



# Bureaucratic Leadership Style as it is Applied in the Public Secondary School

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## Abstract

This study investigated ‘the bureaucratic leadership style as it is applied in public secondary school’. Three (3) research questions guided the study. Max Weber’s theory of leadership was adopted as a theoretical base for the study. Descriptive and survey design were adopted for the study. The population of the study was 1019 (23 principals and 996 teachers) sampled from twenty three 23 secondary schools in Abua/Odual and Port Harcourt City Local Government Areas out of which 287 respondents (principals and teachers) were selected using stratified sampling technique. The instrument use for the study was tagged “bureaucratic leadership style in public secondary schools questionnaire” (BLSPSCQ). Test re-test method was adopted to establish the reliability of the instrument and a reliability coefficient of .76 was obtained. Mean and standard deviation were used to answer the research questions while Chi-square was used to test the three hypotheses. The findings showed that bureaucracy as one of the leadership styles was found effective in the principals and staff administration of the secondary school. It helps and fosters democratic environment since every staff is saddled with responsibilities. It also, makes every member of staff to also abide by the rules and regulations guiding school systems. Hence, the study recommends that principals, head teachers should adopt and encourage bureaucratic leadership styles in the administration of school in order to enhance higher job satisfaction among teachers, etc.

**Keywords:** Bureaucracy, Leadership Style, Principal, Teachers, Head Teachers, School System.

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## INTRODUCTION

Bureaucratic leadership style is a framework, which is based on specific competencies of the principal, head teachers and teachers to be able to play their role effectively to improve the

educational system. The bureaucratic leadership always has a rigid division of labour and a clear structure of command, which is enabled by specific and strict rules. Most bureaucratic leaders might have a bit of bad reputation because of the strictness of the rule, and they are term to be wicked, they have to abide to the rule and regulation of the educational system, no time for lousiness rather do the right thing at the right time in addition, bureaucratic system required a continuous development of both the leader and the subordinate because of their requirements, the system tend to focus on rules, laws, and regulations as basic of power and functionality. That is why Cheng and Mulliurs (2002) asserted that the relationship between school teachers' job satisfaction and leadership style is moderated by situational factors. Leadership is the act of influencing people to achieve defined goals (Moshbeki, 1998).

Leadership processes uses influence without force to conduct and co-ordinate members of a group to achieve goals (Griffin 1997). Leadership style is a leader's behavior to conduct organization or institution members in the proper way (Feize, 2004). Bureaucratic leadership style in public secondary school is the leadership based on fixed official duties that is founded on hierarchy of authority, applying a system of rules and regulation for management and decision making processes. This style of leadership can be advantageous in highly regulated lines in the educational systems and can be efficient in the management styles in schools that do not require much creativity or innovation from staff.

The principal as a bureaucratic leader is the executive head of the secondary school. He or she is responsible for controlling and coordinating all school activities ranging from student's enrolment planning of the school timetable, keeping of school record like class registers, log book, updating his staff with information from the Ministry of Education, making budgetary and fiscal plans. Sourcing for funds to run the school and managing the funds made available to run the school with the aim of realizing educational goals and objective. Circumspect financial management is also one of the responsibilities of the secondary school principal. As such, principals of secondary school use bureaucratic leadership style as a fundamental element to manage the available funds in the school to avoid wastage

### **Statement of the Problem**

We need a system that empowers principals and teachers to deliver on the promise of giving all students quality education. Right now there are too many structural hurdles for most of them to be able to succeed. However, common observation has shown that principals lack the authority and power to influence the activities of their teachers. This has been attributed to their inability to instill or exercise discipline without sentiment. It is a common observation that school leaders operate without regards or knowledge of the bureaucratic principles of impersonal orientation, rule and regulation, etc. This situation has always hampered performance to the extent that the researcher is worried and inspired to carry out this study to investigate the application of bureaucratic leadership style and its impact on staff and students in the school system.

### **Purpose of the Study**

The main purpose of the study is to investigate bureaucratic leadership style as it applied in the public secondary schools. Specifically, the study will determine:

- The impact of bureaucratic leadership style on public secondary schools.

- Identify the bureaucratic leadership style elements that help principals to operate more effectively.
- The effect of inappropriate application of bureaucratic leadership style in public secondary school.

### **Research Questions**

The following research questions were formulated to guide the study:

- What impact does bureaucratic leadership style pose on teachers?
- What bureaucratic leadership style elements help the principals operate effectively?
- What causes inappropriate application of bureaucratic leadership style in the school systems?

### **Hypotheses**

The following hypotheses guided the study:

- There is no significant relationship between bureaucratic leadership style and the effectiveness of public secondary school teachers.
- There is no significant relationship between bureaucratic leadership style elements and principals' effectiveness in public schools.
- There are no significant relationship between causes of improper application of bureaucratic leadership style and the effectiveness of school systems.

## **REVIEW OF RELATED LITERATURE**

### **Features of Bureaucratic Leadership**

This type of leadership can be broken down into three components according to Shawn Grinsley (2015), they are: **Fixed Official Duties:** All administrative and management task are broken down into permanent offices that permit clear line of authority, responsibility and accountability. The principal as the Administrative and management head assigns duties to his or her teachers academic and nonacademic staffs despite their area of specialization for example, vice academic handles issue about examination, preparing of school timetable, examination timetable, exams record etc. While the vice Administration prepare duty roaster for teachers, prefect list, check student that has pay their fee approved by the state government like sanitation fees, P.T.A., Junior (WASCE) and sport fee and handed it over to the principal. They also have the head of department which are assigned by the principal to check the lesson notes of the teachers and marks them, and make comment where necessary. The lesson notes of the head of department (H.O.D) are marked by the vice principal and other committee staff set by the principal for the effectiveness of attaining the school goal. Examples are inter-house sport committee, exams committee, labor committee, craft committee, welfare committee, religion committee, horticulture committee, sanitation committee, cultural committee etc. These committees are set up by the principal for the achievement school goals.

**Hierarchy Of Authority:** positions in the public schools are arranged in hierarchy form where lower staff positions are answerable to the principal, and the vice and the H.O.D. (HOD of department) but in some occasion the lower staff do not have respect for their senior counterparts or staff even when they are being directed, they feel too pompous to listen.

**Technical Expertise:** Qualification for bureaucratic leadership is usually based upon the technical expertise requirement to efficiently and effectively lead and to manage the tasks ahead. The principal has the impetus to place teacher in their area of specialization, which is their subject areas to teach, in some cases, teachers might be assigned to subject closely related to the area of specialization. For example, an accounting teacher teaching mathematics, some cases teaching introduction to technology, but in some cases the revise is the case depending on the principal, some principal assign subject to teachers anyhow. A teacher who studied engineering is teaching home economics, which will affect the teaching system of that teacher because he or she cannot make impact in that subject area.

### **The Qualities of Bureaucratic Leaders**

It is also beneficial to study the qualities and traits a bureaucratic leader should possess. To be a good principal and teacher, there is need to have these qualities of bureaucratic leadership style. Below are five traits a bureaucratic leader should focus on in order to excel in these specific styles:

**Detail-Oriented:** As a principal who is a leader needs a detail oriented, since the structure is based on rules and the enforcement. The principal must be able to stay on top of the little detail and to ensure guidelines are followed at all times. Being a detailed oriented is among the traits, the majority of the people believe are strictly something innate. Innate is a skill you must develop for thing to work well in the school system.

**Accomplishing Task:** As a principal, you must accomplish the task at hand, the task you have is the teacher, student and the school itself. How can things be done properly, how the school teachers can do their work, students to be ready to learn and to fulfill government own quarter of rendering their own percentage of fees and the development of the school itself that is a big task on the principal to accomplished.

**Hardworking:** there is need to prepare to work hard for the objective and goal of the school. Since the frame work emphasizes performance, the principal must be setting an example of high standards, with the quality of work and the ability to finish well. The ability to work harder is directly related to the sense of motivation. The more motivated you feel, the more effort you are going, therefore, the key to create a hardworking nature is all about motivating yourself to a specific goal that can be done by a clear goal for everything you do. The principal needs to be aware of what he/she is doing but also why he/she is doing it and what the achievements will be to the school system. It will inspire the principal to work towards them.

**Creates Habits:** For the principal motivating him or herself always toward goal achievement in the school is very malicious, the principal can also focus on establishing small habits that help them achieve goals by setting automatic routines, such as focusing 15 minutes in the morning to attends to visitor, after that move round the classroom and the school environment, etc., they will find themselves accomplishing the task.

**How to Step Out of your Comfort Zone:** There is a saying in ports that says “No Pain, No Gain”. It might be cheesy but is true. You can’t achieve greatness by staying in your comfort zone. The principal also need to think how to create new things at time that is, venturing into the unknown in all aspects of his/her life.

**Remember To Reward And Punish Your Self:** Sometimes motivation and hard work comes down to simple rewards or punishments. If the principals know there is always a reward and disgrace awaits every lazy or lousy principal that did not do his or her work, there is need for he or she to tidy all records and make sure the teachers and students are in the

right track or he or she will reap disappointment and disgrace for not doing the right thing at the right time, in such occasion he or she need to punish he/herself to get the right target.

**Task Focused:** As a principal, you need to be on top of all the objectives and know how the task can be done most efficiently. Task focused principal must create clear schedules for teachers, with emphasis on the requirements of the task. As a principal, there is a need to focus on the standards of the objective and much of it relies in the same skills. The principal need to enhanced understanding of the school system, the functions required for the tasks and the different processes needed to achieve the goal in the best way.

**Strong Minded:** The bureaucratic leaders' role might seem easy, as the authority is solely in the hands of the leader. You do not need to worry about structure of power or delegating decision making to subordinates, but it does not mean position would require a strong mind. As a principal who is a leader, need to be strong-minded, in fact, strong-mindedness is a crucial requirements for a bureaucratic leader, as you need to be able to keep everything in order and ensure the framework should not be broken.

According to Michael (2012) you need to have five keys to be a strong-minded leader:

**Confidants:** Confidants can be built by taking small steps. Michael writes that "Success build upon itself and slowly it lays down as a permanent route to change, so the principal must build confidence in his/her self by taking gradual step which will extend to the teachers.

**Courage:** The principal need to have courage and this is closely attached to his/her ability to step outside of that comfort zone.

**Committed:** As a principal, one need to be committed to achieve the objectives, which are set before you and the school system or educational system. The principal need to understand that success takes time but if you don't believe in what you are doing, you will never get there.

**Control:** As a principal, he must be in control, being in control doesn't necessarily mean you can be in control of everything, but you need to have faith in what you are doing and know that you are skilled enough to achieved your goals. If you learn everything you need to know as a principal it will help you to learn more things like reading, engage yourself in other training that are important in your profession and as a principal, search materials on the internet and read more about good leaders or how principals succeed, how they reach their success. Also, stay in better control of the results.

**Possess a Sense of Purpose:** Finally Michael recommends that principal should improve their sense of purpose, a principal can stay strictly on target to achieve the objective for example punctuality of teachers and student to school, reward teachers that comes early through gifts and punish students that come late by giving them grasses to cut. Benjamin (2010) says the tragedy of life does not lies in not reaching your goals, the tragedy lies in not having any goals to reach".

**Passionate:** Finally, a principal need to be a good bureaucratic leader, he or she need to be passionate, and stop meticulous focus on objectives. The ability to concentrate on the tasks ahead and the hard work it takes to keep everything in order won't be achieved if you aren't passionate about leading the troops (the teacher, nonacademic staff and students). The bureaucratic style is focused on action objectives and following the same frame work each day, feeling of boredom is possible. Therefore, the principal must have passion for the work you do and for achieving the objectives he/she have set for the work you do. A Forbes by Kelvin (2014), listed few tips to reigniting passion for work.

**Having a break:** Sometime, removing yourself from the situation such as work and doing something completely different can make you want to get back to work.

**Read more:** Learning is a great way to find your love of the school system or educational system, do not only read books regarding your profession, but also educate yourself on leadership entrepreneurship and emotional intelligence.

**Use a mentor:** You should join mentoring program or find a person you can turn to when things get rough. As well as having a mentor of your own, you could also try mentoring, as it can be a great learning curve to see someone else just starting in the leadership role.

### **Advantages of Bureaucratic Leadership Style (Cleverism, 2018)**

- The bureaucratic leadership style can be an easy continuum because it is repeatable, and it has focus on establishing a clear and well defined set of rules and processes, replicating a successful system are not difficult.
- Its standard is been maintain under all sorts of circumstances. If the organization or institution faces changes in personnel, principals, teachers, or other situations the bureaucratic processes and establishment structure can keep the process running and quickly steady without collapsing the system.
- Bureaucratic leadership system can provide extremely reliable result. It guarantees procedures and it does not father under-pressures and ensures everyone in the organization is aware of the processes and objectives in the organization or educational system.
- It improves job security and act as a motivational boost and help the subordinates to maintain professionalism.

### **Disadvantage of Bureaucratic Leadership Styles**

- Subordinates are not expected to make decision out of the box and everything that would deviate from the established system will have to be dealt with supervisors. The rigid structure can create an environment where people just follow the procedure and don't try to consider different ways of doing things.
- The bureaucratic system can diminish creative thinking because the system for changing the procedure can be cumbersome. A new idea will need to be introduced in steps, following the hierarchical power structures, and even if the suggestion is accepted, changing the old structures can take time. Change is never easy.
- It does not empower subordinates as much as certain other styles. The frame work does not reward people who are professional. The aim is not about empowering subordinates or inspiring them to lead, but rather to achieve the goals in the most efficient manner. The system can be seen as robotic and subordinate can easily feel less appreciated under the system.

### **Examples of Famous Bureaucratic Leaders**

Bureaucratic leadership style has a long history. It's been used in politics and in religions organizations around the world. The effectiveness of the style has been a number of great leaders to take advantage of the framework, with business leaders understanding the essential nature of the style. Who are some of the bureaucratic leaders you might want to look up to? Below are four examples of the benefits and the occasional downside of the leadership frame work.

#### **Winston Churchill**

While the British Prime Minister, Winston Churchill, showed a number of different leadership qualities, bureaucratic leadership is definitely among the strongest models he used. Churchill had charisma, which he used during the Second World War, but he also relied on a heavily structured system to get things done. Churchill's key bureaucratic leader traits were his decisive nature and persistency to follow the plan. Churchill was one of the Staunch Soviet Russia and Hitler's Nazi Germany right from the start. This was not a popular the assessment of the time and the British Government did not believe the stark images. Churchill was painting about the future, but Churchill was stuck to his decision-making and view of the two leaders. Eventually, as the world begins to fear Europe, Churchill was voted in and he created a decisive plan to defeat the enemy, no matter the cost.

Furthermore, Churchill also showed plenty of persistency. In his famous speech, Churchill said, "whatever the cost may be, we shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hill, we shall never surrender". Churchill was also a detail oriented leader, something that is a key trait in the bureaucratic framework. He wanted to know everything involving different aspects of the government and wartime military effort. He understood the importance of trial and error, knowing it will be inevitable to have ups and downs in whatever you do. He smartly said "success is not final, failure is not fatal, it is the courage to continue that counts".

### **Colin Powell**

Colin Powell is another great political example of a bureaucratic leader. His leadership style has roots in the military, which is an organization that often utilizes the bureaucratic model. Powell quickly rose through the ranks in the U.S military, becoming a general and eventually the first black member of the Joint Chiefs of Staff. His leadership skills were recognized in 2001, when he became the U.S secretary of state. From his time in the military, Powell learned the power of bureaucratic leadership and the need to follow procedures and norms. He understood that success was all about optimizing your potential to succeed and minimizing your failures. In essence, it is what bureaucratic framework is all about creating a system that maximizes the potential for greatness and creates efficiency across the organization.

Powell also focused always on the mission and the task ahead. It wasn't even about achieving personal greatness, he knew that great organizations succeed and fail together, not through individual performance. He once said, "I have tried to do my best at what has come my way. I am not without ambition. I have had a full and active public life. In 2012, Forbes article, 'Colin Powell' gave advice to entrepreneurs and a number of the tips were directly applicable to a bureaucratic structure. For instance, Powell writes in the article about the importance of linking the organizations strategy with the right resources. "Make sure people know what the job is and give them everything they need to get it done", he wrote.

### **Harold Geneen/ITT**

The business world has also provided examples of bureaucratic leaders and Harold Geneen is among these figures. He made most of his success as the CEO of international Telephone and Telegram Corporation (ITT) which he helped to grow into a multinational conglomerate, much of this was due to his focus and bureaucratic management style. In fact, Geneen is often touted as the person who helped develop international businesses and establish the framework required to launch medium sized organizations into the world stage. His idea of creating parent company that owns subsidiaries in different industries is a popular model for most mega-corporations of today.

The bureaucratic leadership style was evident from the manner in which he structured the organizations. ITT held a tight leash on how the finances were to run in subsidiaries and the accountability structure always followed a clear hierarchical outline. Different departments were built on a hierarchical model and the autonomy was placed within these smaller units. The framework of the organization was always set on a macro level, even though micro-decisions were allowed within smaller team. Harold Geneen was a passionate student of leadership and he spent time writing on topic as well. He once said, "Leadership is practiced not so much in words as in attitude and in actions". The quote reflects the bureaucratic leadership idea of keeping the organization and performance at the centre, not the individual achievements or traits.

In business, words are words, explanations are explanations, promises are promises, but only performance is reality". Geneen noted.

### **Alfred P. Sloan/General Motors**

Another example of a bureaucratic business leader comes from Alfred Sloan. The American businessman was elected president of General Motors and under his leadership; the company reformed its approach to leadership and management. He didn't just change the way General Motors was managed, but also influenced the whole of the industry.

Historian Harold has argued that Sloan "bureaucratized the entrepreneurial function". He created a hierarchical organization, which focused on following rules and taking calculated risks. He decentralized a number of the functions, allowing individual sections of the organization to manage themselves. Sloan was a meticulous leader, although sometimes rather ruthless as well. He strongly believed in the corporate culture, especially when it was about decentralized decision making, measured performance and continuous development.

Sloan had a realistic approach to development and innovation. He understood the value, but he also wanted to focus on providing people with things they wanted and which were practical. He once said, "The greatest real thrill that life offers is to create, to construct, to develop something useful. Too often we fail to recognize and pay tribute to creative spirit. It is that spirit that creates our jobs". Sloan was always willing to take the risks, if the rewards worth it.

Thus, bureaucratic leadership is one leadership style that has been thoroughly tested throughout the times. It has been a popular form of organizing societies and after Weber's theorizing, the frame work became a popular choice for leaders in the business world as well.

Nonetheless, the style has suffered from a bad reputation, often driven by inefficiently executed systems. Bureaucratic leadership can be tedious and laborious, with pressure placed people strictly following the rules. There can be loss of creativity and lack of subordinate empowerment under the framework.

On the other hand, bureaucratic leadership is somewhat necessary in any large business and if the framework is set properly, it can provide an efficient structure for a business to function. It's definitely a style to consider if you are leading an organization with inexperienced employees and you need consistency and reliable results.

### **Causes of Improper Use of Bureaucratic Leadership Style in the School**

As a principal of the school, he or she is the leader of the school, and has all the power and techniques to influence the people in an organization (Amachukwu, 2013). Bureaucratic leadership style if not properly used result in conflict in the school system.



**Conflict:** This is often regarded as the central problem of human society. Presently, it has been revealed that conflict is evitable in human interaction because of the nature of man, and it is regarded as having positive and constructive functions in any organization or institution and not just the descriptive aspects (Ayaniy, 1990).

School conflicts often occur but some school principals are not fully equipped with the management of conflict and decide to do things without minding the rules and regulation of the education system. For example, when a principal is to attend a seminar, he has to hand over to his vice principal, and inform his teachers and such principal ignored his vice principal and handover to a teacher who he feels is competent what then happen, and such principal has ignored the bureaucracy leadership style of hierarchy, which will cause conflict in the school system because the vice principal will react to that decision which may cause crises or conflict.

There are components of behaviors that human beings portray in a social system, be it organizations or institutions, what constitutes crises in institutions, their goals and how they are fulfilled, the goals expectations and dispositions. These components are:

**Congruent:** This is when the principals or teachers perform their roles according to the needs of the organization or institution, and it results in a congruent situation.

**Incongruent:** When principals and teachers do not behave according to the role expectation, it results in incongruence and conflict may arise. This is due to the gap between personality needs and organization needs.

### **Causes of Conflict**

It is essential to note that most school conflict occur when some group feel that authority is been used to their disadvantage or is being used or some group feel they are powerless or that a decision by a body in authority reduces the power they currently held.

On cultural values and beliefs, different groups could have various divergent values and philosophy about the goals of education, what shall be taught and how it should be taught as well as what the behavior of students in the school should be. The solutions to conflict includes:

**Dominant:** This is a situation in which victory is unilateral that is to say that an administrator or principal should be able to come out with a unilateral solution to a particular problem.

**Compromise:** This is the situation in which each side agrees to make concession and arrive at certain solution to narrow down areas of disagreement this situation is a human relation and it is not smooth.

**Integration:** In which neither side claims victory, in this aspect, the administrator or principal comes out to be useful to both side. Hence, the victory is given to the administrator or principal, the principal or administrator stands to benefit from the new idea. The human aspect comes in because the administrators or principals should be able to convince themselves and the two bodies involved.

### **The Impact of Bureaucratic Leadership Style on Teachers**

Bureaucratic leadership style has impact on teachers; because current research indicates that the main factors contributing to student achievement are teacher's quality and instruction. If the quality of a teacher is the single greatest factor contributing to student success, then any knowledge of systematic factor that might have the potential to impact a teacher's knowledge

should not be ignored (Igvorson & Rowek, 2008). Weber's ideal type of bureaucracy, which consists of rules and policies, authority and hierarchy structures, document management expert training, working capacity and work place management has continued to remain at the core of almost all sociological discussions of bureaucracy.

The bureaucratic leadership style has contributed a lot to the educational development of teachers, whereby a teacher has the knowledge to teach and obey the policy code of education, whereby training the student to be intelligent and have good conduct and moral to be a great example to the society (Chavin & Ellett, 1994; Hanushek, 2009)

Bureaucratic leadership style enables teachers to respect the authority and hierarchy in the school system and to respect each other base on their grade, levels and to obey the school authority.

**Rules and Policies:** A bureaucratic teacher has the understanding of the rule and policies of the educational system, he or she abide by these rules as he/she is performing his/her task in the school system.

**Document Management:** Teachers are known as document managers, because they can keep document and record very well, so teacher's record should be up to date, they should not be careless with their documents.

**Working capacity:** Swender (1988) demonstrated that teachers whose head teacher created opportunities for them to develop their teaching skills are more active in their job.

### **Bureaucratic Leadership**

This enables teachers to understand the importance for everyone in the school to follow the official rules. The teacher see their role as being significantly involved in dealing with the problems in the scheduling of teachers and courses and measuring adequate administrative procedure and reporting to higher authorities. These also enable them to focus on creating an orderly and task oriented atmosphere in the schools.

Northouse (2010) believed that a bureaucratic teacher who has job satisfaction may serve to influence their morale motivation and general willingness to maximize their teaching potential. Teachers who are not satisfied with their jobs may result to bad teaching or learning process, and school effectiveness will consequently be negatively affected.

However, Griffith (2005) observed that head teachers democratic leadership skills are significantly related to teacher's job satisfaction. In democratic leadership, school educes teacher isolation, and use bureaucratic mechanism to support cultural changes, share leadership skills with others and delegate active communication in the school.

Patterson et al. (2003) propounded that teacher who had the opportunity to develop their skills are more satisfied than those who did not have the opportunity to do so. Shum (1997) stated that among determinants of teacher's job satisfaction, bureaucratic leadership style is viewed as an important predictor and plays a central role, bureaucratic leadership styles management functions which is mostly directed towards teacher and student interaction, as well as the process of influencing student so that they will achieve the goals of the institution by being great bureaucratic leaders of tomorrow.

### **The Role of Bureaucratic Leadership**

The role of the bureaucratic leadership styles leader should also be expanded to incorporate not shift from rules and regulation policies but also add management or working in terms of administrative tasks and move toward emphasis on leadership. In order to achieve this

objective, a strong principal with solid ideals is not enough; success will redefined the role of the principal. Barriers to leadership must be removed by increasing emphasis on bureaucratic structures and procedures.

Relationships must be reinvented. The dramatically different role of the school principal as bureaucratic leadership style has been described as one that focus on building a vital community of learner ready to obey rules and regulations. It also require shared decision making and in a sense getting back to basics. He requires the leveraging of time, the support of an ongoing professional development for staff members, creating a climate of integrity, using little resources to support an adverse educationally grown plan and plenty of room for inquiry and improvement. As such, for principals to truly thrive in the role of bureaucratic leadership style, they will have to work to liberate themselves from being mired in bureaucratic aspect of teaching methods.

## METHODOLOGY

### Research Design

Descriptive as much as it was a survey design was adopted for the study since the study is mainly to examine bureaucratic leadership style as it is applied in the public secondary schools in Port Harcourt and Abua/Odual Local Government.

### Population of the Study

The population of this study consisted of 23 principals and 996 teachers from Senior Secondary Schools in Obio/Akpor, Port Harcourt City and Abua/Odual local Government Area of Rivers State. The population is based on the Rivers State Senior Secondary Schools Board Academic Statistics of Academic staff 2014/2015 proceedings 2013 mass teachers recruitment in Rivers State.

Table 1: The names of schools

Port Harcourt City LGA				Abua/Odual LGA			
School	No. of Principal	No. of Teachers	Total	School	No. of Principals	No. of Teachers	Total
EHS PH	1	83	84	GSS ABUA	1	29	30
GCSS BOROKIRI	1	82	83	GSS EMELEGO	1	17	18
GSS ELEKAHIA	1	52	53	GSS EGBOLOM	1	20	21
GGSS OROMINIKE	1	106	107	GSS OTAPHA	1	20	21
SSHG PH	1	15	16	CSS EMAGO-KUGBO	1	12	13
CSS NKPOLU	1	111	112	CSS AMINIGBOKO	1	21	22
WEC PH	1	15	16	GGSS ABUA	1	20	21
CSS ABULOMA	1	65	66	GCSS OPKEDEN SOUTH	1	20	21
CSS AMADI AMA	1	66	67	ACSS ABYU	1	21	22
CSS OROWORUKWO	1	72	73	GCSS OGONOKOM	1	21	22

MSS GRA PH	1	67	68	CCSS OKOBOH	1	22	23
CASS NKPOLU	1	39	40				
TOTAL	12	773	785		11	223	234
<b>GRAND TOTAL</b>		<b>785 +234 = 1019</b>					

The table above shows the total number of senior secondary schools in Port Harcourt

### Sample and Sampling Technique

The sample size of the study is 287 drawn from the population using Taro Yemen formula.

$$\begin{aligned}
 S &= \frac{N}{1 + Ne^2} \\
 &= \frac{1019}{1 + 1019(0.05)^2} \\
 &= \frac{1019}{1 + 2.55} \\
 &= \frac{1019}{3.55} \\
 &= 287
 \end{aligned}$$

Stratified sampling was adapted in the selection of principals and teachers from each of the LGA.

### Instrument for Data collection

The instrument used for this study was self-structured 24-items instrument developed by the researcher. The instrument is tagged “bureaucratic leadership in public secondary schools questionnaire (BLSPSCQ)”. The questionnaire has two sections, A and B. Section A consist of demographic information of the respondents while section B elicits information on bureaucratic leadership styles adopted by the principals and teachers in the various schools. The questionnaire was structured in a four point Likert scale of Strongly Agree (SA) = 4 points, Agree (A) =3 points, Disagree (D) =2 points and Strongly Disagree (SD) =1 point.

### Validity of the Instrument

The instrument was validated by expert in measurement and evaluation and educational statistics. This was done to keep the face and content validity of the instrument.

### Reliability of the Instrument

In order to establish the reliability of the instrument, a test re-test method was adopted. Ten (10) copies of the questionnaire were administered to people outside the population of the study and after ten days interval, 10 copies of the instrument were re-administered to the same respondents. The data generated were correlated using Pearson Product Moment

Correlation to determine the reliability of the instrument. A coefficient of 0.76 was obtained, which guaranteed the reliability and the usage of the instrument.

### Administration of the Instrument

A total of two hundred and eighty seven (287) copies of questionnaire were administered personally by the researcher with the help of a trained research personnel who assisted in distributing the questionnaire out to target sample so to get to the respondents as quick as possible. The instruments were retrieved within three days. This was to allow the respondents relax and fill the instrument appropriately.

### Method of Data Analysis

Data collected for the study was analyzed using mean and standard deviation to answer the research questions. The criterion mean that was used in scoring is 2.50, which was obtained by summing the weighted points and divided by four (4). Hence,  $4+3+2+1 = 10 \div 4 = 2.50$ , while Chi-square statistics was used to test the hypotheses at 0.05 level of significance.

It is presumed that any mean below 2.50 represents the respondents answer to disagree, while mean equal or above 2.5 shows agreement. Also, any null hypothesis that has a value less than 0.05 level will be rejected, while hypothesis that has value greater than 0.05 will be accepted (retained).

## RESULTS

**Research Question One:** What impact does bureaucratic leadership style pose on teachers?

Table 2: Mean and standard deviation of the impact of bureaucratic leadership style in public secondary schools

S/N	Item	SA	A	D	SD	Mean	Std.	Remark
1	Bureaucratic leadership style helps the staff and students to have a sense of belonging in the school setting.	100	120	52	15	3.06	0.86	Agreed
2	It makes everyone to have clearer understanding about his/her responsibility as a member (staff) of the school.	119	98	54	16	3.11	0.90	Agreed
3	It fosters reliability and productivity in the school system.	92	136	45	14	3.07	0.82	Agreed
4	It makes everyone to have respect in his/her office.	109	116	43	19	3.10	0.89	Agreed
5	It makes the school principal that adopt bureaucratic leadership style earns the respect of his sub-ordinates.	84	128	55	20	2.96	0.87	Agreed
6	It aids in quick determination of the effectiveness and efficiency of every member staff in the school.	90	111	57	29	2.91	0.95	Agreed
7	Bureaucratic leadership style in school setting helps everyone to know his/her job specification and boundary, hence reducing conflict of interest amongst the staff.	97	113	63	14	3.02	0.87	Agreed
8	Bureaucratic leadership style serves as catalyst for democratic rule in the school system.	80	149	49	9	3.05	0.76	Agreed
9	Bureaucratic leadership style in school system	105	88	61	33	2.92	1.02	Agreed

	encourages staff and students alike to put in their best to work.								
10	Bureaucratic leadership style helps every staff and members of the school to have perfect understanding of the vision of the school.	92	123	51	24	3.00	0.89	Agreed	
11	Bureaucratic leadership style shows that every staff and member of the school (including the student) is important.	98	115	61	13	3.04	0.86	Agreed	
12	Bureaucratic leadership style makes the staff (members) of the school to obey the rules and policy of the school at will.	94	115	61	13	3.00	0.88	Agreed	
<b>Total</b>						<b>3.02</b>	<b>0.88</b>	Agreed	

The table above showed that bureaucratic leadership style helps the staff and students to have a sense of belonging in the school setting (M=3.06); it makes everyone to have clearer understanding about his/her responsibility as a member (staff) of the school (M=3.11); it fosters reliability and productivity in the school system (M=3.07); it makes everyone to have respect in his/her office (M=3.10); bureaucratic leadership style makes the staff (members) of the school to obey the rules and policy of the school at will (M=3.00); bureaucratic leadership style helps every staff and members of the school to have perfect understanding of the vision of the school (M=3.00); bureaucratic leadership style shows that every staff and member of the school (including the student) is important (M=3.04) are some of the major impact of impacts of bureaucratic leadership style in the public secondary schools. Generally, all the items are agreed to be the impacts of bureaucratic leadership style in the public secondary schools.

**Research Question Two:** What bureaucratic leadership style elements help the principals operate effectively?

Table 3: Mean and standard deviation of the bureaucratic leadership style elements help the principal function effectively

S/ N	Item	SA	A	D	SD	Mean	Std.	Remark
13	Effective use of resources aids in principal's effectiveness.	107	109	46	25	3.04	0.94	Agreed
14	Communication skills and interpersonal relations skills	83	114	62	28	2.88	0.94	Agreed
15	Serving as an instructional resource enhances principal's pedagogical and managerial skills.	88	99	73	26	2.87	0.96	Agreed
16	Visibility and accessibility of the principal.	94	113	54	26	2.96	0.94	Agreed
<b>Total</b>						<b>2.94</b>	<b>0.94</b>	Agreed

The table above shows that effective use of resources aids in principal's effectiveness (M=3.04), communication skills and interpersonal relations skills (M=2.88), serving as an instructional resource enhances principal's pedagogical and managerial skills (M=2.87), visibility and accessibility of the principal (M=2.96) are the bureaucratic leadership style elements that help the principal function effectively.

**Research Question Three:** The effect of inappropriate application of bureaucratic leadership style in public secondary school.

Table 4: Mean and standard deviation of the effects of inappropriate application of bureaucratic leadership style in public secondary school

S/N	Item	SA	A	D	SD	Mean	Std.	Remark
17	Administration malfunctioning	83	128	53	22	2.95	0.89	Agreed
18	Compromise within the system	75	99	79	33	2.76	0.97	Agreed
19	Struggle for dominance and supremacy	97	117	53	20	3.01	0.90	Agreed
20	Breaching of school code of conduct and behavior.	108	87	66	26	2.97	0.99	Agreed
21	Lack of respect for higher authority.	116	103	43	24	3.09	0.94	Agreed
22	Discrimination on the basis of undue favouritism.	107	97	60	23	3.00	0.95	Agreed
23	Fear and lack of motivation hence leading to abandonment of official responsibility.	116	87	63	21	3.04	0.96	Agreed
24.	Lack of interest in teaching profession among the teachers and staff of the school.	91	112	59	24	2.94	0.93	Agreed
<b>Total</b>						<b>2.97</b>	<b>0.94</b>	<b>Agreed</b>

The table above shows that administration malfunctioning (M=2.95), compromise within the system (M=2.76), struggle for dominance and supremacy (M=3.01), breaching of school code of conduct and behavior (M=2.97), lack of respect for higher authority (M=3.09), discrimination on the basis of undue favouritism (M=3.00), fear and lack of motivation hence leading to abandonment of official responsibility (M=3.04), lack of interest in teaching profession among the teachers and staff of the school (M=2.94) are the effects of inappropriate application of bureaucratic leadership style in public secondary school.

### Testing of Hypotheses

**H<sub>01</sub>:** There is no significant relationship between bureaucratic leadership style and the effectiveness of public secondary school teachers.

S/N	Item	df	X <sup>2</sup>	p-value	Remark
1	Bureaucratic leadership style helps the staff and students to have a sense of belonging in the school setting.	3	22.30	0.000	*
2	It makes everyone to have clearer understanding about his/her responsibility as a member (staff) of the school.	3	7.62	0.055	**
3	It fosters reliability and productivity in the school system.	3	43.66	0.000	*
4	It makes everyone to have respect in his/her office.	3	17.57	0.000	*
5	It makes the school principal that adopt bureaucratic leadership style earns the respect of his sub-ordinates.	3	31.39	0.000	*
6	It aids in quick determination of the effectiveness and efficiency of every member staff in the school.	3	12.56	0.000	*

7	Bureaucratic leadership style in school setting helps everyone to know his/her job specification and boundary, hence reducing conflict of interest amongst the staff.	3	19.24	0.000	*
8	Bureaucratic leadership style serves as catalyst for democratic rule in the school system.	3	71.25	0.000	*
9	Bureaucratic leadership style in school system encourages staff and students alike to put in their best to work.	3	1.75	0.058	**
10	Bureaucratic leadership style helps every staff and members of the school to have perfect understanding of the vision of the school.	3	23.12	0.000	*
11	Bureaucratic leadership style shows that every staff and member of the school (including the student) is important.	3	20.97	0.000	*
12	Bureaucratic leadership style makes the staff (members) of the school to obey the rules and policy of the school at will.	3	18.47	0.000	*
<b>Total</b>		<b>3</b>	<b>24.16</b>	<b>0.009</b>	<b>*</b>

Table 5: Summary of Chi-square on the impact of bureaucratic leadership styles on public secondary schools teachers

\*=significant; \*\*=Not significant

The table above showed rejected the null hypothesis that states that there is no significant impact of bureaucratic leadership styles on public secondary schools teacher and retained the alternative hypothesis since  $X^2_{cal.}(24.16) > X^2_{crit.}(7.82)$ ,  $p < 0.05$  of 3 df at 0.05 level of significance.

**H<sub>02</sub>:** There is no significant relationship between bureaucratic leadership style elements and principals' effectiveness in public schools.

Table 6: Summary of Chi-square on the bureaucratic leadership styles elements on principals' effectiveness in public school

S/N	Item	df	X <sup>2</sup>	p-value	Remark
13	Effective use of resources aids in principal's effectiveness.	3	9.36	0.025	*
14	Communication skills and interpersonal relations skills	3	18.24	0.000	*
15	Serving as an instructional resource enhances principal's pedagogical and managerial skills.	3	12.72	0.006	*
16	Visibility and accessibility of the principal.	3	12.63	0.000	*
<b>Total</b>		<b>3</b>	<b>13.24</b>	<b>0.008</b>	

The table above showed rejected the null hypothesis that states that there is no significant bureaucratic leadership styles elements on principals' effectiveness in public school and retained the alternative hypothesis since  $X^2_{cal.}(13.24) > X^2_{crit.}(7.82)$ ,  $p < 0.05$  of 3 df at 0.05 level of significance.

**H<sub>03</sub>:** There is no significant relationship between bureaucratic leadership style elements and principals' effectiveness in public schools.

Table 7: Summary of Chi-square on the causes of improper application of bureaucratic leadership styles on school system

S/N	Item	392	df	X <sup>2</sup>	p-value	Remark
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17	Administration malfunctioning	3	31.21	0.000	*
18	Compromise within the system	3	24.59	0.000	**
19	Struggle for dominance and supremacy	3	16.82	0.000	*
20	Breaching of school code of conduct and behavior.	3	1.96	0.059	*
21	Lack of respect for higher authority.	3	7.74	0.031	*
22	Discrimination on the basis of undue favouritism.	3	3.16	0.069	*
23	Fear and lack of motivation hence leading to abandonment of official responsibility.	3	2.63	0.0546	*
24.	Lack of interest in teaching profession among the teachers and staff of the school.	3	13.58	0.007	*
<b>Total</b>		<b>3</b>	<b>12.71</b>	<b>0.028</b>	<b>*</b>

The table above showed rejected the null hypothesis that states that there is no significant causes of improper application of bureaucratic leadership styles on school system and retained the alternative hypothesis since  $X^2_{cal.}(12.71) > X^2_{crit.}(7.82)$ ,  $p < 0.05$  of 3 df at 0.05 level of significance.

## DISCUSSION

The first research question and its corresponding hypothesis one investigated the impacts of bureaucratic leadership style in the public secondary schools. The finding of the study revealed that bureaucratic leadership style helps the staff and students to have a sense of belonging in the school setting, bureaucratic leadership style serves as catalyst for democratic rule in the school system as it clearly define job specification and boundary, hence reducing conflict of interest amongst the staff thereby fosters reliability and productivity in the school system. This is in agreement with the earlier findings of Lok and Crawford (2004), Yu et al. (2002), and Rowden's (2000) found that leadership has positive and significant role on commitment and work performance of staff. Hence, hypothesis one was significant. However, Ahmad, Armanu and Fatchur (5015) bureaucratic leadership has not yet been able to encourage high organizational commitment.

Research question two and its corresponding hypothesis two examined bureaucratic leadership style elements that help the principal function effectively. The results showed that effective use of resources aids in principal's effectiveness together with communication skills and interpersonal relations. Serving as an instructional resource enhances principal's pedagogical and managerial skills as well as visibility and accessibility of the principal. This bureaucratic leadership style in one way or the other aids in principal's effectiveness. Also, hypothesis two was found significant. The last research question and hypothesis examined the effects of inappropriate application of bureaucratic leadership style in public secondary school. Some of the factors found from the study include administration malfunctioning, compromise within the system, undue favouritism and discrimination, breaching of school code of conduct and behavior. Therefore, hypothesis three was also found significant.

## CONCLUSION

The bureaucracy as one of the leadership styles was found effective in the principals and staff administration of the secondary school. It helps and fosters democratic environment since every staff is saddled with responsibility and task. It also, makes every one of the staff to also abide by rules and regulations and being efficient. However, bureaucratic leadership style alone cannot give the desired maximum and productive performance (outputs), hence other

leadership style like autocratic, democratic, laissez faire and paternalistic leadership styles should be integrated into the school system since each of them has advantages and disadvantages.

## Recommendations

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

- The study recommends that principals, head teachers should imbibe more on bureaucratic leadership styles in the administration in order to enhance higher job satisfaction among teachers.
- The principal should use the bureaucratic leadership style of authority and hierarchy structure properly to avoid conflict in the school system.
- Training should be provided for principal and teachers on bureaucratic leadership styles.
- Principal or head teacher should set up committee in different areas that will improved the school goal and objective, these committee should be appreciated at the end of every term so as to motivate them
- The principal should not ignore the aspect of keeping record properly.

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