from which a leader enlists aid and support of others in the accomplishment of common task [6]. Leadership has been observed as fundamental to the success of any group or organization. Therefore, leadership in the classroom cannot be overemphasized in teaching and learning [7]. It goes a long way in determining performance of both teachers and students or learners [8]. It equipped the school principal to serve as the boss and as facilitator in school environment. It also helps teachers to enjoy relatively higher degree of privacy and autonomy in schools [9]. It thereby follows that reasonable part of a teacher's life is spent in building students'

knowledge, influencing the feelings and behaviours of students towards goal achievement. Based on the above assertions, it is believed that the interaction between teachers and students, which is regarded as classroom instruction one of the most important aspects of educational process and it is always enhanced through effective leadership [10]. [11], maintained that a child's motivation, zeal for studies, ambitions in life, creativity and reflective potentialities and ability in independent thinking are all ignited and fired by the teachers' classroom instruction and as well as the kind of direction provided by the teacher's leadership style [12,13,14,15]. In another observation [16], opined that the achievement of qualitative instruction and learning in the classroom remains a basic challenge to educational leaders [17,18]. The classroom teacher acts as the facilitator of all learning activities in the classroom, hence he remains the focus of the challenge. It therefore implies that the success of classroom interaction and learning to a large extent depends on the teachers' ability to harness classroom activities [19,20,21]. Therefore, the ability of the school headteachers (Principals) to harness the classroom instruction revolve around leadership styles adopted by him/her [22,23,24,25]. The study focused

on the "Influence of Principals Leadership Styles on Classroom Instruction in Secondary Schools in Onueke Education Zone of Ebonyi State". The content covered: authoritarian leadership style, democratic leadership style, permissive

leadership style and situational leadership style. The study was restricted to public secondary school principals and teachers in Onueke Education Zone of Ebonyi State.

Statement of the Problem

Currently in Ebonyi State, there have been reported cases of poor academic performance of students in secondary schools in Ebonyi State as less than 50% were reported to pass with up to five credit including English and Mathematics in 2018 academic year (Ebonyi State Secondary Education Board, January, 2018) [5]. This poor academic performance manifests itself in poor quality of graduates from secondary school, indiscipline and moral laxity among students are on the increase. This is evidenced on the extent school leavers are involved in cultism and the like. The causes of this poor academic performance of students in Nigeria may be attributed to the poor leadership style of school heads of institutions, inability to develop a functional school curriculum to meet the social needs and aspirations of the recipients and teachers, inadequate funding of education by the government, inadequate manpower. Similarly, researchers' observation shows that principal's poor leadership style, poor motivation of teachers and non-involvement of teachers in decision making all culminate into poor classroom instruction by teachers. Equally, indiscipline act exhibited by students on daily basis such as rioting, cultism, drug abuse, examination misconduct, sexual harassment, and vandalization of school properties may be attributed to principal's poor leadership style [8]. Coming late to school by staff, insubordination, poor record keeping, falsification of school records by staff,

indecent dressing by female students in secondary schools in Onueke Education Zone of Ebonyi State may be linked to poor leadership styles exhibited by principals in their day to day administration, which will invariably to a large extent manifest itself into poor classroom instruction. The inability of some classroom teachers to carry out proper classroom instruction because of Laissez-faire attitude of some principals is another serious problem in secondary schools in Onueke Education Zone of Ebonyi State. This has led to question by some good spirited individuals, stakeholders in education and general public in terms of leadership styles adopted by principals in the administration of secondary schools. The problem of this study therefore is to investigate the influence of leadership styles of principals on classroom instruction in secondary schools in Onueke Education Zone of Ebonyi State. This study is guided by the research question: How does authoritarian leadership style of principal influence classroom instruction in secondary schools in Onueke Education Zone of Ebonyi State? The general purpose of this study was to examine "Influence of Principals Leadership Styles on Classroom Instruction in Secondary Schools in Onueke Education Zone of Ebonyi State. Specifically, this study sought to: Find out the influence of authoritarian leadership style of principal on classroom instruction in secondary schools in Onueke Education Zone of Ebonyi State.

Research Hypotheses

The following null hypotheses were formulated for the study and were tested at 0.05 alpha level:

- i. There is no significant difference in mean ratings of male and female teachers on the influence of authoritarian leadership style of principals on classroom instruction in

Onueke Education Zone of Ebonyi State

- ii. There is significant difference in mean ratings of male and female teachers on the influence of authoritarian leadership style of principals on classroom instruction in Onueke Education Zone of Ebonyi State

Review of Related Literature

Classroom instruction

According to [4], classroom instruction is defined as the purposeful direction of the learning process and it is one of the major teachers' class activities (along with planning and management). On the other hand, Professional educators have developed variety of models of instruction such as direct, indirect and independent models of instruction, each designed to produce classroom learning. Classroom management is a term teachers use to describe the process of ensuring that classroom lessons run smoothly without disruptive behavior from students compromising the delivery of instruction. Classroom management is crucial in classrooms because it supports the proper execution of curriculum

development, developing best teaching practices, and putting them into action. Classroom management can be explained as the actions and directions that teachers use to create a successful learning environment; indeed, having a positive impact on students achieving given learning requirements and goals. [8], defined instruction as those prior arrangements to be made by the teacher before a lesson commences. Classroom instruction is vital for education, as it is the transfer of learning from one person to another. Any time you are given direction or told how to do something, you are receiving instruction. It relates to the study since it has a lot of information in classroom instruction.

Leadership

Leadership in an organization according to [7] is the process of influencing the activities of an organized group in its efforts towards the attainment of pre-determined goals. [5], reported that managing concerns planning, organizing, and controlling in order to optimize the production of the group. Leadership on the other hand, helps the organization grow and adjust to new circumstances [4]. Leadership is different from management, managers are seen as organizers who maintain the status quo and leaders bring about change [3]. One of the ways leadership has been defined is how managers influence others to work towards a common goal [5]. [9], described classroom leadership in similar terms in that it is the actions teachers must take in order to help students attain their learning goals. Leadership can be influenced by personal characteristics including personality [11]. Leadership can be seen as a set of actions that causes change in others or as the ability to get others to work together towards accomplishing a common goal or task [13]. Leadership has been defined in many ways yet there is no single acceptable definition of the term. There are almost as many different definitions of leadership as there are persons who have attempted to study the concept. The concept is crucial in group management and means many things to many people. In an attempt to describe the complex nature of leadership, [8] stated that the term

resembles the concept of love or beauty which most people feel they can recognize but finds it difficult to define. This is in line with the earlier view of [11] that leadership is a veritable minefield of misunderstanding through which theorists and practitioners must tread [14] who observed that it is difficult to generalize leadership and that it cannot be separated from the activities of groups and effective team building. One way of bridging the gap between leadership research and the various personalised accounts of leadership is therefore, to go through some of these accounts over the years and thereafter make out a working definition of the concept. The emphasis in this chapter is on leadership in formal organizations such as educational institutions. Some of the earliest definitions of leadership include those of [15] that leadership is the creative and directive force of morale, [16], assert that leadership is the management of men by inspiration and persuasion rather than the direct threat of coercion. According to [17] leadership is the initiation of the new structure or procedure for accomplishing or changing an organization's goals and objectives. Emphasising on leadership as influence, leadership is a process involving two or more people, in which one influences others behaviours towards the accomplishment of some goals; [11] stated that leadership is an act concerning the initiation, organization and direction of the actions of the members of a group

in a specific situation towards the achievement of the objectives of the group. [17], uphold that a leader is the individual in the group given the task of directing and coordinating the task of relevant group activities. [18], defines leadership as a process whereby an individual influences a group so as to achieve a common goal. Similar to this are the views of [19], that leadership is the ability of influencing people's behaviour so that they will work towards given objectives, [19], asserted that leadership is essentially a relationship through which one person influences the behaviour or action of other people and [15] stated that leadership is a process of social influence where leaders induce followers to apply their energies and resources towards collective goals. [17], sees leadership as a position or ability of a person to lead a group of people in an organisation for the attainment of objectives. In relation to the education system, leadership is a process by which a member of an educational institution say a Principal or Vice Chancellor provides guidance and support and directs efforts of others towards achieving the set goals and future state of the organization which others may not think possible. In conclusion, one can say that leadership involves ability to create vision, persuade, guide and direct others towards the realization of the vision. This pre-supposes that leaders like school administrators must be good thinkers who have vision and ability to communicate their vision to others. [19], states that, "group life or life in society is natural to man as leadership is a necessary attribute of social life in a society. Therefore, leadership helps to co-ordinate organizations. Iwe also outlined leadership qualities as "prominence of personality, superiority of ability, knowledge, experience, resourcefulness and courage and the ability to generate cooperation, stimulate initiatives, exert positive influence and inspire others". There are essential attributes necessary for the leader to command and elicit the support and co-operation of the lead for the realization of the goals of the organization. [8], opines thus "whatever

Leadership in educational institution

Educational leadership like the general concept of leadership has to do with the commanding of influence and

concept of leadership one prefers it must be admitted that leadership connotes the ability of getting things done with assistance and cooperation of the people within the institution or system". [8] observe that leadership is a process by which a person influences other to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent. Leaders carry out this process by applying their leadership attributes, such as beliefs, values, ethics, character, knowledge and skills. Although your position as a manager, supervisor, leader, etc. gives you the authority to accomplish certain tasks and objectives in the organization, this power does not make you a leader, it simply makes you the boss. Leadership differs in that it makes the followers want to achieve high goals, rather than simply bossing people around. [7], states that, there are three basic ways to explain how people become leaders. The first two explain the leadership development for a small number of people. There are various theories to explain leadership development. For instance, the trait theory says that some personality traits may lead people naturally into leadership roles. A crisis or important event may cause a person to rise to the occasion, which brings out extraordinary leadership qualities in an ordinary person. This is known as the situational theory. People can choose to become leaders by learning leadership skills. This is referred to as the behavioral leadership theory. It is the most widely accepted theory today and the premise on which this study is based. When a person is deciding if he/she respects you as a leader, she does not think about your attributes, rather, she observes what you do so that she can know who you really *are*. She uses this observation to tell if you are an honorable and trusted leader or a self-serving person who misuses authority to look good and get promoted. Self-serving leaders are not as effective because their employees only obey them, not follow them. They succeed in many areas because they present a good image to their seniors at the expense of their subordinates

coordination of efforts of fellow workers and learners as well as other stake holders in education with the desire to

achieve the educational objectives. The educational leader can simply be called the educational administrator. As the administrator he performs a lot of functions in the school. He seeks and gets the willing support of the followers to teach (from teachers), to learn (from learners), to do other types of work in the school or educational establishments (from non-tutorial staff) and to help in the smooth running of the school or other educational enterprise through advice, moral and financial support (from parents, guardians, interest groups and general public). In many respects the educational leader controls, command, co-ordinates and supervises the followers and the activities of these various groups who would wish to use education to achieve certain goals or objectives in a particular society or community. In the secondary school system for instance, the principal is the overall leader in the school. He controls the teachers and the students as well as overall activities in the school system. It should be born in mind that any leader and educational leader for that matter should strive to command the willing fellowship of the followers. Secondly, the leader should strive to move along with followers while urging them on. Finally, the leader should mobilize the followers and jointly strive to achieve the overall objectives of the establishment (the school). There are, in this sense, leaders usually referred to as educational leaders at every level of the education system, parastatals, agencies and individual institutions. [9], defines such educational leader(s) in the following words: an educational leader is one who accepts the responsibility of being looked up to by others to guide the activities of a school system or institution and enhance its performance. Such

Autocratic leadership style

This style of leadership is characterized by a leader who takes decisions alone and simply announces or gives out instructions to followers. An autocratic leader is a boss so to say. He emphasizes production and seeks to achieve goals even when they run against the wellbeing of his followers. The autocratic leader pays no attention to the views of his subordinates. Their interests and welfare are of no importance to him. He sees his workers as tools that should be manipulated for more work and increase

educational leaders, she explains further, include: Institutional heads (tertiary, secondary, primary, and teacher training levels), unit heads, departmental heads, planners and administrators in Federal and State Ministries of Education, executive secretaries and directors of government parastatals in the education sector are all classified as educational leaders. Thus, the leadership process, according to [14], is a function of the leader, his followers and the situation. Educational leaders occupy positions, i.e. leadership positions with different designations and nomenclature across the entire education sector based on their location in the hierarchy of the education system. Such positions could be political in which case, the position holders are appointed through political patronage rather than on the strength of qualification or training. On the other hand, the positions could be professional with their holders appointed on the basis of qualification and or cognate experience. For example, the political heads of the Federal and State Ministries of Education are the Minister of Education and the Commissioners for Education respectively. Major educational leadership positions are: Minister of Education, Commissioners for Education, Chairmen and Members of Educational parastatals. Chairmen and Members of State Primary Education Boards (SPEB) and local Government Education Authorities (LGEA). Chairman and Members Teaching Service Commissions (TSC) (a) Universities: Chancellor, pro-Chancellor, Members of Governing Council. (b) Polytechnics: Chairman and Members of Governing of Council. (c) Colleges of Education: Chairman and Members of Governing Council.

in productivity. In essence the autocratic leader is work centred and sees communication as a one-way process. He takes decisions alone, hands down instructions to his followers, intimidates and threatens them into action using coercive power, and has no time for consultation, interests and feelings of his workers. His main interest is increase in output. 'The major advantage of this style is that there will be speedy decision making though the quality may be poor. The negative points includes unfavourable

work climate characterized by fear, gossips, cliques, eye service, and absenteeism, lateness to work, unwilling co-operation, high staff turnover and consequently low productivity. Autocratic leadership refers to a system that gives full empowerment to the leader with minimal participation from the followers. [11], found that autocratic leaders tend to have the following five characteristics: they do not consult members of the organization in the decision making process, the leaders set all policies, the leader predetermines the methods of work, the leader determines the duties of followers, and the leader specifies technical and performance evaluation standards. Since this style of leadership usually only involves one person deciding, it permits quick decision-making. Although the autocratic style is relatively unpopular, in certain circumstances it can be an effective strategy, especially when the leader is running out of time and when followers are not productive. The autocratic leadership style is also known as the authoritarian style of leadership. Power and decision-making reside in the autocratic leader. The leader directs group members on the way things should be done and does not maintain clear channel of communication between himself or herself and the subordinates.

Path-goal theory

Theory adopted in this study was path-goal theory propounded by Robert House in 1971. The theory asserts that a good leader should enhance subordinates job performance by clarifying and setting

He or she does not delegate authority nor permit subordinates to participate in policy-making [16]. This leadership style maintains discipline and order in an institution. It prevents struggle for power by giving clear directives to teachers resulting in quick decisions. However, this study established mainly the negative side of the leadership style. Teachers complained of their feeling, based on the fact that principals do not show interest in their welfare at school. This was contrary to the human relation theory which advocates for teachers' involvement in the running of the school. However, the positive part of this leadership style (autocratic) is that it makes the work fast and to be discharged as at when due. It was established that the autocratic leadership did not mind about empowering teachers with more knowledge and skills. It is on this ground that [22] argued that institutional leadership should be developed in line with interpersonal relationship, teamwork, self-motivation to perform, emotional strength and maturity to handle situations, personal integrity and general management skills. There was selective teacher motivation on those close to the head teacher. As a result, some teachers ended up showing low turnover to school activities.

goals with the subordinates. The leader shows the subordinates a clear path to follow and how to remove barriers to the goal achievement. Path-goal theory was explained through this diagram.

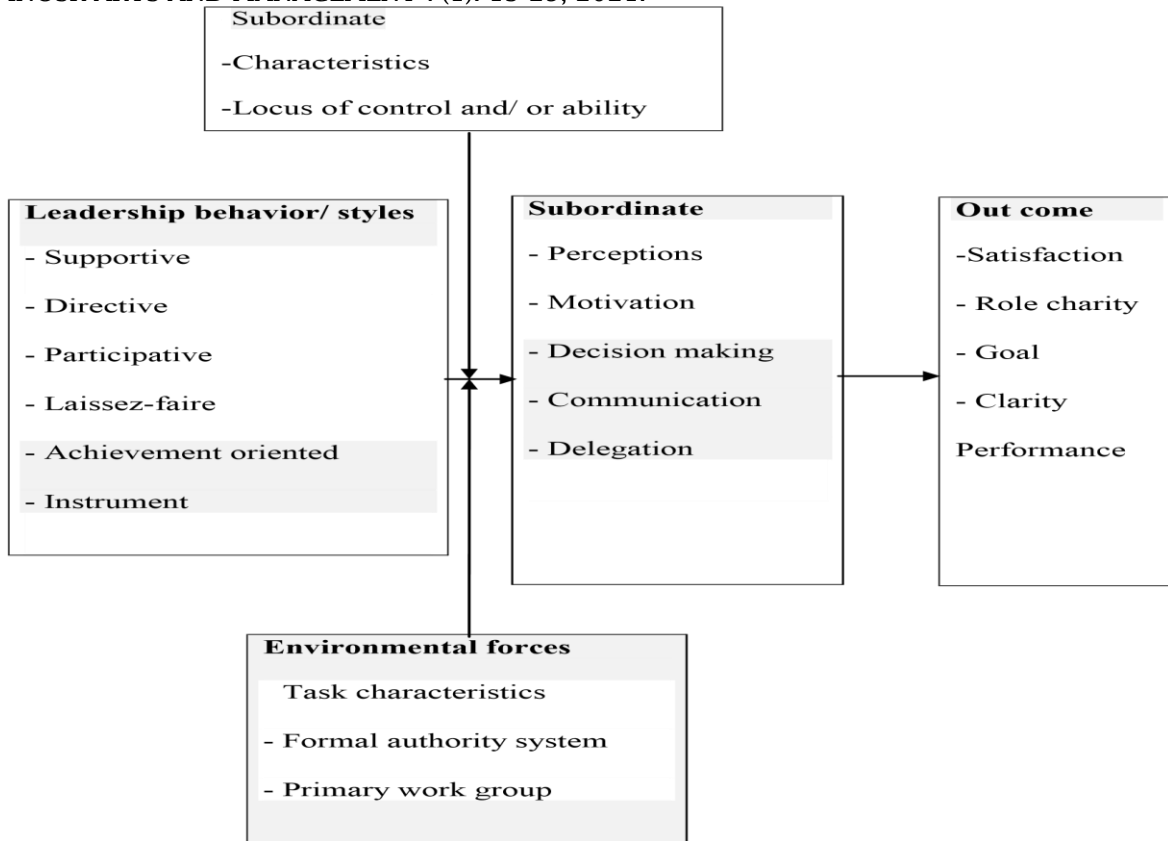


Figure 1: Path-goal Theory of Leadership [4].

[9], stipulates that path-goal approach helps in improving the performance of subordinates (teachers) thus enhancing goal achievement as follows; when subordinates are confused, the leader tells them what to do and shows them a clear path to follow. When the path is shown, the subordinates (teachers) become satisfied and motivated, so they accept leader’s behavior thus performing effectively. The leader’s behavior further enhances the subordinates work environment through directing, controlling, supervising, rewarding, proper communication, delegation of duties and joint decision making between

principals and teachers thus enhancing good performance among the workers. The leader defines role tasks and positions of subordinates thus reducing stress among the employees. By doing these, workers expectations become high, thus their performance is improved. Based on these, the researcher believes the path-goal theory help principals involve teachers in decision-making, communicate to teachers and proper delegation of duties to teachers. This helps to improve teacher’s performance in secondary schools in Onueke Education Zone of Ebonyi State.

METHODOLOGY

Descriptive survey research design was adopted for this study. This design is appropriate for this study because, the researcher collected data from the respondents through a few representative and analyze them in order to ascertain the Influence of Principals Leadership Styles on Classroom Instruction in Secondary Schools in Onueke Education Zone of Ebonyi State. Moreso, the researcher did not manipulate any variable rather described already established situation as it relates to leadership and classroom instruction. This study was carried out in

Onueke Education Zone of Ebonyi State, consisting of four (4) Local Government Area (LGA). The Local Government Areas are: Ezza South Local Government Area, EzzaNorth Local Government Area, Ikwo Local Government Area and Ishielu Local Government Area. Onueke Education Zone is one of the three (3) Education Zones in Ebonyi State. This Education Zone also has common boundaries with Cross River State at the East, at the North, it has a common boundary with Ohaukwu Local Government Area in Ebonyi State, at the South, it has a common boundary with

Onitsha Local Government Area of Ebonyi State whereas at the West, it has common boundary with Enugu State. The Education Zone is made up of both rural and urban dwellers with many schools; nursery, primary, secondary and higher institutions. The inhabitants of the zone are traders, farmers, businessmen and women as well as career civil servants. The researcher chose Onueke Education Zone of Ebonyi State for his study because he is conversant with the terrain.

Furthermore, observation has shown that there are many out of school children and teachers negative attitude toward teaching job which may be as a result of poor leadership style displayed by school principals. The population of the study consists of all the teachers in the sixty-five (65) secondary schools in Onueke Education Zone. This comprised of the 1394 teachers in the zone. The breakdown has 552 female teachers and 842 male teachers.

Table 1: The Population of the Teachers in the Secondary Schools in Onueke Education Zone

L.G.A	Number of teachers	Male	Female
Ezza South	264	151	113
Ezza North	302	181	121
Ikwo	457	318	139
Ishielu	371	192	179

Source: (Ebonyi State Secondary Education Board, January, 2019).

Sample and Sampling Technique

The sample for the study consists of 311 teachers from secondary schools in Onueke Education Zone of Ebonyi State.

This was obtained with the help of Yaro Yamane formula for getting sample of a finite population.

$$n = \frac{N}{1 + Ne^2}$$

Where; n Represents Sample of Female

I Represents Constant Number

N Represents Total Population

e Represents Margin of error

Thus;

$$\frac{1394}{1 + 1394 (0.0025)}$$

$$= \frac{1394}{1 + 3.485} = \frac{1394}{4.485} = 310.81 = 311$$

From the sample obtained, one hundred and seventy (170) male teachers and one hundred and forty-one (141) female teachers were picked from their various schools making the total sample to be three hundred and eleven (311) research respondents. This was obtained using simple random sampling technique. The instrument that was used for this study is questionnaire titled "Influence of Leadership Styles of Principals on Classroom Instruction in Secondary Schools Questionnaire" (ILPCISSQ). The questionnaire, designed by the researcher was made up of 36 items with two parts (A and B). Part A of the questionnaire sought information relating to the respondents' personal data while part B

addressed the major research question of the study, consisting of 8 items on Influence of Principals Leadership Styles on Classroom Instruction in Secondary Schools in Onueke Education Zone of Ebonyi State. The instrument received face and content validation by three experts, two from the Educational Foundations Department and one expert from Measurement and Evaluation unit of Science Education Department, all from Ebonyi State University, Abakaliki. This procedure ensured that the items strictly addressed the research questions for this study. In addition, experts ascertained whether the items in the instrument adequately catered for all the variables in the study

ranging from its clarity, proper wording of items, appropriateness and adequacy of the items in addressing the objectives of the study. After the validation by the experts no item was dropped, all items survived and were used for the study. In order to determine the reliability of the instrument, tagged "Influence of Principals Leadership Styles on Classroom Instruction in Secondary Schools in Onueke Education Zone of Ebonyi State"(ILSPCISS).It was administered to thirty (30) Principals of secondary schools in Abakaliki Education zone which is outside the study area for pilot testing and split half method was used for the study. The internal consistency of the instrument was computed using Cronbach Alpha. The internal consistency of each cluster of the instrument was computed separately. Each of the clusters: 1, 2, 3 and 4 had reliability coefficient of 0.61, 0.76, 0.85 and 0.86 respectively while the

overall reliability coefficient is 0.8595 which was high enough to consider the instrument reliable for use in the present study. This is because any reliability coefficient below 0.5 is considered not reliable while any reliability coefficient from 0.5 and above is considered reliable [7]. Copies of the questionnaire were distributed to the 311 respondents in their respective schools in Onueke Education Zone of Ebonyi State by the researcher with the aid of three (3) research assistants. The researcher collected the data with three (3) research assistants who was briefed on how to approach respondents. Questions 1-4 was answered on individual item basis using mean and standard deviation. A mean (x) of 2.50 was the cut off point for the study. The mean cut off point was derived by the addition of nominal values and dividing the sum by the number of scale options.

$$\text{Thus: } \frac{4+3+2+1}{4} = \frac{10}{4} = 2.50$$

The decision rule was that any mean value from 2.50 and above was used to interpret the item as agreed, while any mean value less than 2.50 was used to interpret the item as disagreed. In testing the hypotheses, t-test statistic was used to test the four null hypotheses at 0.05

level of significance. Then the t-cal was compared with t-tables, where the t-cal is less than the t-tables, the hypothesis is accepted and where the t-cal is greater than the t-table, the hypothesis is rejected.

Findings

Data collected were analyzed and presented on tables based on the research question and hypotheses that guided the study. How does authoritarian leadership style of principal influence classroom instruction in Onueke

Education Zone of Ebonyi State? Data collected from items 1-8 in section B of the research instrument were used to answer this research question 1. Summary of results of data analysis are presented in Table 2.

Table 2: Mean Ratings on how Authoritarian Leadership Style of Principals Influence Classroom Instruction

S/N	Principals authoritarian leadership style leads to:	N	\bar{x}	SD	Decision
1	Inducement of fear in students during classroom instruction	311	3.45	0.75	Accepted
2	Punishment at every slightest mistake from students	311	2.64	1.15	Accepted
3	Non-involvement of students in decision making in classroom activities	311	2.90	1.07	Accepted
4	Students strictly obey laid down rules	311	2.78	0.90	Accepted
5	Students withdrawal during instruction has negative effect on students	311	2.96	0.76	Accepted
6	Students abide in a given direction	311	3.03	0.72	Accepted
7	Students face negative reinforcement in the classroom	311	2.80	0.89	Accepted
8	Revoke punishment to staff who proved stubborn	311	2.84	0.87	Accepted
	Grand Mean (x)	311	2.92	0.88	Accepted

Source: Researcher's Field Work, 2019

The results of data analysis as presented in table 2, it was revealed that Principals authoritarian leadership style leads to: inducement of fear in students during classroom instruction, punishment at every slightest mistake from students, non-involvement of students in decision making in classroom activities, students strictly obey laid down rules, students withdrawal during instruction has negative effect on students, students abide in a given direction, students face negative reinforcement in the classroom and Revoke punishment to staff who proved stubborn with the mean scores of 3.45, 2.64, 2.90, 2.78, 2.96, 3.03, 2.80 and 2.84 with the standard deviation scores 0.75, 1.15, 1.07, 0.90, 0.76, 0.72, 0.89 and 0.87 respectively. With a grand mean of

2.92 and a standard deviation of 0.88 and since the mean is greater than mean score 2.50 set as mean score for decision making. The indication shows that authoritarian leadership style of principal influence classroom instruction in Onueke Education Zone of Ebonyi State.

Test of hypothesis

There is no significant difference in mean rating of male and female teachers on the influence of authoritarian leadership style of principals on classroom instruction in Onueke Education Zone of Ebonyi State. Data collected from items 1-8 in Section B of the research instrument were used to test this hypothesis 1. Summary of results of data analysis are presented in table 6.

Table 3:T-test of difference in the Mean responses of Male and Female respondents on the influence of Authoritarian Leadership Style of Principals on Classroom Instruction

S/N	Category of Respondents	N	Mean	SD	t-cal	Alpha	t-cv	Decision
1	Male	170	3.36	0.79	-2.37	0.05	1.96	Not Uphold H0
	Female	141	3.56	0.69				
2	Male	170	2.30	1.06	-6.11	0.05	1.96	Not Uphold H0
	Female	141	3.06	1.13				
3	Male	170	2.78	1.08	-2.14	0.05	1.96	Not Uphold H0
	Female	141	3.04	1.04				
4	Male	170	2.75	0.94	0.62	0.05	1.96	Uphold H0
	Female	141	2.82	0.85				
5	Male	170	2.98	0.81	0.53	0.05	1.96	Uphold H0
	Female	141	2.93	0.68				
6	Male	170	3.03	0.76	0.08	0.05	1.96	Uphold H0
	Female	141	3.02	0.67				
7	Male	170	3.03	0.76	5.16	0.05	1.96	Not Uphold H0
	Female	141	2.53	0.95				
8	Male	170	2.91	0.81	1.47	0.05	1.96	Uphold H0
	Female	141	2.76	0.93				
Average					2.13		1.96	Not Uphold H0

Source: Researcher’s Computation, 2019

Summary of result presented on table 3 indicates that there is significant difference in mean rating of male and female teachers on the influence of authoritarian leadership style of principals on classroom instruction. But item 4, 5, 6 and 8 there is an indication that there is no significance difference in the mean rating of male and female

teachers based on the items statement. Conclusion was based on the average mean of the t-calculated. This is because the t-calculated value is greater than the t-critical value that is 2.13 as against 1.96. Therefore, the null hypothesis of no significant difference should not be upheld.

Findings

Based on the results of data analysis as presented above, the study revealed that:

- i. Authoritarian leadership style of principal influence classroom instruction in Onueke Education Zone of Ebonyi State

- ii. There is no significance difference in the mean rating of male and female teachers based on the items statement

DISCUSSION OF FINDINGS

The Influence of Authoritarian Leadership Style of Principal on Classroom Instruction in Onueke Education Zone of Ebonyi State

The results of data analysis as presented asserted that principals authoritarian leadership style vehemently leads to inducement of fear in students during classroom instruction which creates negative impact in students, brings about punishment at every slightest mistake

from students, the leadership style deny students involvement in decision making in classroom activities, students strictly obey laid down rules, students withdrawal during instruction has negative effect on students, students abide in a given direction, students face negative

reinforcement in the classroom and revoke punishment to staff who proved stubborn, based on the mean that is greater than mean score 2.50 set as mean score for decision making. The indication then shows that authoritarian leadership style of principal influence classroom instruction in Onueke Education Zone of Ebonyi State while the hypothesis revealed that there is significant difference in mean rating of male and female teachers on the influence of authoritarian leadership style of principals on classroom instruction. This finding agrees with the findings of Shamaki (2015) who asserted that autocratic leaders tend to have the following five characteristics: Leaders does not consult members of the organization in decision making process, the leaders set all policies, predetermines the methods of work, determines the duties of followers, and specifies technical and performance evaluation standards. Since this style of leadership usually involves only one person deciding, it permits quick decision-making. Also this finding agrees with the

Principal's leadership style in the administration of schools helps in improving instruction and strongly promotes students' academic performance. The study revealed that autocratic leadership style largely influence classroom instruction negatively most times. The principals who utilize authoritarian leadership styles may not understand the implication of such leadership styles on the teachers

findings of [7] who asserted that autocratic leadership style is the leadership style where power and decision-making resides in the autocratic leader. The leader directs group members on the way things should be done and does not maintain clear channel of communication between himself or herself and the subordinates. He or she does not delegate authority nor permit subordinates to participate in policy-making. This leadership style maintains discipline and order in an institution. It prevents struggle for power by giving clear directives to teachers resulting in quick decisions. [9], reviewed that institutional leadership should be developed in line with interpersonal relationship, teamwork, self-motivation to perform, emotional strength and maturity to handle situations, personal integrity and general management skills. However, in autocratic leadership style, the principal explains what is to be done and does not care whether subordinates understood or not. Principal is expected to keep all teachers well informed.

CONCLUSION

and students. Where the principals exhibit authoritative leadership style; teachers and even students will be fearful and apprehensive of the principal. Therefore, teaching and learning is affected to a great extent. Hence, Seminars and workshops should be organized for principals and teachers to help them improve on their leadership styles for better classroom instructions.

REFERENCES

1. Adeyemi, T. O. (2016). Principals' leadership styles and teachers' Job performance in senior secondary schools on Ondo State, Nigeria". *Journal of Educational Administration and Policy Studies*, 2(6), 83-91.
2. Amadikwe, C.E. (2016). *Leadership: A communication perspective*, (5th ed.). Upper Saddle River, N.J.: Pearson Prentice Hall.
3. Bass, B. M. (2010). From transactional to transformational leadership: Learning to share the vision. *Organizational Dynamics*, 18(3), 19-31
4. Bass, B. M. (2014). *Leadership and performance beyond expectations*. New York, London: Free Press; Collier Macmillan.
5. Bull, P.K.(2010). Leadership styles and teachers' performance in secondary school in Nakaseke District: *Unpublished MA Thesis: Kampala: Makerer University*.
6. Chike-Okoli, A. (2008). *Schools and staffing in the United States: A statistical profile 1990-91*. Retrieved from ERIC Document Reproduction Services No 360378.
7. Crainer, L. (2015). The effect of leadership style on student achievement in title I elementary schools. (Ed.D. 3411203), Louisiana Tech University, United States -- Louisiana. *ProQuest Dissertations &*

Theses, the Humanities and Social Sciences Collection database

8. Eya, K. (2010). Leadership in a communicative perspective. *Acta Sociologica*, 44(1), 21-39
9. Hiit, C.G.(2013). Educational administration. *Theory, Research and Practice*(2nd edition). Random House, New York, pp.22-24.
10. Iwe, A. (2015). Instructional leadership and its effect on the teaching and learning process: The Case of principals in selected basic schools in the central province of Zambia. *International Journal of Science and Research (IJSR)*,4(4), 44-61.
11. Koh, K. (2008). *Fundamental issues in management human resource and educational management*. Kampala: Net Media Publishers Ltd
12. Mgbodile, T. (2004). *Fundamentals of educational administration and planning*. Enugu: Magnet business enterprise.
13. Mgbodile, T.O. (2012). *Management style for effective school educational administration and planning*. Enugu: Magnet Business Enterprise.
14. Mgbodile, T. O. (2016). *Education administration and planning*. Ibadan: Heinemann Ltd.
15. Munson, K. (2010). A survey of head teacher's leadership and their effects of school climate in selected schools in Northern Province. *M.Ed. Dissertation*. Lusaka:
16. Northouse, P. (2013). *Leadership theory and practice*. Thousand Oaks: Sage Publications, Inc.
17. Northouse, P. G. (2014). *Leadership, theories and practice* (5thed). Sage. Thousand oaks, CA.
18. Nwankwo, E. (2010). The significance of leadership style of educational management. *Educational Leadership*, 57(2), 24-32
19. Okumbe, J.A. (1998). *Educational management theory, a comparative evolution to general theory*. Nairobi: Nairobi University Printery.
20. Olaniyi, A.O. (1998). *Principal preparation, selection and leadership role teachers and teaching in Nigeria*. Benin: Festa Press Ltd
21. Olatunji, O. (1997). *Advanced personnel management. An Unpublished Master's Lecture Notes*, NAU, Awka.
22. Onuma, N. (2013). Teacher perception of administrative roles of secondary school principals in Nigeria. *Journal of Nigeria Academy of Education*, 9(12), 31-49.
23. Oyetunyi, C.O. (2016). The relationship between leadership style and school climate: Botswana secondary schools. *Unpublished PhD Thesis*. University of South Africa
24. Ukeje, B.O., Akabuogu, G.C. & Ndu, A. (1992). *Educational administration* Enugu: Fourth Dimension Publishing Co. Ltd.
25. Yahaya, A. (2017). Effectiveness principal instructional leadership in preparatory schools in South Wollo Zone. *Unpublished M.A Thesis*. Addis Ababa University, Ethiopia.