

## **Principals Leadership Style and Role Performance as Predictor for Security Measure in Secondary School in Obudu Local Government Area of Cross River State, Nigeria.**

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### **Abstract**

*The study examined principals' leadership style, role performance as predictor for security measure in secondary schools in Obudu Local Government Area of Cross River State, Nigeria. The study adopted a survey research design with a census sampling technique to choose a total of 91 school principal's across the study area. The census sampling technique was adopted since the population is not large and the researchers can manage the entire members of the population. A questionnaire titled 'Principal's Leadership Style, Organizational Role Performance and Security Scale (PLSORPSS) which was made up of 45 items were used for data collection. The questionnaire was validated by Measurement and Evaluation Experts and the reliability was established using Cronbach alpha and the coefficients of the sub scales were high for the instrument to be used. Data were collected by the researchers and the data obtained were subjected to statistical analysis using multiple regression technique. The result showed that there is a significant influence of principal leadership style and role performance on security in secondary school. Based on the findings of the study, it was recommended that principals should adopt the right leadership styles especially the ones that are contingent to the time. That supervision should be carried out on regularly basis in the school environment and communication with staff and community should be given a priority in the school to foster security strengthening in the school.*

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**Key words:** *Principals leadership style, principals' role performance, security measure*

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### **Introduction**

The importance of education has been adequately discussed in many fora and in different literature. It is in realization of the importance of education of the child that the government of the Federal Republic of Nigeria in its 1999 constitution made a declaration of the right of every Nigerian child to education, irrespective of gender, tribe, religion or race. It makes sense to state that the lofty vision of education as enunciated in the constitution of the Federal Republic of Nigeria would be realized in a serene and conducive school environment. According to Lehr (2014), the noble goals of education can never be achieved in a vacuum. They would be achieved in a conducive and peaceful school environment. If there is a feeling of insecurity within and outside the school environment, both students and teachers are likely to be deterred and this may inhibit academic performance of the students. One of the needs of every Man according to Maslow theory is the need for safety. Where the principal, staff and students in a school do not feel safe, the tendency to work for better goal attainments would be limited. Recognizing the significance of security as the pre-condition for the survival of the Nigerian people and nation, the Constitution of the Federal Republic of Nigeria provided in section 14 (1) (b) that "the security and welfare of the people shall be the primary purpose of government". According to Wulf, the "state's most basic function is ensuring security by

exercising the monopoly of force. This entails the protection of human rights, from physical threats and violence within the state's territory". If a government is unable to guarantee and promote the security and welfare of citizens and their property, it loses legitimacy and its ability to demand and command obedience from the citizens is significantly weakened.

However, it has been observed over the years that the level of insecurity in our school system is very high. Security in simple terms means protection of lives and properties from destruction. According to Onifode, Imhonopl and Uorim (2013) security is the dynamic condition which involves the relative ability of a state to counter threats to its core values and interest and their primary beneficiaries are the citizens. In addition, sharing the view Abraham Maslow, Iyenger (2007) stated that an insecure person perceives the world as a life threatening jungle, feels unsafe, unhappy, rejected, hostile, and pessimistic, shows a sign of tension, conflict and guilt, and tends to be neurotic and generally egocentric. It therefore seems that when a student studies in an environment that is characterized by insecurity, the student may suffer socially, mentally and emotionally and it makes sense hypothetically to state that all these are likely to affect not only his behavior and psychosocial adjustment but may also affect his academic performance. According to Ojukwu and Nwanma (2015), insecure school environment, including the dilapidated conditions and teachers' negative attitude to condone and accept the emotional needs of students, which will lead to undue influences and clashes of a local community interfering with school business. Also, they stated that in insecure school environments the psychological problems of the students are never met or carelessly handled, there are always segregations in the school community along religions, tribal and sectarian lines as students may ignore teachers' directives and may also challenge the teachers on certain concepts and school properties may likely be deliberately damaged by the students to show their disapproval of managements decisions (Ojukwu & Nwanma, 2015). Also Ojukwu and Nwanma (2015) reported that in a school environment characterized by insecurity, lateness is the norm in school and students are allowed to freely use handsets and phones. Other instances of insecurity of the school environment include that sometimes female staff and students complain of being raped or impregnated leading to school dropout (Ojukwu & Nwanma, 2015). Also, parents complain that their children are bullied and injured and the classrooms are overcrowded, poorly ventilated and lit (Ghazi, Shahzada, Tariq & Khan, 2013). Currently, there are reported cases of children kidnapped in the north and kept at the mercy of the bandits that may demand for ransom or not. The case of Chibok Girls is still looming the media and other related cases. This state of affair in the country has raised a lot of concern from parents and other stakeholders of the education of the child. No one can deny the fact that economic activities, movement of people, goods and services have been seriously hampered by the activities of terrorist from 2009 to date. The worst of it all is that pupils of school age in their millions are out of school in the State due to insecurity situation. This is due to frequent bombing, killing of young and old, male and female including school pupils, burning of worship places, schools, and sound of gunshots. The effects of insecurity in the State seem to be enormous not only on parents, the school and the society but especially on the school children.

Many researchers have tried to find out what probably would have been the causes of this problem. Factors identified include negligence on the part of the government, poor communication network, Proliferation of illegal arms and ammunition, Proliferation of religious sects, Proliferation of ethnic militias, Widespread poverty, Persistent high rate of youth unemployment, Undue emphasis on acquisition of wealth and power, greed, political undertones among others (Etannibi, 2007). The researcher sought to find out whether principal leadership style and organizational role performance could be responsible for insecurity in

Cross River State, Nigeria. The principal role performance is an embodiment of different responsibilities that are carried out in the school. This includes communication effectiveness, supervision of school activities, planning, and delegation of responsibilities among other. The ability of the principal to discharge these responsibilities may to an extent help in the security challenges of the school. Principal leadership style is the method and approach with which the principal who is the leader of the school system provides direction, motivation and other administrative task of the school. The leadership style of the principal is of utmost import in the school. There are different types of leadership style. These are autocratic, lassie faire, democratic, transactional, situation/contingency. The principal may decide to utilize any of this style depending on various factors. However the researcher is poised to find out if principal leadership style and organizational role performance can influence security in secondary school in cross river state.

### **Research questions**

The following research questions were raised for the study

- i. What is the influence of principal leadership style (situational, democratic, autocratic and lassie faire) on security measures in secondary school in Cross River State?
- ii. How does principals' role performance (supervision, communication effectiveness and delegation of responsibilities) influence security in secondary schools in Cross River State.?

### **Statement of hypothesis**

The following hypothesis were state for the study

- i. There is no significant influence of principal leadership style (situational, democratic, autocratic and lassie faire) on security measures in secondary school in Cross River State?
- ii. There is no significant influence of principal role performance (supervision, communication effectiveness and delegation of responsibilities on security in secondary schools in Cross River State.?

### **Methodology**

The study was carried out in cross river state that is made up of 18 local governments with 91 school principals in public schools. The study adopted a survey research design with a census sampling technique to choose a total of 91 school principal's across the entire state. The census sampling technique was adopted since the population is not large and the researchers can manage the entire members of the population. A questionnaire titled 'Principal's Leadership Style, Organizational Role Performance and Security Scale (PLSORPSS) which was made up of 45 items were used for data collection. The questionnaire was validated by Measurement and Evaluation Experts and the reliability was established using Cronbach alpha and the coefficients of the sub scales were high for the instrument to be used. Data were collected by the researchers and the data obtained were subjected to statistical analysis using multiple regression technique. The result is presented below

### **Presentation of result**

#### **Hypothesis one**

There is no significant influence of principal leadership style on security in secondary school in Cross River State. The independent variable is principal leadership style which is in three dimensions such as autocratic, democratic, situational and lassie faire style while the dependent variable is security. To test this hypothesis, multiple regression statistical technique

was used and the result as presented in Table 1 showed that the variance in the dependent variable can be accounted by 10% of principal leadership style. This implies that there are other variables that can help in enhancing security in secondary school. However, though the percentage contribution was small, a cursory look at the Table showed that ( $F=3.499$ ,  $p<.05$ ). Since  $p (.011)$  is less than  $p (.05)$ , it showed that there is a significant influence of principal leadership style on security in secondary school

**Table 1**

Multiple regression statistical analysis of the influence principal leadership style on security in secondary school

Variable	R	R <sup>2</sup>	Adj R <sup>2</sup>	Std. Error of the Estimate	
Leadership styles	.374 <sup>a</sup>	.140	.100	4.35783	
Source of variation	Sum of Squares	Df	Mean Square	F	Sig.
Regression	265.792	4	66.448	3.499	.011 <sup>b</sup>
Residual	1633.197	86	18.991		
Total	1898.989	90			
Variables	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	5.614	3.917		1.433	.155
Democratic style	.190	.220	.108	.863	.390
Autocratic style	.562	.243	.277	2.315	.023
Situational style	.531	.224	.279	2.374	.020
Lassie Fair style	-.096	.217	-.052	-.442	.659

**Hypothesis two**

There is no significant influence of principal role performance on security in secondary school in Cross River State. The independent variable is principal role performance which is in three dimensions such as supervision of school activities communication effectiveness and delegation of responsibilities while the dependent variable is security. To test this hypothesis, multiple regression statistical technique was used and the result as presented in Table 1 showed that the variance in the dependent variable can be accounted by 8.9% of principal role performance. This implies that there are other variables that can help in enhancing security in secondary school. However, though the percentage contribution was small, a cursory look at the Table 2 showed that ( $F=3.90$ ,  $p<.05$ ). Since  $p (.011)$  is less than  $p (.05)$ , it showed that there is a significant influence of principal role performance on security in secondary school. More, looking at their individual contribution, it showed that supervision of school activities has the highest bet weight of  $-.251$  ( $p<.05$ ). This also implied that where supervision of school activities is properly carried out, it would reduce security challenges in the school.

**Table 2**

Multiple regression statistical analysis of the influence principal role performance on security in secondary school

Model	R	R <sup>2</sup>	Adj R <sup>2</sup>	Std. Error		
Principal role performance	.346 <sup>a</sup>	.120	.089	4.40336		
Source of variation	Sum of Squares	of Df		Mean Square	F	Sig.
Regression	227.396	3		75.799	3.909	.011 <sup>b</sup>
Residual	1667.504	86		19.390		
Total	1894.900	89				
Variables		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
(Constant)		33.360	4.346		7.677	.000
Supervision		-.516	.227	-.251	-2.279	.025
Communication		-.181	.205	-.097	-.884	.379
Delegation of responsibilities		-.530	.272	-.198	-1.946	.055

### Discussion of findings

The result in hypothesis one that stated that there is no significant influence of leadership style on security measures in secondary school was rejected. A close look showed that principals' choice of leadership style can influence what happens in the school. This could be so because of the fact that a principal who is conscious of security in these school does not depend on one style of administration. He/she adopts a contingency or situational leadership that is often used to confront a given problem. But the principal is this lassie faire type that tends not be concerned with what happens in the school, who comes in and goes out as well as unable to interrogate strange faces and other individuals within the school compound, hoodlums may break in to the school compound and this poses a serious threat to the lives of the staff and students in the school. This is typical of the issue of the Dapchi girl that were captured in the North East. The findings of the study is in line with that Friud (2016) that carried out a study on security challenges in secondary school in Nigeria, problems and prospects. The findings of the study revealed that where school administrators take proactive steps of monitoring and supervising what happens daily in school, it would help to reduce issues of kidnapping students from schools.

Hypothesis two that stated that there is no significant influence of organizational task performance of principals on security measures was rejected. This is because where the principal takes supervision of not only records and staff of the school but the environment generally, he/she can be able to detect areas of linkages that can influence penetration. The principal's ability to ensure that supervision of what happens among teachers, students and other members if the community is sine quanon to the security of schools. More so, the principals should not create avenues for communication gap between teachers and community members. Where the community members are always informed of the activities within the school environment, it leaves no choice that to protect the school within their locality. But where there is a gap in communication and a negative relationship between the community and

the school, there may be serious challenges that the principal may be going through. The findings were in line with that Sandy (2015) that carried out a study on supervisory indices as determinants of safety in school environment in Benue State. The study result showed that supervision of school environment, supervision of teachers and students' activities in school compositely influence safety in the school

### **Conclusion**

Based on the findings of the study, it was concluded that principals' leadership style and organizational role performance influences security measures in secondary schools in Obudu Local Government in Cross River State.

### **Recommendations**

Based on the findings and conclusions of the study, it was recommended that principals should adopt the right leadership styles especially the ones that are contingent to the time. That supervision should be carried out on regularly basis in the school environment in order to detect a report any abnormally that may cause a security bridge in the school. That communication with staff and community should be given a priority in the school to foster security strengthening in the school.

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