

Relationship between Teachers' Classroom Leadership Styles and Students' Achievement Motivation in Obio-Akpor Local Government Area, Rivers State- Nigeria

Dr. Ernest-Ehibudu Ijeoma Regina*, Ezulofo Maureen Obianuju

Department of Education Psychology, Guidance and Counselling, University of Port Harcourt, University of PMB 5323 Choba, East-West Rd, Port Harcourt, Nigeria

*Corresponding author: Dr. Ernest-Ehibudu Ijeoma Regina | Received: 17.02.2019 | Accepted: 27.02.2019 | Published: 12.03.2019
DOI: [10.21276/sjhss.2019.4.3.1](https://doi.org/10.21276/sjhss.2019.4.3.1)

Abstract

This study was designed to investigate the relationship between teachers' classroom leadership styles and students' achievement motivation in Obio-Akpor Local Government Area of Rivers State, Nigeria. Three research questions which were transformed into three hypotheses guided the study. The study adopted a correlational design. From SS II student population from 14 public senior secondary schools, 400 students were randomly selected and presented with two research questionnaires titled, "Teachers' Classroom Leadership Style Questionnaire" (TCLSQ) and "Achievement Motivation Inventory" (AMI) adopted from Muthee and Thomas (2009). The TCLSQ and AMI had reliability coefficients of 0.83 and 0.86 respectively. Relevant data collected were analyzed with Pearson Product Moment Correlation Statistics. The results of the findings showed that, there was a positive and moderate relationship between autocratic leadership style and students' achievement motivation, which was statistically significant. In addition, there was a positive but low relationship between teachers' classroom leadership style of laissez-faire and students' achievement motivation, which was however, also statistically significant. Finally, it was also found out that, there was a significant but positive and moderate relationship between teachers' classroom democratic leadership style and students' achievement motivation. Based on these findings, it was recommended among others that, teachers adopt leadership styles that will bring about optimal achievement motivation among students.

Keywords: Leadership Style, Autocratic, Laissez-faire, Democratic, and Achievement Motivation.

Copyright © 2019: This is an open-access article distributed under the terms of the Creative Commons Attribution license which permits unrestricted use, distribution, and reproduction in any medium for non-commercial use (NonCommercial, or CC-BY-NC) provided the original author and source are credited.

INTRODUCTION

Education being the vehicle for improving the quality of life of the individual, as well as the society's growth and development is acquired formally in a school setting. This lays credence to why [1] stressed that, the school is an organized place where people (students or pupils) go to learn and acquire relevant skills, knowledge and values in order to be useful or functional members of the modern society. In addition, according to the [2], the school is an institution designed for the teaching of students (or pupils) under the direction of teachers in a formalized confinement called classrooms. It then follows that the classrooms in schools serve as the stage upon which major actors, in this case teachers and students act so as to bring about individual and societal improvement and advancement. Thus, teachers' leadership styles in the classroom are of paramount importance if set objectives concerning teaching and learning are to be achieved.

Leadership is crucial in any formal setting including the classroom if stated objectives are to be achieved. This is so, because leadership involves authority and responsibility in terms of deciding the way forward and being held responsible for the success or failure of achieving the agreed objectives [3]. Teachers by virtue of their position are leaders and managers of both human and material resources so as to bring about effective teaching and learning in the classroom. Therefore, the leadership style adopted by a teacher in the classroom could motivate his/her students either positively or negatively. Some leadership styles used by teachers as observed from experience include; autocratic, authoritative, laissez-faire, democratic, and transformational. However, for this study only three leadership styles, namely, autocratic, laissez-faire and democratic will be examined in relation to student achievement motivation.

Leadership style refers to the pattern of behaviour a leader adapts to plan, organize, motivate

and control. It is the extent he/she listens, sets goals and standards, develops action plans, directs others and gives feedback. That is, the extent by which a teacher succeeds in achieving the objectives by incorporating both human and physical aspects depends on his administrative behaviour [4]. Further argued that it is necessary for teachers to be aware of their leadership styles. Several empirical evidences from scholars suggest that leadership styles can be interwoven and if applied effectively they can breed better results. They continue to state that not only one leadership style is appropriate in all situations. They identified three styles of leadership to be key ones. These are autocratic, democratic and laissez-faire; whichever angle the scholars may view the styles, the best is that which helps to achieve the objectives by using both human and material resources by being effective in managing people and task.

Based on a global perspective, autocratic leadership style also referred to as authoritative leadership is the leadership style where by the leader either gives no explanation when giving an order. Teachers using this kind of leadership style allows for no participation at all in decision making in the class. In this leadership style the leader unilaterally makes decision and is task oriented, hard on workers, is keen on schedules and expects people to do what they are told without much questioning or debate. The teacher who subscribes to this style is influenced by the scientific management approach and succumb to McGregor's theory X which presumes that people are naturally lazy and need close supervision. In classrooms where this style is used, students lack motivation and they show less involvement in their work [4].

Laissez-faire leadership style is another commonly used leadership style in schools and indeed in the classroom. Laissez-faire leadership style as being described in literature as one where the leader waives responsibility and allows subordinate (students) to work as they choose with minimum interference. The teacher with this leadership style lets the students decide on what will be done with or without their influence. Generally, either the group may make decisions on what to do with the group or the leader presents the problem to the group and then leaves it to them to decide on what to do [4]. Laissez-faire leaders succumb to the sociological theory of management and McGregor's theory Y which argues that people are innately motivated, naturally like work and are interested in doing their work. Teachers who use this style of leadership believe that there should be no rules and regulations since everybody has inborn sense of responsibility. Here, communication flows horizontally among students. The teacher is merely a symbol since there is no hierarchy of authority and his/her primary role is to only supply materials needed by the students. One merit of Laissez-faire leadership is that, decisions are easily accepted and subordinate (students) provide

their own motivation. On demerit, there is no control and chaos and conflicts arise due to unguided freedom and unhealthy competitions among the members are high.

A classroom where laissez-faire leadership style is practiced students' performance has some implications that may be negative as it affects the classroom environment. For example in a situation where teachers have to set examinations during a given period there may be dalliance in evaluation and feedback and no action taken. For such students may also relax due to the prevailing situations since they do what they want. This can have adverse influence on the performance of students in examinations due to low achievement motivation.

Democratic leadership style also referred to as interactive or participatory leadership is characterized by co-operation and collaboration [4]. It can also be consultative and participative. In this leadership style the leader seeks opinion of the subordinates (in this case students) on a tentative plan of action and then makes decisions or the leader may ask for group input in formulating plans before making a decision. The style decentralizes power and authority. The teacher who applies this style tends to use the behavioural science theory which advocates for both students and task.

According to Cole [5], this style is based on the belief that where people are committed to decision making which they participated in, they will exercise self-direction and are motivated. Mostly the institutional climate and internal environment allow for interactions which breed high team spirits, cohesion and adherence to the institutional ethos [6]. It is common in such schools and classrooms to find suggestion box, notice board magazines and councils [7]. Other activities that may involve teachers concerning the welfare of the school may include setting of internal examinations, academic day's co-curricular activities and dormitory inspections. These encourage students and teachers to work towards the attainment of the set goal as they freely express their feelings concerning the school. The students become more collaborative and the social commitment to one another is great as they work towards common goals thus boosting their achievement motivation. To this end, the intent of the researchers in this study is to closely examine whether leadership styles such as autocratic, laissez-faire and democratic significantly relates to students achievement motivation.

Motivating students to learn in school is of great concern for educationists today and motivating students so that they can succeed in school is one of the greatest challenges of this century [8]. According to Awan, Noreen and Naz, lack of motivation is a big hurdle in learning and a pertinent cause in the deterioration of educational standards. Getting students

to learn and sustaining their interest in what they are learning therefore should be the sole objective of teachers in the classroom.

Motivation is a strong force in achievement [9]. Observed that motivation is one of the factors that contribute to academic success; that parents and educators should strive to understand the importance of promoting and encouraging academic motivation early in life [10]. Refers to motivation as factors that direct and energize the behaviour of humans and other organisms, while [11] sees motivation as a process that initiates, directs and sustains behaviours to satisfy physiological or psychological needs. Motivation is also seen as what gets one going, keeps one going, and determines where one is going [12]. Motivations are of two major types, intrinsic and extrinsic. Intrinsic motivation is based on the internal factors such as self-determination, effort, challenge and curiosity while extrinsic motivation incorporates external factors such as rewards and punishment [13].

It has not been confirmed one thing that can motivate everybody. What produces motivation often seems mysterious. This is true in the work place as it is in the classroom. What motivates a worker is as mysterious as what motivates a student. Why is it that some students are fascinated with numbers while others are not? Can a student who is excited by Mathematics be motivated to study History? Answers to these questions fall in the realm of achievement motivation some psychologists perceive.

Achievement motivation has been defined as the extent to which individuals differ in their need to strive to attain rewards, such as physical satisfaction, praise from others and feelings of personal mastery [14]. Individuals with high achievement motives usually act in ways that will enable them to outperform others, meeting or surpassing some standards of excellence or do something unusual [15]. All students are influenced by a need to achieve to a certain degree [8]. Those students, who had a high desire of success, work hard to achieve [16]. Achievement motivation could be seen as self-determination to succeed in whatever activities one engages in, be it academic work, professional work, sporting events, among others [17]. Gestinde [18] pointed out that the urge to achieve varies from one individual to another while the need to achieve is very high in some individuals, it may be very low for others based on socialization processes and learning experiences. Academic learning experiences, particularly in the schools are usually directed and facilitated by teachers in the classrooms and so, their behaviour in the classroom can mar or make students achievement motivation to be high or low. Teachers' classroom leadership styles could influence students' achievement motivation which in turn could influence students' academic achievement in their various school subjects.

The first and most obvious role performed by teachers is that of the instructor, the person who initiates, direct and evaluates learning which places students all over the world on the receiving end in the field of education, and if they do not perform well, the fault in most cases are attributed to the teacher. The teachers are not exonerated from the blame [19].

Empirical studies regarding the relationship between teachers' classroom leadership styles and students' achievement motivation as major variables of study are not readily available because, the focus as always being on academic achievement or performance of students as reported in literatures. Nevertheless, one or two studies with at least one similar variable with the present one are presented herein [20]. Investigated teachers' leadership style in the classroom and their impact upon high school students in Romania. Other studies include those of [21-23]. Consequently, the objectives of this study include:

- To determine whether teachers' autocratic classroom leadership style has any relationship with students' achievement motivation.
- To find out whether teachers' laissez-faire classroom leadership style has any relationship with students' achievement motivation
- To examine whether there is any relationship between teachers' democratic classroom leadership style and students' achievement motivation.

Research Questions

The following research questions were formulated to guide the study.

1. To what extent do teachers' autocratic classroom leadership style relate to students' achievement motivation?
2. To what extent do teachers' laissez-faire classroom leadership style relate to students' achievement motivation?
3. What is the relationship between teachers' democratic classroom leadership style and students' achievement motivation?

Hypotheses

The following hypotheses were tested at 0.05 alpha level.

- Teachers' autocratic classroom leadership style does not significantly relate to students' achievement motivation.
- Teachers' laissez-faire classroom leadership style does not significantly relate to students' achievement motivation.
- There is no significant relationship between teachers' democratic classroom leadership style and students' achievement motivation

METHODS AND MATERIALS

The research design used in this study is correlational design because the researchers investigated the relationship leadership styles and

students' academic motivation. Correlational study is a type of research concerned with determining the degree of relationship between two or more variables, indicates direction and magnitude or nature (positive or negative) of relationship between the variables and also used in testing hypothesis of significance [24].

The population of the study comprised of all the public Senior Secondary School students, particularly those in SSS II in Obio-Akpor Local Government Area (LGA) of Rivers State. As at the time of the study, there are 3,698 senior secondary school students at the SS II level in 14 public senior secondary schools. The sample of the study comprised of 400 senior secondary school II students. This figure was arrived at by the application of Taro Yamen formula [$n = N/(1 + N\alpha^2)$] to the population size of the study. The sample was drawn through simple random sampling technique via balloting. Two instruments were used for data collection. Teachers' Classroom Leadership Style Questionnaire (TCLSQ) developed by the researchers and Achievement Motivation Inventory (AMI) adopted from Muthee and Thomas [25]. The TCLSQ consisted of two parts A and B. Part A for personal information like name of school, sex and class/level, while part B elicited students' views on Teachers' Classroom Leadership Styles. It covered autocratic, laissez-faire and democratic leadership styles of teachers. It consisted of 15 items and was responded to on a modified four-point Likert scale of Strongly Agree (SA) with 4-points, Agree (A) with 3-points, Disagree (D) with 2-points and Strongly Disagree (SD) with 1-point. The maximum and minimum points was 60 and 15 points respectively. The second instrument for the study titled, Achievement Motivation Inventory (AMI) which was adopted was only modified by the researchers to suit the requirement of the present study in terms of language and words used. It consisted of 32 items

which were responded to on a five-point Likert scale as Completely Agree (CA) with 5-points, Mostly Agree (MA) with 4-points, Agree to Some Extent (ASE) with 3-points, Mostly Disagree (MD) with 2-points and Completely Disagree (CD) with 1-point. The maximum and minimum points obtainable from AMI are 160 points and 32 points respectively. The instruments were validated by three experts and through test re-test method of establishing reliability. The reliability coefficient are Teachers Classroom Leadership styles (TCLSQ) is 0.83; while for the second instrument, Achievement Motivation Inventory (AMI) had a reliability coefficient of 0.86. The relevant data collected and collated for the study were analyzed with Pearson Product Moment Correlation statistics.

RESULTS

The instruments were administered on a sample of 400 respondents. One hundred percent retrieval was achieved. The preliminary analysis of the data obtained revealed that there were 243 male students and 157 female students.

Research Question 1: To what extent do teachers' autocratic classroom leadership style relate to students' achievement motivation?

Hypothesis 1: Teachers' autocratic classroom leadership style do not significantly relate to students' achievement motivation.

To answer the above question and test the significance of the corresponding hypothesis, the data collected from the questionnaires on autocratic leadership style and students' achievement motivation were subjected to Pearson Product Moment Correlation statistic and the result presented in Table-1.

Table-1: Relationship between Autocratic Leadership Style and Students Achievement Motivation

Variables	N	r	r ²	Sig
Autocratic Leadership Style	400	.437*	.191	.000
Achievement Motivation				

*Significant at 0.05 level of significance for a two-tailed test

Table-1 shows a correlation coefficient (r-value) of .437. The result was that there was a positive and moderate relationship between autocratic leadership style and students' achievement motivation. Furthermore, since the significant value of r is $p = .000$ which is less than the chosen (0.05) level of significance for a two-tailed test, the null hypothesis was rejected. The result therefore was that teachers' classroom leadership style of autocratic do significantly relate to students' achievement motivation. Also, the r^2 value of .191 was an indication that autocratic leadership style, accounted for 19.1% of the variance in students' achievement motivation.

Research Question 2: To what extent do teachers' laissez-faire classroom leadership style relate to students' achievement motivation?

Hypothesis 2: Teachers' laissez-faire classroom leadership style do not significantly relate to students' achievement motivation.

To answer the above question and test the significance of the corresponding hypothesis, the data collected from the questionnaires on teachers' classroom leadership style of laissez-faire and students' achievement motivation were subjected to Pearson Product Moment Correlation statistic and the result presented in Table-2.

Table-2: Relationship between Laissez-faire Leadership Style and Students Achievement Motivation

Variables	N	r	r ²	Sig
Laissez-faire Leadership Style	400	.380*	.144	.000
Achievement Motivation				

*Significant at 0.05 level of significance for a two-tailed test

Table-2 shows a correlation coefficient (r-value) of .380. The result was that there was a positive but low relationship between teachers' classroom leadership style of laissez-faire and students' achievement motivation. Furthermore, since the significant value of r is $p = .000$ which is less than the chosen (0.05) level of significance for a two-tailed test, the null hypothesis was rejected. The result therefore was that teachers' classroom leadership style of laissez-faire do significantly relate to students' achievement motivation. In addition, the r-square revealed a 14.4% variance in students' achievement motivation accounted for by teachers' classroom leadership style of laissez-faire.

Research Question 3: What is the relationship between teachers' democratic classroom leadership style and students' achievement motivation?

Hypothesis 3: There is no significant relationship between teachers' democratic classroom leadership style and students' achievement motivation.

To answer the above question and test the significance of the corresponding hypothesis, Pearson product moment correlation statistical tool was deployed and applied on the data obtained from the questionnaire administered on teachers' classroom democratic leadership style and students' achievement motivation. The result is as shown in Table-3.

Table-3: Relationship between Democratic Leadership Style and Students Achievement Motivation

Variables	N	r	r ²	Sig
Democratic Leadership Style	400	.435*	.189	.000
Achievement Motivation				

*Significant at 0.05 level of significance for a two-tailed test

Table-3 shows a correlation coefficient (r-value) of .435, which is an indication that there was a positive and moderate relationship between teachers' classroom democratic leadership style and students' achievement motivation. Furthermore, since the significant value of r is $p = .000$ which is less than the chosen (0.05) level of significance for a two-tailed test, the null hypothesis was rejected. The result therefore was that, there is significant relationship between teachers' classroom democratic leadership style and students' achievement motivation. In addition, the r-square revealed an 18.9% variance in students' achievement motivation accounted for by teachers' classroom democratic leadership style.

of teachers increases, students' scores on achievement motivation were also correspondingly increasing and vice versa. The implication is that teachers' classroom leadership styles could be linked to students' achievement motivation. That is teachers' leadership styles in the classroom have the potential of boosting the achievement motivation of students if properly applied while teaching.

The finding of the present study is in agreement with those of [21, 22] who in their separate but related works also found out that there is a positive relationship between teachers' leadership styles and students' achievement motivation. However, the findings of [23] were in disagreement with the present one. A plausible reason for this difference could be as a result of the location and disposition of the students involved in their studies.

DISCUSSIONS

The results on teachers' classroom leadership styles and students' achievement motivation revealed that, there was a positive and moderate relationship between autocratic leadership style and students' achievement motivation, which was statistically significant. Furthermore, there was a positive but low relationship between teachers' classroom leadership style of laissez-faire and students' achievement motivation, which was also significant statistically. In addition, it was also found out that, there was a significant but positive and moderate relationship between teachers' classroom democratic leadership style and students' achievement motivation.

In all, the positive relationship was an indication of the fact that, as scores on leadership styles

A cursory look at the different leadership styles studied showed that autocratic leadership style had the degree of association or linkage between itself and students' achievement motivation to be .437. Thus, the percentage of association between students' achievement motivation and autocratic leadership style is 19.1% and vice versa. On the part of laissez-faire leadership style, the degree of association between teachers' classroom leadership style of laissez-faire and students' achievement motivation was .380, while, the percentage of association is 14.4%. Furthermore, the correlation coefficient between democratic leadership style and students' achievement motivation was found

to be .435 while the percentage of association ($r^2 \times 100$) is 18.9%.

These percentage values confirm that the leadership style of laissez-faire showed the lowest association between teachers' classroom leadership styles and students' achievement motivation. While, autocratic and democratic leadership styles indicates practically similar relationship with students' achievement motivation.

CONCLUSION AND RECOMMENDATIONS

From the study findings it could be concluded that, teachers' classroom leadership styles positively relates to students' achievement motivation. However, the relationship was low for laissez-faire leadership style and students' achievement motivation. Also, from the study, the three leadership styles (autocratic, laissez-faire and democratic) which were studied independently in this study could show a percentage association with students' achievement motivation has 19.1%, 14.4% and 18.9% respectively. Based on the findings and conclusion of this study, the following recommendations are made:

- Seminars and workshops could be organized for teachers by the relevant authorities on the different leadership styles expected of teachers in the classroom. This is with a view of ensuring that teachers use leadership style that motivates students to learn and so help them become successful in their academic pursuit.
- School authorities through the counselling unit of the school could assist students with low achievement motivation by providing proper counsel to such students.

REFERENCES

1. Ndimele, S. C. (2012). School community: Meaning, members and their duties. A lecture delivered at Betty Ivory Towers Academy. Port Harcourt.
2. Wikipedia. (2017). Online encyclopedia. Retrieved on April 24, 2017 from www.wikipedia.com
3. Reed, G. T. (2005). Elementary principal emotional intelligence, leadership behaviour and openness. An exploratory study. Unpublished doctoral dissertation Ohio State University. Ohio.
4. Hersey, P., Blanchard, K., & Johnson, D. (2008). *Management of organizational behaviour: leading human resources (9th ed.)*. Upper Saddle River, NJ: Pearson Education.
5. Cole, G. A. (2002). *The administrative theory and workers motivation*. London: Zante institute of administration press Ltd.
6. Mutuku, K. (2005). The relationship between corporate social responsibility and financial perspective: A case of publicly quoted companies in Kenya. Unpublished MBA Project, School of Business, University of Nairobi.
7. Kibunja, A. W. (2004). A study on secondary school students' attitude to head teachers' participatory leadership style in public secondary schools in Kikuyu division, Kiambu district. M.Ed project. Nairobi. University of Nairobi.
8. Awan, R., Noureen, G., & Naz, A. (2011). A study of relationship between achievement motivation, self concept and achievement in English and Mathematics at secondary level. *International Education Studies*, 4(3), 72-78.
9. Muola, J. M. (2010). A study of the relationship between academic achievement motivation and home environment among standard eight pupils. *Educational Research and Reviews*, 5(5), 213-217.
10. Feldman, R. S. (2005). *Understanding psychology (7th Edition)*. New York: McGraw Hill Higher Education.
11. Wood, W. (2002). *Sunday guide for the world of psychology (4th ed)*. Boston: Allyn and Bacon.
12. Slavin, D. (2006). *The educational psychology: Theory into practice*. Eaglewood Cliff, N. J. Prentice Hall.
13. Santrock, J. W. (2005). *Adolescence*. New York: McGraw Hill.
14. McClelland, D. C. (1985). *Human motivation*. Chicago: Scott Foresman.
15. Schmidt, L. C., & Frieze, I. H. (1997). A mediational model of power, affiliation and achievement motives and product involvement. *Journal of Business and Psychology*, 11(4), 425-446.
16. Zenzen, T. G. (2002). *Achievement motivation*. Master thesis, University of Wisconsin-Stout, Menomonie.
17. Tella, A. (2007). The impact of motivation on students' academic achievement and learning outcomes in mathematics among secondary school students in Nigeria. *Eurasia Journal of Mathematics, Science and Technology Education*, 3(2), 149-156.
18. Gestinde, L. S. (2000). Achievement Motivation and behaviour: Implication for Personal Potential. *Journal of Behaviour science*, 5(2), 67-77.
19. Iruloh, B. N., & Nwafor, L. A. (2012). Teachers' classroom behaviour and students' achievement motivation. *Nigerian Journal of Empirical Studies in Psychology and Education (NJESPE)*, 1(13), 27-32.
20. Drobot, L., & Rosu, M. (2012). Teachers' leadership style in the classroom and their impact upon high school students. *International Conference of Scientific Paper-AFASES*, Brasov, 24-26.
21. Uthman, K. Y., & Kassim, A. L. (2016). The impact of leadership styles of principals and teachers of secondary schools in Kaduna state Nigeria: Using school environment as a tool for school achievement. *International Journal of*

Advances in Management and Economics, 5(2), 61-72.

22. Atieno, O. E. (2013). Influence of principals' leadership styles on students' achievement in Kenya certificate of secondary education in Awendo District, Kenya. Master's thesis University of Nairobi, Kenya.
23. Isaac, S. (2011). Teachers' leadership styles and students' academic performance in mathematics courses. PhD Dissertation, University of Georgia, Athens Georgia.
24. Nwankwo O. C. (2013). *A practical guide to research writing*. Port Harcourt: Golden Publishers.
25. Muthee, J. M., & Thomas, I. (2009). Predictors of achievement motivation among Kenyan adolescents. *The Psychespace*, 3(2) 39-44.