



ADMINISTRATORS LEADERSHIP PRACTICE AND SECONDARY SCHOOL TEACHER ATTITUDE TO WORK IN EKET EDUCATION ZONE OF AKWA IBOM STATE, NIGERIA

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ABSTRACT

This study investigated the influence of the school administrators' leadership practice on teachers' attitudes to work in Public Secondary Schools in Eket Education Zone of Akwa Ibom State. The study was guided by two specific purposes, two research questions and two null hypotheses. A comprehensive related literature was reviewed. The study adopted descriptive survey research design; the population of the study was 2,933 teachers while the sample for the study was 165 teachers. Structured questionnaire was used as instrument for data collection. The instrument was validated by three experts, two from the department of Educational Foundations and one expert in Measurement and Evaluation, all in Ebonyi State University, Abakaliki. Data collected were analyzed using mean and standard deviation for the research questions, while t-test statistic was used to test the null hypotheses at 0.05 level of significance. The findings revealed that: school administrators' leadership practices of transactional and participatory had low influence on teachers' attitudes to work in the study area. Based on the findings the following recommendations were made: Akwa Ibom State Government should organize conferences, workshop and seminar on transactional leadership practices to ascertain effective training of teachers and head teachers.

Keywords: School administrator, leadership, practices, teachers' attitudes, Public Secondary Schools



INTRODUCTION

Leadership is an indispensable attribute of a managers and administrators. It is an administrative behavior that runs through the entire management functions in a school system. Okon (2014) affirmed that leadership is related to administration and it pervades all administrative functions. The activities to be performed in the organization of human and material resources for the performance of designated activities, the standards of performance, policies, objectives, strategies, rules and regulations in the school, are all based on specified decisions, which must be taken to ensure smooth flow of school system. (Okon, 2014).

The school is a social system, made up of different people coming together with the aim of achieving a common goal. To do this, different decisions are taken at different intervals and situations by the head of the school. It becomes imperative for the administrator of a school system to device a means or mechanism through which decisions are made. According to Okon (2014:90) stated that “understanding the leadership mechanism is imperative for all administrators given that the school like all formal organization is a leadership structure.” He further explained that making an organization such as the school enterprise efficient and effective depends on leadership. This implies that schools as formal institutions can only attain high performance when the process of leadership is well designed by school administrators.

It is an obvious truism that the process adopted by the administrator (principal) in leadership determines to a large extent the attitude of subordinates (teachers) who have the sole responsibility of carrying out or implementing the decisions taken in the school system. Such leadership practices as transactional, participatory, transformational, bureaucratic instructional and autocratic leadership can actually influence teachers' attitude to work in school in organization.

Attitude is the mindset that affects how a person thinks and behaves (Omolara & Adebukola, 2015). According to them, attitude can influence a person positively or negatively. This implies that a teacher with negative attitude naturally perform poorly in the school system. Inyang (2014) sees attitude as a belief, made up of facts, opinions, and general knowledge about an object, people or events. According to Inyang, teachers' attitude to work appear undesirable trend in a school system because of its inherent capacity to ruin the entire school system of a country. Teachers' negative attitude to work manifests itself in all kinds of unprofessional behaviour, ranging from absenteeism, non commitment to assigned tasks, lateness to school and lack of quality instructional delivery. These are inimical to the success of the school system.

Teachers' good attitude is an ingredient to a successful school system. Individuals teachers with positive attitude towards their jobs and the organization are always satisfied with their jobs in the organization and would always perform better (Inyang, 2004). Teachers' attitude to work is a



crucial factor that cannot be neglected, if the entire school system must succeed. Hence, administrators of schools tend to employ a managerial practice that encourages teachers to have positive attitude towards their jobs and towards their leaders, which would eventually motivate them to pursue high performance for the success of the school within a changing environment (Burhanuddin, 2013). This espouses the fact that an appropriate leadership module would induce teachers to positive behaviour in the school, which would in turn influence the attainment of the school goals and objectives.

Nevertheless, secondary school system is of significant importance to every nation because it determines the success of the tertiary level of education as well as the entire school system and the society at large. Government, understanding this fact had overtime invested so much in secondary schools, to ensure that the aspirations of Nigerians at this level of education are maximized, so as to actualize the goals of the entire educational system of the country, as well as the national goals of the whole nation. Secondary schools occupy a mediating position between primary schools and tertiary institutions. The goals of secondary schools are to prepare individuals for useful living and for higher education, which is designed to produce high level manpower for the development of the country. (Federal Republic of Nigeria, 2014). This level of education should not be toiled with, as its success determines to a large extent, the success of the entire nation. Hence all efforts should be channeled to its success, so as to set a

blue-print for the entire education system to flourish.

However, there seem to have been an alarming trend of poor teachers' attitude to work in our secondary schools. Teachers do not seem to have positive attitude: they do not seem committed to their assigned duties, do not obey orders and so on. Teachers in recent times perform below expectations especially in the discharge of their duties. This source posited that teachers may go to school late, participate minimally in morning devotions and spend more time outside the school. This is affirmed by Ofoegba in Iheonunekwu, Nwamuo and Ukpabi (2012) when they declared that poor academic performance of students in Nigeria has been linked to poor teachers' performance in terms of accomplishing their teaching tasks, negative attitude to work and poor teaching habits.

The teachers are great determinant in ensuring good academic performance in public examinations. No wonder that it is often said that teacher is a very important resource in any educational system. Teachers are highly essential for the successful operation of the educational system and serves as a key to the educational development.

Students' performance is a major index by which the effectiveness and success of any educational institution could be ascertained. A lot of scholars and researchers are of the view that the poor academic performance at the secondary schools is a product of the teacher factor, school factor, home factor, institutional factor and so on. This situation

is adjudged to threaten the secondary school system in Eket Education Zone of Akwa Ibom State where some teachers often use the lesson periods for discussions in their staff-rooms, while others turn the school into market places where articles are sold. Some researchers like Burhanuddin, (2013) had traced this ugly trend to poor incentive schemes, inadequate provision of basic school facilities and poor teacher training programmes. In recent times, the government of Akwa Ibom State had done so much in the area of increasing teachers' incentive packages, provision of basic school structures and training of teachers. Despite all these efforts, secondary school teachers in Eket Education Zone still exhibit poor attitude to work (Burhanuddin, 2013).

This implies that teachers may have a positive working disposition in schools when school administrators implore the right leadership practice that might reduce tension and in other words create a healthy working relationship among teachers and students. These leadership practices ranges from transactional leadership, participatory leadership, transformational leadership, bureaucratic leadership, instructional leadership to autocratic leadership practice among others. This leadership practices are discussed below:

Transactional leadership is a leadership practice that focuses on supervision, organizing, and performance. Transactional leadership is an integral part of the Full Range Leadership Model whose typical tactics include strategy, efficiency goals, and economics of scale and quality differentiation. Transactional managers focus on performance.

Participatory leadership practice in the context of this study involves seeking the opinion of subordinates before any decision in the organization or school system is taken. Participatory leadership is a great practice for managers in the educational system who are interested in whole-team contributions and decision-making where every member of the institution work together to make decisions geared towards the actualization of the predetermined goals and objectives of the education system (Owoeye, 2015). Participatory leadership is a leadership practice in which all members of the organization work together to make decisions. Participatory leadership is more of a democratic leadership process where employees are encouraged to participate in decision making process. This implies employment of staff/employees in decision making in school organization, that is to say the employees and executives take decision together. The leader shares all pertinent information for deciding with the whole group. The participatory leadership decision-making process can take many forms, but the key element is collective input from all members of the organization. This leadership practice leads to transformation position change.

It is on the above premise that the study is designed to ascertain whether secondary school teachers' attitude to work in Eket Education Zone may be linked to administrators' leadership styles in the schools using both male and female teachers.

1.2 Statement of the problem



Teachers are important players in achieving school effectiveness, their performance and attitude to work are considered crucial to the success of the school system. This simply implies that teacher's attitude to work determines to a large extent, the level at which the school achieves her stated goals and objectives. The ultimate aim of every school system is to ensure that students maximize their learning in the cognitive, affective, and psychomotor domains of educational objectives. This is expressed in their level of achievement in internal and external examinations. However, teachers' poor attitude to work has been alarming issue in Akwa Ibom State, the situation appear unappealing in Eket Education Zone of Akwa Ibom State where the researcher observed that some secondary school teachers go to work late, some turn the school into market places where all kinds of goods are sold, while others use their lesson period for informal meetings in staffrooms. It has also been observed by the researcher that some teachers exhibit all kinds of unprofessional behaviours in schools, they do not go to classes on time, do not prepare lesson notes on time, do not give students note on time, and so on. It is also observed that many teachers in the Zone cannot deliver effective lessons in the classroom, while others lack basic skills for students' evaluation and proper assessment. It is also observed by the researcher that in some of the schools in the Zone, students display all manner of indiscipline behaviours. These range from absenteeism, lateness to school and classes, fighting with teachers and fellow students, disobedience to school authority and paying less attention to class

instruction and class work. During personal interaction with some of the teachers in some of the schools, they complained of poor classroom condition, non-availability of instructional materials, no proper guidance during instructional delivery, and inadequate development opportunities in the schools for them to improve on their pedagogical skills. Accordingly, when interacting with some students in some schools in the Zone and that sometimes, they do not cover the syllabus for a term and so on.

The researcher observed that schools where teachers exhibit poor attitude to work may lead to poor performance of the students academically because teachers are the curriculum interpreted and implementers. The problem of this study therefore is to determine the extent the school administrators' leadership practices influence secondary school teachers' attitude to work in Eket Education Zone of Akwa Ibom State.

1.3 Purpose of the Study

The general purpose of the study is to investigate the extent to which secondary school administrators' leadership practices influence teachers' attitude to work in Eket Education Zone of Akwa Ibom State. Specifically, the study sought to:

1. find out the extent to which school administrators' transactional leadership practice influence secondary school teachers' attitude to work.
2. determine the extent to which school administrators' participatory leadership practice influence secondary school teachers' attitude to work.



1.4 Research Questions

The following questions guided the study;

1. To what extent does administrators' transactional leadership practice influence secondary school teachers' attitude to work?
2. To what extent does administrators' participatory leadership practice influence secondary school teachers' attitude to work?

1.5 Hypotheses

The following null hypotheses were tested at .05 level of significance

1. There is no significant difference between mean ratings of male and female on the extent to which school administrators' transactional leadership practice influence secondary school teachers' attitude to work
2. There is no significant difference between mean ratings of male and female on the extent to which school administrators' participatory leadership practice influence secondary school teachers' attitude to work

Conceptual clarification/framework

2.1.1 Transactional Leadership Practice

School leadership is the process of enlisting and guiding the talents and energies of teachers, students and parents towards achieving common educational aims. The term school leadership came into currency in the 20th century for several reasons. Demands were made on schools for higher level of student's achievement, and schools were expected to improve and reform. These expectations were accompanied by calls for accountability at the school level.

Maintenance and status quo were no longer considered acceptable (Ali, 2011). Administration

and management are terms that connect stability through the exercise of control and supervision. The principal or school head is commonly thought to be the school leader; however, school leadership may include other persons such as members of a formal leadership team and other persons who contribute towards the aims of the school. Teachers' attitude to work are teacher's attitude and disposition to their professional duties and responsibilities at a particular period in the school system in achieving organizational goals. Owan (2013) asserted that principals can therefore encourage effective performance of their teachers by identifying their needs and trying to satisfy or meeting them. How effective the principal is in performing these roles has been a matter of concern to many educationists.

Transactional leadership practice is an area in school leadership that has aroused attention of scholars over the years because of its inherent capacity and tendency to influence the attitude of teachers in a school system positively. Transactional leadership focuses on the exchanges that occur between leaders and followers (Bass, 2018). These exchanges allow leaders to accomplish their performance objectives, complete required tasks, maintain the current organizational situation, motivate followers through contractual agreement, direct behavior of followers toward achievement of established goals, emphasize extrinsic rewards, avoid unnecessary risks, and focus on improve organizational efficiency. In turn, transactional leadership allows followers to fulfill their own self-interest, minimize workplace anxiety, and concentrate on clear organizational

objectives such as increased quality, reduced costs, and increased productivity. (Al-Omari, 2013).

Transactional leadership is characterized by behaviours and attitudes that emphasize the quality of exchanges between superiors and subordinates. The achievement of tasks and goals are the responsibilities of leaders who are the main actors to motivate the followers in identifying the objectives and developing confidence to meet the desired high-performance levels.

2.1.2 Participatory Leadership Practice

Participatory leadership practice is the central orientation of participative management. According to Kincki and Williams (2003) “participative management is the process of involving employees in making decisions”. Participative leadership has been recommended by several authors and scholars as a practical model of inducing subordinates to high performances and positive attitude to their assign tasks in the school system. Hollyns (2017), opine that participative leadership process provides for the involvement of everybody in the day-to-day administration of the school which makes it easier for staff to be satisfied with their jobs and increases their morale. He further maintained that there is a general belief that if teachers are satisfied with their jobs and have high morale, it is an indication that they are happy about their work and more likely to put in their best, be more productive and efficient.

Peretomode (2012), opined that participative leadership use the principle of supportive relationships, groups methods for leadership and supervision and have high performance goals. It

means that teachers’ participation in leadership process has the tendency of high morale towards positive attitude which is the determining factor of high performance and job satisfaction. The objectives of an organization are achieved when employees have some say leadership especially where the decisions affect their own areas of work (Torrington, Hall & Taylor, 2018). Participation in leadership process has also been found to increase employees’ creativity, productivity and job satisfaction (Nelson & Quick 2008; Luthans, 2018; Newstorm, 2017). The above expressions attest the fact that adopting participative leadership for a school, will boost teachers’ performance, as well as induce them to responding positivity to their role in the school system.

On the other hand, many scholars have objected to effectiveness of participative leadership in a given school system or organization. Ali (2011) contended that, apart from creating unrealistic expectations and time being consuming, employee participation in leadership has been criticized for generating mediocre decisions and disruptive conflicts situating that enhance loss of managerial authority and confuse accountability. Peretomode (2012) also noted that although there are a number of advantages of participative leadership, there are also disadvantages such as group link, risky shift and escalation of commitment.

Nevertheless, participatory leadership still remains a veritable tool in driving the attitudes of subordinates towards high productivity. As Hollyns (2017), declared that having weighed the advantages and disadvantages of participative Leadership, one can conclude that it still stands as



the best style of leadership process in any organization.. This affirms the assertion that participatory leadership promotes teachers' motivation in the school which will in turn, be expressed in their positive attitude and commitment to organizational goals or school objectives.

3.1 Research Design

Descriptive survey research design was used for the study. Descriptive survey consists of those studies in which data are collected from a small sample of a large population to enable the researcher describe in systematic manner and interpret the characteristic features and facts about things that exist. Therefore this design was appropriate because the study involves collection of data and analysing it without manipulation from secondary school teachers in order to ascertain the influence of the school administration leadership practices on teachers attitude to work in public secondary schools in Eket Education Zone of Akwa Ibom state. The area of this study was Eket Education Zone of Akwa Ibom State, Nigeria. Eket Education Zone is located in the Eket Senatorial District of Akwa Ibom State. Eket Education Zone is made up of seven (11) Local Government Areas namely; Eastern Obolo, Eket, Esit Eket, Ibeno, Mkpato-Enin, Mbo, Udung-Uko, Okobo, Oron, Urueoffong/Uruko and Onna. The Educational Zone has a total population of 1,590,200 as at 2016 population projection. Eket Education Zone occupies the South Central portion of Akwa Ibom State territorial expanses spanning Northwards between Latitudes 4°33'N and 4°45'N and Eastwards between Longitudes 7°52'W and

7°50'W. Such important institutions as Exxon Mobile, Ibeno Beach, Calabar, Heritage Polytechnic, Jubilee Syringe Manufacturing Company Limited, Unilever Nigeria Plc and the 86 public secondary schools are located in the Zone. The zone is dominated by Christians with sophisticated churches spread around the place. The Zone is located in the Rain forest region with green vegetation and tick forests. The Zone has many nursing, primary, secondary schools with tertiary institutions. The population of this study was eighty-six (86) public secondary schools in Eket Education Zone with two thousand nine hundred and thirty-three (2,933) teachers. Thus, the total population of the study was 2,933 teachers.

(Akwa Ibom State Secondary Education Board, 2022). The study made use of stratified proportionate, purposive and simple random sampling. Eket Education zone was stratified into eleven (11) local Government Areas where the 86 public secondary schools are located with the teachers' population of 2,933. A researcher's structured questionnaire was used as an instrument for data collection. The questionnaire is tagged, "Administrators leadership practices questionnaire (ALPQ). The questionnaire is divided into two parts of A and B, part A is for bio-data of the respondents while part B which is sub-divided into two sections or clusters 1-2 sought information on the influence of administrators leadership practices on the attitudes of teachers in public secondary schools in Eket Education Zone. The face validity of the instrument was ensured by giving it to one expert in measurement and evaluation in the

department of science education and two experts in the Department of Educational Foundations, all of Ebonyi State University Abakaliki.. The validators assessed the instrument grammatically, structurally and appropriately ensuring that the questionnaire items were appropriate. Their suggestion and corrections were finally used for data collection for the study. The overall reliability co-efficient of the instrument is 0.958 . The researcher with the assistance of two research assistants visited the sample schools for administration and collection of

the copies of the questionnaire. Out of one hundred and sixty five (165) copies distributed, one hundred and fifty two (152) copies were returned indicating 92% returned of instrument while 8% represented (13 copies) got lost or damaged. Data collected were analyzed using means and standard derivation for the research questions, while the null hypotheses were tested at 0.05 level of significance and appropriate degree of freedom using t-test statistic.

RESULTS

The researcher presents the results of data analyzed based on the research questions and null hypotheses formulated for the study.

Research Question 1: To what extent does school administrators’ transactional leadership practice influence public secondary school teachers’ attitude to work in Eket Education Zone of Akwa Ibom State?

Table 1: Mean and Standard Deviation of the Respondents on the extent to which School Administrators’ Transactional Leadership Practice influence Teachers’ Attitude to Work in Public Secondary Schools in Eket Education Zone of Akwa Ibom State. N=152

S/N	Item Statement	\bar{x}	SD	Decision
1.	Lateness to work	1.98	0.26	LE
2.	Loitering about in school	1.69	0.52	LE
3.	Non-chalant to lesson notes	1.82	0.45	LE
4.	Irregular in class	1.07	0.25	LE
5.	Absenteeism	1.85	0.45	LE
6.	Leaving school before time without permission	1.05	0.22	LE
7.	Poor coverage of scheme of work	1.17	0.37	LE
8.	Poor conduction of continuous assessment	1.61	0.48	LE
9.	Poor conduction of school examinations	1.83	0.45	LE
10.	Involving in examination malpractices	1.36	0.54	LE
11.	Immoral conduct	1.50	0.57	LE
12.	Collection of illegal fees from students	1.53	0.57	LE
13.	Non-participation in school morning assembly	2.24	0.44	LE

14. Non-participation in school co-curricular activities	2.07	0.48	LE
Grand mean (X)	1.66	0.45	LE

The result of data analysis presented in table 1 above revealed that the school administrators’ transactional leadership practice in public secondary schools in Eket Education Zone of Akwa Ibom State has low influence on teachers’ attitudes to work with a grand mean of 1.64

4.1.2 Research Question 2

To what extent does the school administrators’ participatory leadership practice influence public secondary school teachers’ attitude to work in Eket Education Zone of Akwa Ibom State?

Table 2: Mean and standard deviation of the respondents on the extent to which school administrators participatory leadership practice influence public secondary school teachers’ attitude to work in Eket Education Zone of Akwa Ibom State N=152

S/N	Item Statement	X	SD	Decision
15.	Lateness to work	1.47	0.52	LE
16.	Loitering about in school	1.18	0.41	LE
17.	Non-chalant to lesson notes	1.71	0.50	LE
18.	Irregular in class	2.12	0.33	LE
19.	Absenteeism	1.78	0.42	LE
20.	Leaving school before time without permission	1.93	0.58	LE
21.	Poor coverage of scheme of work	1.67	0.47	LE
22.	Poor conduction of continuous assessment	1.64	0.48	LE
23.	Poor conduction of school examinations	1.77	0.43	LE
24.	Involving in examination malpractices	1.94	0.23	LE
25.	Immoral conduct	1.74	0.44	LE
26.	Collection of illegal fees from students	1.36	0.48	LE
27.	Non-participation in school morning assembly	1.31	0.47	LE
28.	Non-participation in school co-curricular activities	1.09	0.29	LE
	Grand Mean (x)	1.59	0.51	LE

The result of data analysis presented in table 2 above revealed that the school administrators’ participatory leadership practice in public secondary schools in Eket Education Zone of Akwa Ibom State has low influence on teachers’ attitudes to work with a grand mean of 1.59.

Test of Hypotheses

HO₁: There is no significant difference in the mean ratings of male and female teachers on the extent school administrators’ transactional leadership practice influence teachers’ attitude to work in public secondary schools in Eket Education Zone of Akwa Ibom State.

Table 7: Summary of t-test of difference in the mean responses of male and female teachers on the extent of school administrators’ transactional leadership practice influence teachers’ attitudes to work in public secondary schools in Eket Education Zone of Akwa Ibom State.

S/N	Gender	N	X	SD	Df	t-cal	t-crit	Decision
1.	Male	62	1.97	0.40	150	0.40	1.96	Upheld
	Female	90	1.99	0.11				
2.	Male	62	1.71	0.61	150	0.23	1.96	Upheld
	Female	90	1.69	0.47				
3.	Male	62	1.84	0.55	150	0.20	1.96	Upheld
	Female	90	1.82	0.38				
4.	Male	62	1.11	0.32	150	1.49	1.96	Upheld
	Female	90	1.04	0.21				
5.	Male	62	1.89	0.52	150	0.69	1.96	Upheld
	Female	90	1.83	0.40				
6.	Male	62	1.06	0.27	150	0.52	1.96	Upheld
	Female	90	1.16	0.37				
7.	Male	62	1.63	0.49	150	0.27	1.96	Upheld
	Female	90	1.87	0.50				
8.	Male	62	1.63	0.49	150	0.22	1.96	Upheld
	Female	90	1.61	0.49				
9.	Male	62	1.87	0.50	150	0.78	1.96	Upheld
	Female	90	1.81	0.42				
10.	Male	62	1.31	0.59	150	1.01	1.96	Upheld
	Female	90	1.40	0.51				
11.	Male	62	1.56	0.64	150	1.00	1.96	Upheld
	Female	90	1.47	0.52				
12.	Male	62	1.63	0.63	150	0.40	1.96	Upheld
	Female	90	1.47	0.52				
13.	Male	62	2.23	0.46	150	0.17	1.96	Upheld
	Female	90	2.26	0.44				
14.	Male	62	2.08	0.27	150	0.89	1.96	Upheld
	Female	90	2.07	0.60				
Average						0.59	1.96	Upheld

Result in table 7 revealed that the all the items of t-test value is less than the t-critical value of 1.96. Thus, there was no significant difference in the mean ratings of male and female teachers on the extent of the school administrators’ transactional leadership practice influence teachers attitude to work in public secondary schools in Eket Education Zone of Akwa Ibom State. Thus, the null hypothesis (H_{O1}) was upheld.

H_{O2}: There is no significant difference in the mean ratings of male and female teachers on the extent school administrators’ participatory leadership practice influence teachers’ attitudes to work in public secondary schools in Eket Education Zone of Akwa Ibom State.

Table 8: Summary of t-test of difference in the mean responses of male and female teachers on the extent of school administrators’ participatory leadership practice influence teachers’ attitudes to work in public secondary schools in Eket Education Zone of Akwa Ibom State.

S/N	Gender	N	X	SD	Df	t-cal	t-crit	Decision
15.	Male	62	1.31	0.50	150	0.90	1.96	Upheld
	Female	90	1.47	0.52				
16.	Male	62	1.19	0.40	150	0.24	1.96	Upheld
	Female	90	1.18	0.41				
17.	Male	62	1.68	0.47	150	0.42	1.96	Upheld
	Female	90	1.71	0.50				
18.	Male	62	2.10	0.30	150	1.50	1.96	Upheld
	Female	90	2.12	0.33				
19.	Male	62	1.85	0.36	150	1.22	1.96	Upheld
	Female	90	1.78	0.42				
20.	Male	62	2.00	0.00	150	1.10	1.96	Upheld
	Female	90	1.93	0.58				
21.	Male	62	1.65	0.48	150	0.27	1.96	Upheld
	Female	90	1.67	0.47				
22.	Male	62	1.60	0.49	150	0.50	1.96	Upheld
	Female	90	1.64	0.48				
23.	Male	62	1.81	0.40	150	0.59	1.96	Upheld
	Female	90	1.77	0.43				
24.	Male	62	1.92	0.27	150	0.59	1.96	Upheld
	Female	90	1.94	0.23				
25.	Male	62	1.74	0.44	150	0.66	1.96	Upheld
	Female	90	1.74	0.44				
26.	Male	62	1.40	0.49	150	0.97	1.96	Upheld
	Female	90	1.36	0.48				
27.	Male	62	1.39	0.49	150	0.55	1.96	Upheld
	Female	90	1.31	0.47				

28.	Male	62	1.06	0.25	150	1.96	Upheld
	Female	90	1.09	0.29	0.56		

Result in table 8 revealed that the t-test value of 0.70 is less than the t-critical value of 1.96. Thus, there is no significant difference in the mean ratings of male and female teachers on the extent of the school administrators’ participatory leadership practice influence teachers attitude to work in public secondary schools in Eket Education Zone of Akwa Ibom State. Thus, the null hypothesis (HO₂) was upheld.

Discussion of Findings

5.1 Influence of Transactional Leadership Practice of the School Administrators on the Attitudes of Teachers to Work.

Result of data analysis presented in table 1 of chapter four revealed that there was low influence of transactional leadership practice on the teachers’ attitudes to work. This was evidenced by the grand mean score of 1.64 in table 1 of items 1-14. Based on that, the researcher said that transactional leadership practice of the school administrators had low extent influence on teachers’ attitudes to work in public secondary schools in Eket Education Zone of Akwa Ibom State. The finding of this study did not in agreement with the view of Omolaya cited in Luthans (2018) who believed that transactional leadership practice has significant and positive relationship with teachers’ attitude to work. The finding of this study also did not agree with Groves and LaRocca (2011) when they concluded that transactional leadership is the prelude to institutional ethics and effective managerial decision making. The result of this study is expected to be on the positive side having viewed transactional leadership practice as one of

the best leadership styles or practices. This actually poses a concern to stakeholders in education to find a lasting solution to the problem of teachers’ poor attitudes to work.

5.2 Influence of Participatory Leadership Practice of the School Administrators on Teachers’ Attitudes to work

Result of data analysis presented in table 2 of chapter four revealed that there was low influence of participatory leadership practice on teachers attitudes to work. This was showed by the grand mean score of 1.59 in table 2 of items 15-28. Based on that, the researcher said that participatory leadership practice of the school administrators had low influence on teachers attitudes to work in Public Secondary Schools in Eket Education Zone of Akwa Ibom State. The finding of this study did not agree with the finding of Hollyns (2017) who surveyed levels of participation in leadership as correlates of job satisfaction and morale of teachers in Public Secondary Schools in Delta State. He found a strong and positive relationship between participatory leadership and teachers’ attitude to work in schools.



Furtherstill, Napodia (2011) in a study found among other things that there is a positive relationship between teachers' morale and participation in leadership which is contrary to the finding of this present study. The negative result of this study actually calls for serious intervention by the stakeholders in education in order to find lasting solution to teachers' attitudes to work.

5.3 Conclusion

Based on the analysis of the study, it was found that the school administrators' leadership practices in Public Secondary Schools in Eket Education Zone of Akwa Ibom State have low influence on teachers' attitude to work. This could actually account to all forms of indisciplinary behavior among the teachers and students as observed by the researcher.

5.4 Recommendations

Based on the findings of the study, the following recommendations were made:

1. Akwa Ibom State Government should organize conferences, workshop and seminar on transactional leadership practices to ascertain effective training of teachers and head teachers..
2. The State government should apply the theory of Economic Man. This theory emphasizes money as the sole motivator to every employee. This will encourage the state government to see that these teachers are adequately taken care of financially.

5.5 Educational Implications of the study

This study has a lot of implications for secondary school staff and principals in particular. As regard to school administrators transactional leadership practice in Public Secondary Schools which has low influence on teachers' attitudes to work. Poor attitudes of teachers to work in secondary schools may likely destroys the overall goals of Secondary Education thereby affecting students academic performance. In the case of school administrators' participatory practice in Public Secondary Schools which has low influence on teachers' attitudes to work. if government or school management board continue to show less concerned, this will continue to reduce teachers productivities thereby affecting the development of the school system.

As relates to school administrators' transformational leadership practice in Public Secondary Schools which has low influence on teachers' attitudes to work. This ugly side of this is continuous fall in the standard of education which affect students academic performance.

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