



PATH GOAL LEADERSHIP EFFECTIVENESS PERCEPTION IN SELECTED PRIVATE SECONDARY SCHOOLS IN RIVERS STATE

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ABSTRACT

The concept of leadership is such that it has no universally acceptable definition. It can be defined as a process of directing, empowering and influencing people towards achieving set goals. The path-goal leadership effectiveness theory has its foundation on Evans (1970) contingency theory and Victor Vroom's (1964) expectancy VIE (valence, instrumentality and expectancy) theory of motivation. Path-goal theory of Robert House is based on the principles that following a particular behaviour (path) will lead to a achieving a particular outcome (goal). The path-goal theory has implications for education in the sense that leaders' success depends on his / her relationship with the workers, ability to adapt leadership styles i.e. directive, supportive, achievement-oriented and participative which promote, empower and encourage outstanding workers performance. Path-goal theory has much to offer education leadership because it is based on the nature of relationship and collaboration between the leader/principal and his/her subordinates/teachers. The strategic functions of path-goal theory promoted better understanding of leadership in educational institutions. Education offers leadership development programmes and it educates, trains, coaching and develops people to take leadership positions in schools and colleges. The study recommends government assistance to private schools and principals collaboration with teachers to accomplish educational leadership effectiveness.

Keywords: Leadership, Path-Goal Theory, Relationship, Collaboration, Teacher/Subordinates, Leadership Styles, VIE, Contingency, Expectancy, Strategic Function, Leader/Principal.

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INTRODUCTION

The path-goal theory of leadership effectiveness is concerned with two major issues: first is how the principal/leader affects the paths that lead to the goals subordinates/teachers intend to achieve, and secondly how this expectation affects teacher's motivation for hard work and outstanding

performance. Leadership is the process of inspiring, motivating and directing teachers to do their best in the achievement of desired goals. It is the process of developing and communicating organizational future vision, motivating people and securing their engagement (Armstrong, 2012).

The path-goal theory of leader effectiveness developed by House (1971) states that a leader's behavior is contingent to the satisfaction, motivation and performance of leader's subordinates. The revised version of this theory by House and Mitchell (1996) states that a leader is engaged in behaviours that complement employee's abilities and compensate for their deficiencies. The first of the path-goal theory requires a leader to guide the subordinates to choose the most appropriate paths to achieve the goals of the institution. In this case, the leaders (principles of school) engage in different leadership behaviours based on the nature and demands of a particular situation or environment. The responsibility of the leader, therefore, is to assist the subordinates in achieving desired goals by providing them the direction and support required in ensuring their goals are compatible with institutional goals. The path-goal focuses on the motivational variables of the subordinates/workers that have significant influence on the task outcome.

Path-goal theory of leadership effectiveness defines the role of the leader/principal as a person who defines the goal and outlines the path for subordinates which facilitates the completion of the goal. The practical management-transforming theories into practice (2008-2010) outlined the leaders' roles as follows:

- clarifies the task scope, borders and the process;
- clarifies the role and responsibilities of the subordinates;
- clarifies the criteria on which both the task success and subordinates accomplishments will be judged;
- provide guidance and coaching;
- removes obstacles that might affect the task completion;
- Provides psychological support and rewards as a means to complement the work environment.

When subordinates/workers identify that the leadership behavior/style is satisfying by meeting their expectations, they will be motivated towards the goal of leadership. Proponents of path-goal theory, according to Kinght, Gary and Paul (2011), propose that followers act in a manner they believe will maximize attainment of positive outcomes and minimize the attainment of negative outcomes. Historically, early leadership studies focused on identifying the behavior of effective leaders. However, two general components or categories were identified viz the initiating structure and the consideration (Knight et al., 2011). The initiating structure involves production-centered leader behaviour. This is a leader behavior that clarifies performance expectations for employees or subordinates. This is the situation where the leader sets specific performance goals.

The consideration leadership behaviour focuses on subordinates centered behaviour. This is leader behaviour that communicates great concern for subordinate's welfare. This represents a leader/principal who publicly defends the interest of the teacher/worker or who publicly show appreciation for subordinates' work (Knight et al., 2011). Path-goal leadership effectiveness is focused on specifying a leader's behaviour that fits best, the worker and work environment in order to attain desired goal (House & Mitchell, 1974). The goal involves increasing workers motivation, satisfaction and empowerment that will make them productive members of the institution/organization. Northouse (2013) defined path-goal theory as a process in which the

leaders/principles select specific leadership behavior (style) that are best suited for workers needs and their working place which best suit workers through their path in attaining their day to day work activities/goals.

The path-goal leadership effectiveness which was originally developed by Evan's (1970) was later modified by House (1971) and refined in 1974 and 1996. This reinforces the importance of motivation on how the leader and his subordinates interact and how this interaction brings about success and effectiveness of organizational leadership. Vroom's (1964) VIE (valence, instrumentality and expectancy) theory influenced path-goal theory. Valence refers to individual assessment of desirability of the outcome (goal). Instrumentality refers to individuals' belief that a particular behavior (performance outcome) leads to a particular rewards/goals. Expectancy leadership behavior refers to individuals' belief in the likelihood that a particular behaviour results in various performance outcomes. According to Knight et al. (2011), three beliefs interact in determining motivated behaviour. They assume that if one of the beliefs is low, for a particular action, it is predicted that the individual will be less motivated to perform the action.

Path-goal theory recognized four effective leadership styles or behaviour viz directive, supportive, participative and achievement-oriented behaviour. Attention has been given to these leadership behaviours in this chapter. Apart from these four leadership effectiveness behaviours, the practical-management (2008-2010) identified other leadership effectiveness behaviours which include the following (work facilitation, interaction facilitation; group decision, networking and value based leadership behaviours).

Work facilitation leader behavior is a situation where the technology to complete the task is new/unknown. Here the task is not clear with other uncertainties. Here the leader facilitates the task by planning and coordinating the task:

- Interaction facilitation leadership style: this is where team members/workers do not agree with themselves. Here the leader should facilitate interaction by resolving disputes, promoting and encouraging team work and collaboration between teams (team spirit).
- Group decision-leadership behavior: is a situation a group is assigned a common task. Here the leader requires group decision process which demands group participation in a given task.
- Networking leadership behaviour: here the workers/subordinates require information, resources or technology from another team or unit. The leader here networks with other unit for inter group relations and stressing the importance of group's task.
- Value based leadership behavior: this is where the leader adopts servant leadership approach and appreciates values of subordinates.

The path-goal has its strengths and weaknesses. It is the first to expand the framework that combines contingency and expectancy leadership theories; it stressed the importance of motivation variables for workers perception. It properly defines and clarified both practical and clear roles of the leader. On the part of path-goal weakness, it is very complex because it considers many parameters in choosing leadership styles and it also placed great responsibilities on the leader and less on the worker/subordinates. The path-goal is very relevant in the understanding of educational leadership effectiveness.

The main concern of path-goal leadership theory, therefore, is that effective leaders motivate subordinates towards goal / attainment, according to Koko (2005, p. 203) by:

- Clearly identifying the outcomes that subordinates are trying to obtain from the workplace. These outcomes can range from satisfactory pay and job security to reasonable working hours, interesting and challenging job assignments. After identifying these outcomes the leader or manager should have the reward power needed to distribute or withhold these outcomes.
- Reward subordinates with these outcomes for high performance and the attainment of work goals. In the School system, pay increase can be given to teachers based on the extent to which they performed highly on each of the dimensions.
- Clarify the path leading to the attainment of work goals to subordinates. Leader/managers and supervisors under this unit need to make sure subordinates understand what they should be trying to accomplish and have confidence level needed to succeed. It does not mean that leaders need to tell subordinates what to do.

Path-goal theory, to Koko (2005) focused on leadership behaviour and identified four basic behaviour that motivate subordinates vis-à-vis directive, achievement-oriented, participative and supportive leadership behaviour. These will be discussed later in this study. Path-goal theory, to House and Mitchell (1975) contends that leaders are effective because of their impact on subordinates' motivation, ability to perform effectively and satisfactions. The question we may ask is why is it called path- goal? It is path-goal because its main concern is how the leader influences the subordinates' perceptions of their goals (work goals and personal goals) and the paths to achievement of goals. The theory is of the view that a leader's behaviour is motivating to the extent that it is increasing the subordinate's goal achievement and then clarifies the paths to the goals or removes the bottlenecks to goal attainment.

Education leadership, according to Baporikar (2018) is the process of soliciting and managing the capacities and vitalities of teachers, pupils and parents towards achieving common education aims/objectives. He reports that education leadership refers to an individual or group of people that are in charge and they lead school, institutions, programmes and students to achieve the best education. Spillane (2006) as reported by Baporikar (2018) maintains that these leaders are responsible and accountable to make sure that education in their area is at its best. Effective leadership, to Baporikar (2018) makes a difference in any organization and in educational institutions it is improving learning and quality of teacher performance. Teaching-learning which is the major concern of education is dynamic and hence makes education leadership complex. This calls for better understanding of education mission and vision. The path-goal theory here is concerned with two major issues which include how the leader affects the paths and the goals of education subordinates and also how this expectation affects motivation for hard work and outstanding performance. It should be noted that Vroom's (1964) expectancy theory of motivations influenced development of path-goal theory as explained by Oluwuo (2004).

Statement of the Problem

Leadership effectiveness is a very strong concern of people in various organizations like the school system or business institutions. In the secondary education system, the principals of schools are the leaders while the teachers, learners and parents form the subordinates/workers. In this study the leader is used interchangeably with principal of a school while teacher is used interchangeably with subordinates or workers or followers. Leadership effectiveness of Part-goal theory recognized the following effective leadership, behaviour (style) directive, participative, supportive and

achievement oriented, which motivate teachers/subordinates to perform their best in their workplace. That is, what leadership (principals') behaviour motivates, empowers and inspires the teachers to attain the expected goals of education?

Effective principals are expected to motivate teachers to perform their duty by:

- Clearly identifying the outcomes (goals) teachers are expected to achieve;
- Reward teachers who show evidence of high task performance;
- Clarify path (leadership behaviour) which lead to task achievement.

How do principals of schools clearly identify expected outcomes, reward teachers performance adequately and adopt appropriate leadership behaviour (style) that motivates teachers to accomplish outstanding performance/students' academic and skills attainment, regularity to school functions and keeping away from truancy and absenteeism? Path-goal leadership effectiveness theory has much to offer to education in terms of using any particular leadership behaviour (path) that will lead to achievement of particular outcome (goal) or objective of the school. The issue here is how do the principals of schools and the teachers in schools perceive, apply or implement path-goal effectiveness principles or indicators in achieving maximum school outcomes/goals? Do principals choice of a common particular leadership behaviour (style) highly motivate, inspire and empower teachers to achieve outstanding performance in their work place.

Victor Vroom's (1964) popular expectancy motivation theory has three indicators, VIE (valence, instrumentality and expectancy). This influenced House's (1971) path-goal theory. These should be properly perceived and applied to achieve school leadership effectiveness. That is, it has to ensure effective collaboration between the principal who is the leader and the teacher who is the subordinate. To provide answers to the above questions is the problem of this study.

Purpose and Objectives of the Study

The purpose or aim of this study is to critically determine how the perception of path-goal leadership effectiveness indexes or variables relate or influence achievement of teachers' performance/outcome or goals of selected private secondary education system in Rivers State. Leadership effectiveness in various leadership studies have focused attention on business organizations, yet its relevance in education is gradually being recognized.

The specific objectives of this study are to:

- Determine whether the perception of directive leadership behaviour (style) of private school principals motivate teachers to achieve high students' academic performance in all subjects.
- Identify if the perception of supportive leadership effectiveness behaviour (style) inspires teachers to perform their responsibilities regularly.
- Find out if the perception of participative leadership effectiveness behaviour of school principals empowers teachers for achieving excellence in keeping school records.
- Identify whether perception of achievement-oriented leadership effectiveness behaviour (style) of the principal will increase teachers' acceptance of principal and hence avoid truancy and absenteeism in the system.

Research Questions

The following research questions which are based on the purpose and objectives of the study, guided this study are, to what extent:

- Does the perception of directive leadership effectiveness behaviour of school principals motivate teachers to achieve high students' academic performance in all subjects?
- Can the perception of supportive leadership effectiveness behaviour of principals inspire teachers to perform their responsibilities regularly?
- Can the perception of participative leadership effectiveness behaviour of principal of schools empower teachers towards proper keeping of school records?
- Does perception of achievement-oriented leadership effectiveness behaviour of school principals encourage teachers to accept him/her to make them avoid truancy and absenteeism in the school system?

Significance of the Study

This deals with the relevance or importance of the findings of this study to people and organizations in various sectors of the economy or society. This study will be of great benefit to all schools and organization's stakeholders. It will benefit the governments who desire effective leadership in the school system, be it public or private schools. The study will be of much benefit to principals of schools who desire effective leadership in the management of their schools. It will be equally beneficial to teachers who expect cordial, supportive and good working relationship with their principals.

The study will be of great benefit to all leaders and their subordinates in various public and private sector organizations who desire leadership effectiveness behaviour and high outcome, productivity or performance of company subordinates. Generally it will be of very much beneficial to all knowledge seekers, researchers interested in leadership studies and high organizational productivity.

Scope of the Study

The geographical scope of this study covered four Local Government Areas of Rivers State (Emohua, Ikwerre, Obio/Akpo and Port Harcourt). The study involved selecting between 8-15 private schools from each local government area based on their population, giving us a total number of forty-five (45) schools. The content scope in this study involves determining teachers perception of their principals leadership effectiveness behaviour (path) and how the behaviours influence or relate to their performance / outcomes (goals) in the schools.

LITERATURE REVIEW

The Expectancy Theory of Victor Vroom's (1964)

Victor Vroom's (1964) popular motivation VIE theory which influenced path-goal of House (1971) states that the motivation to act in a certain way is a function of the valence, instrumentality and expectancy (VIE) beliefs of individuals. Valence stands for individual's assessment of the

desirability of the outcome. Instrumentality stands for individuals' belief in the likelihood that a particular performance outcome leads to particular rewards or outcome (goal). Expectancy on the other hand, stands for an individual's belief in the likelihood that a particular behaviour results in various performance outcomes. VIE theory of Vroom (1964) maintains that three beliefs interact in determining motivated behaviours (Knight, Gary & Paul, 2011). To them, if one of the beliefs is low for a particular action, then it is predicted that the individual will be less motivated to perform in the action.

Expectancy Theory and its relationship with path-goal theory

The Expectancy theory of Victor Vroom (1964) on which Path-goal theory is based is most widely accepted explanation of motivation. It argues that the strength of tendency to act in a special manner (behaviour) depends on the expected outcome that the act will provide that will be attractive to the employees. Expectancy theory implies that an employee is motivated to perform his/her task for better performance that will lead to appreciation, this will in turn result to realization of personal goals which may be in the form of reward. In education, teachers, lecturers and other staff will be more motivated to work better if they perceive that their performance will be appraised by the education leaders or employers.

This theory on which path-goal theory is based relates to how the employee/teacher perceives the relationship between him/her and the leader/principal in terms of task performance and reward. This theory like path-goal has received much support from research, job-task, programmes, job satisfaction and management functions. House and Mitchell (1975, p. 1) affirm that path-goal approach "has its roots in a more general motivational theory called expectancy theory". This theory to them, states that individual's attitudes (job satisfaction) or leader behaviour or job effort can be predicted from:

- The degree to which the job or behaviour is seen as leading to many outcomes (expectancy) and
- The evaluation of these outcomes (valences).

The implication here is that people have job satisfaction if they think it will lead to things that are highly valued. This will make worker/subordinates work hard believing the effort leads to things that are highly valued. This helps to predict variety of phenomena that are related to education leadership. For instance, how does education leader's behaviour influence subordinate's motivation? Educational leadership theories, according to Baporikar (2018) are not only a close relationship to other leadership theories, but mostly originate from them (e.g. path-goal theory). To him an efficient education leader will share much of the same characteristics as a successful business leader. He outlined leadership characteristics like instructional; participative; dynamic; transformational; moral; strategic and more. Instructional leadership, however, clearly specify particular leadership practices which impact on education institution and the students. This is true of what happens in learning institutions like schools, colleges, etc.

Contingency Theory

Evan's (1970) Contingency theory showed the connection between the leader's behaviour and the followers beliefs and behaviour (Knight et al., 2011). According to Knight et al. (2011), extended

Evan's ideas when he articulated the role of contingencies in Evan's model. This elaboration by House, to Knight et al. (2011) is called the "path goal theory of leader effectiveness" (Knight et al. 2011, p. 1165). The earlier theory of House (1971) was influenced by leadership behaviour and follower perceptions which depend on the degree to which following a particular behaviour (i.e. path) will lead to achieving a particular outcome (i.e. goal). Path-goal theory of leadership states that a leader's behaviour is very important for good performance and job satisfaction. This depends on the impact of this on subordinates' perception of paths and the attractiveness of organizational goals.

If the behaviour of the leader is such that clarifies the goals and makes them more attractive, then people should expect good performance, satisfaction and increase in leader acceptance by followers (House & Mitchell, 1975). The relationship between leader's behaviour and these three factors-performance, satisfaction and leader - acceptance is expected to depend on the personality of followers / subordinates and the available task environment or situation. Path-goal theory is a contingency theory or model of leadership which was popularized by House (1971) in his desire to find out what leaders can do to motivate their subordinates to achieve both group and organizational (educational) goals. Its focus is determining the steps managers principals (leaders) should take to motivate subordinates teachers who depend on both the nature of the subordinates and the type of work they do. House and Mitchell (1975) indicate that the second characteristic of the subordinates on which the effects of leader behaviour are contingent is their perceptions of their own ability with respect to their assigned task. The acceptance of the leader's behaviour, to them, is determined in part by the characteristics of the subordinates.

Three broad classifications of contingency factors in the subordinates work situation/environment specified by House and Mitchell (1975, p. 7) include:

- The subordinates tasks;
- The formal authority system of the organization; and
- The primary work group.

They maintained that assessment of environmental conditions will make it possible to predict both the kind and amount of influence specific leader behaviour will have on the motivation of subordinates. The path-goal theory, with respect to environmental factors, states that leader behaviour will be motivational in terms of assisting subordinates cope with environmental threats and uncertainties increase their job satisfaction, and their expectations that their efforts will lead to valued rewards. These specified situational/environmental contingencies will provide a framework for future research on leadership theory. These two theories are relevant in this study because they influence all leadership studies in every organization including schools and institutions.

Path-Goal Leadership Effectiveness

Path-goal theory of leader effectiveness of House (1996) maintains that a leader's behaviour is contingent to the motivation, performance and satisfaction of the subordinates or employees. For the revised version, the leader is seen to engage in behaviours that support and complement subordinates' or employees' abilities as well as to compensate for their deficiencies. Some scholars (Oluwuo, 2004, p. 131) indicated that path-goal theory "is another major contingency theory developed by House and refined during the 1970's". The theory, to Northouse (2016), is a

derivation of the expectancy theory of motivation which postulates that the effectiveness of a leader depends on the linkage between subordinate's effort and their valued outcome (goal). The expectancy theory provides a foundation for path-goal theory because by choosing appropriate style, leaders increase followers' expectations for success and satisfaction (Northouse 2016, p. 116). The leader, according to Oluwuo (2004) is considered effective when he is able to identify subordinate's valued needs and effects their successful accomplishment. The basic function of the leader, therefore, is to influence subordinate's behaviour. The way to motivate subordinates, Oluwuo contends, is to link hardwork frequently and consistently to goals that are highly valued by the subordinates.

Path is refers as the leadership effectiveness behaviour of organizational leaders or school principals. Four major leadership effectiveness behaviors are broadly recognized. These are directional, supportive, participatory and achievement oriented leadership behaviours (styles). There is relationship between leaders leadership behaviour (path) and achievement of outcomes / performance of teachers / subordinates (goals). Goals/Outcomes is also the expected institutional set objectives that need to be achieved. It is expected that a good leaders / principal's leadership behaviour (style) will motivate teachers to perform their best in the workplace.

Functions of Path-Goal Theory and Leadership Effectiveness

A path-goal theory of leadership according to Oluwuo (2004), deals with increasing personnel pay offs to subordinates for work-goal achievement; for making the path to these pay offs easier to travel by way of clarifying it, reducing road blocks and pit falls, it deals with increasing the opportunities for personnel satisfaction. An institutional leader can be effective when institutional goals are determined jointly and when there is collaboration between the leader and his/her subordinates. This is also true when goal congruence is achieved and self-control developed by institutional members. Robert House, who refined path-goal theory, maintains that the strategic functions of the leader, as revealed by Oluwuo (2004) consist of the following:

- Recognizing and /or arousing subordinates needs for outcomes over which the leader has some control;
- Increasing personnel pay offs to subordinates for work-goal attainments;
- Making the path to these pay offs easier to travel by coaching and directing
- Helping subordinates clarify experiences;
- Reducing frustration barriers; and
- Increasing the opportunities for personnel satisfaction contingent on effective performance.

These path-goal functions demand that the leader should adjust his/her leadership style based on the challenging situation. Based on this, Kimbrough and Nunnery (1982) as presented by Oluwuo (2004:132) identified four leadership styles for effective leadership / management. Poiston-Murdoch (2013) reporting House and Mitchell (1974); Lindvuk (1987) indicates that four path-goal leadership styles that functions to provide structure and reward to subordinates are directive, supportive, participative and achievement-oriented. Poiston-Murdoch (2013) also acknowledged these four path-goal leadership styles:

Directive Leadership Style: this is the situation where structure is provided in the work situation through specific expectations and standards for subordinates to follow. The directive leader

clarified expectations and gives specific guidance to accomplish the desired expectations based on performance standards and organizational rules. The directive style, to Poiston-Murdoch (2013), is appropriate with newly hires or inexperienced subordinates and in situations that require immediate action (Negaon, 2008). The directive style, says Poiston Murdoch (2013) may be perceived as aggressive, controlling, dissipative and structures by dictating what needs to be done and how to do it. Research shows that directive style has position relationship with subordinate's expectations for subordinates employed to perform ambiguous unstructured task. However, this style has negative relationship with satisfaction and expectations of subordinates who are well structured and receive clear task (House & Dessler, 1974; Al-gatherm, 1983).

Supportive Leadership Style: this is where concern for subordinates is shown and open, friendly relationships are maintained. A supportive leader is expected to behave in a responsive manner. By so doing he/she creates a friendly climate and recognizes subordinate's achievements in a rewarding situation (House & Desslar, 1974). Supportive leaders, according to Poiston-Murdoch (2013), demonstrate respect for subordinates, treat everyone equally and they are concerned for subordinates well-being (House 1971). Supportive leaders learn by observing outcomes and how others react to their decisions (Poiston-Murdoch, 2013, p. 110). The supportive leadership style is sustainable when subordinates show lack of confidence in ability to complete a task with little motivation (Negaon, 2008).

Achievement-oriented Leadership Style: this is a situation where excellence is emphasized, challenging goals are set and high levels of productivity are expected. Achievement-oriented leadership behaviour to Koko (2005), is one that motivates the subordinates to perform at the highest level by means of setting challenging goals expecting that these goals be met and also believing in subordinates' capabilities. Achievement-oriented leader, according to House and Mitchell (1974) as quoted by Poiston-Murdoch (2013, p. 16) indicate that these leader "sets challenging goal, expects subordinates to perform at their highest level, continuously seeking improvement in performance and shows a high degree of confidence that the subordinates will assume responsibility put forth effort and accomplish challenging goals". It is worthy to note that Negron (2008) informed that achievement-oriented leader behaviour is more appropriate for unclear tasks and for subordinates who may need a morale booster to enable them increases their confidence in ability to accomplish predetermined goal.

Participative Leadership Style: This is where there is consultation with subordinates and serious consideration of their opinions is taken before making any decision. Participative leader is expected to take on consultative style of leadership in terms of soliciting subordinates for their suggestions before making a final decision. The participative leader is one who shapes responsibilities with subordinates by involving them in such leadership activities like planning, decision-making process and execution phases (Negron, 2008; Poiston-Murdoch, 2013). Subordinates/employees who are motivated are self-directed and they generate creative team and by so doing they present a greater cohesive team and ownership among parties pants (Hersey, Blanchard & Johnson, 1996). The participative leadership style, to Negron (2008) as reported by Poiston-Murdoch (2013) is appropriate when subordinates show lack of judgment or when the procedures have not been followed.

Situations faced by education leaders are influenced by the nature and type of effective leadership style to adopt or adjust to. The path-goal theory identified and recognized the directive, supportive, achievement-oriented and participative leadership styles or behaviours. The behaviour of a leader is acceptable to subordinates when such a behaviour is considered to be a source of satisfaction and motivational when need satisfaction is contingent on performance. The function of the leader is not only to facilitate, he coaches and rewards effective subordinates' performance. The functions of the leader in what-ever situation are to assist subordinates in the attainment of goals, provide direction and support required to ensure that their goals are compatible with institutional goals.

It is expected that each of the four path-goal leadership styles or behaviour can be exercised by leaders in any environments, situations or combination with various subordinates as explained by House and Mitchell (1974). Scholars agree that experienced leaders mold their leadership styles based on the extent situation they are facing. Employees may perceive that the same supervisor is presenting different path-goal leadership behaviour that may be influenced by such variables as personality, background, motivation level, characteristics, relational bond with supervisor and some other variables (Poiston-Murdoch, 2013). Path-goal theory is viewed by House (1971) as an explicit leader message behaviour while research studies on path-goal theory saw it to include dependant outcomes and assumes that behaviour is situational House and Mitchell (1974), it is persistent with gender and communication (Poiston-Murdoch, 2013).

Under path-goal leadership behaviour the supervisor acts as an agent of the organization who interacts often or on a daily basis with subordinates. He (the supervisor) is seen as one who serves as reward administrator to subordinates (Poiston-Murdoch 2013; Podsakoff and Oragan 1990). Commitment to supervisor, according to Polston-N4urdoch (2013:1 7), is defined to include two dimensions:

- Identification with supervisor and internalization of supervisors values (Becker, Billings, Eveleth and Gilbert, 1990); and
- Identification occurs when a subordinate admires certain attributes of the supervisor like attitude, behaviour, personality or accomplishments as indicated by Chen, Tsui and Farh (2002).

To Chen et al. (2002) subordinates may have a feeling of pride by associating with the supervisor which is showing loyalty to the supervisor as reported by Poiston-Murdoch (2013). Hence, loyalty to supervisors, to Chen et al. (2002), goes beyond the two dimensions in a high relationship-oriented context like familiar relationships where feeling of indebtedness may present itself (Poiston-Murdoch, 2013).

The Basic Characteristics of Path-Goal Theory

Path-goal theory of House (1971) as reported by Oluwuo (2004, p. 133), can be associated with the following features or characteristics:

- The theory does not intend to measure the motivational basis of the leader's behaviour. It does not include personality traits exhibited by the leader.
- The path-goal theory contains definitions of what constitutes leader effectiveness. Leader effectiveness, to House, is measured in terms of the psychological states of the employees.

- The theory is designed in such a way that additional variables could be added as new ones present themselves.

This makes for refining and extending path-goal theory to hold the promise for promoting better understanding of leadership in education institutions. Hence, this provides a framework for future research in institutional leadership.

Path-Goal and Educational Leadership

There are various forms of leadership which include among others traditional, directive, supportive, participative, job-oriented, political, religious, educational, etc. Institutional leadership is associated with education- schools, colleges, polytechnics, universities and other institutions or organizations whose functions include training, teaching and research. The leaders in these institutions are identified as principals, provosts and vice- chancellors. In education ministries, we have such leaders as the minister of education, supervisors and inspectors of schools who insist on proper implementation of education policies and achievement of education goals.

The basic question to ask is, how do these education leaders collaborate with their subordinates to ensure leadership effectiveness in these institutions? Path-goal theory emphasizes collaboration between leaders and their subordinates. Effective institutional leadership lies in the hand of employees and with the support of the Principal, provost or the Vice-chancellor. The subordinates empowered and motivated were made to be responsible for institution's effectiveness and their own personal development. With institution's leadership support for personnel or employee's development, the employability and high quality personnel in the institution is ensured.

There is need to note that in the present era, employees fully understand their importance in an institution because without them the institution's leadership cannot stand. Based on this, it is imperative that they should be inspired, motivated, empowered, and encouraged to develop themselves. This is true of all educational institutions and organizations to inspire and motivate their employees to achieve greater and outstanding performance. This will also encourage them to regain confidence in themselves by developing their skills and hence become more effective and efficient in their workplace. Baldomir (2009) noted that maintaining effectiveness of a learning institution requires total commitment of leadership and other members of the institution. He agrees that a successful institutional leader is one that is able to move the institution towards becoming a true learning institution through establishing a shared institutional identity to all the members of the institution.

Effective institutional leaders are those identified to encourage the pursuit of both individual and institutional knowledge, goals and ideas by creating a shared vision of the institution's feature. Leaders or administrators with human relations according to Amanchukwu (2013) have proved that they understand themselves very well in order to read and know how to handle human beings. These leaders to Amanchukwu, are tolerant and have understanding of the view points, attitudes, perceptions and beliefs of others. These are in line with the principles of collaboration between the leaders and the subordinates of the path-goal theory. An institutional leader, who aspires to be effective, should focus on the institution's mission, vision and goals. To achieve these, however, requires collaborative efforts of both the leaders and employees or subordinates. The way and manner the institutional leaders inspire empower, motivate and develop

their subordinates, determines the success or failure of the institution. This influence by contingency factors.

Educational Leadership Development

In various leadership discuss, some say that leaders are born not made. That is to say that few people seem to be charismatic, visionaries and have natural ability to impose their personality on others. It is necessary for people, through educational programmes, to develop these qualities in order to face challenging situations. Burgoyne (2010) as reported by Armstrong (2013, p. 312) observed that “the will to lead is largely innate but the ability to do it well is largely learnt”.

Burgoyne (2010:43) defined leadership development as involving the acquisition development and utilization of leadership capability / potential for it. Educational leadership development programmes are designed to prepare people for leadership position, roles and situation which are beyond their present life experience. Bolden (2010) as reported by Armstrong (2012, p. 312) outlined the following elements of leadership development which include: reflection, practice self-awareness, personnel support, opportunity to apply learning and relevance to work. Some leadership development programmes or activities have been identified by Burgoyne (2010) in Armstrong (2012, p. 312) includes:

- Work or job placement with leadership capability development as one of the purposes;
- Education, training and development of individuals including the “context sensitive” methods of coaching, mentoring and more formal education, training and development programmes;
- Safe organization development processes including cultural change, team building and hearts and minds collective mission / value–creating initiatives.

Path-goal theory is not only concerned with leadership behaviour or development leadership skills that relate to subordinates goal attainment but also application of leadership styles for specific conditions or environment. Yukl (2006) proposed some conditions for successful leadership development. These proposed conditions which are relevant to education include the following:

- clear learning objectives;
- clear, meaningful content;
- appropriate sequencing of content;
- appropriate mix of training methods;
- opportunity for active practice;
- relevant, timely feedback;
- high trainee confidence; and
- appropriate follow-up activities.

We need to note that even if education subjected her leaders to leadership development training programmes, yet it has a role to play in terms of ensuring that leaders are provided with the support and conducive working conditions to perform their best as well as their subordinates. The condition a leader faces has lots of influence on his / her leadership behaviour.

Implications of Path-Goal Theory to Education

Some comments on leadership development which states that leaders are born not made exposed Burgoyne's (2010:43) observation that "the will to lead is largely innate but the ability to do it well is largely learnt". This exposed the prominent role of education for leadership development programmes or training coaching and development in specific leadership skills. For leadership effectiveness in education, the world be leader has to undertake lots of training and development through various levels of education programmes in order to gain required skills to enable him / her to function.

The path-goal theory has lots of implications for education. The success of any education leader like principals of schools, provosts of colleges of education, deans of faculties, heads of department and vice-chancellors, depends on the leader's relationship with his/her subordinates. The effort of the leader at the helm of affairs is to achieve the objectives of an organization through people/workers in a record time (Nwabueze & Abraham, 2017). Bakhsh, Saadi and Rassol (2014) agree that administrator's or leadership effort to get the work done well in time is soaked with quantity and quality. This is attainment of set individual and institutional goals.

Nwabueze and Abraham (2017:640) argue that the leader and the followers must work in harmony to achieve this feat or organization goal. Bakhsh et al. (2014) agree that this harmony is hinging on the leader's interpersonal behaviour with his/her subordinates and the society which indicates his individual and academic potential. Abraham (2013) argues that it is through collaboration of human (leaders and employees) and material resources in the school that most advantages of predetermined objectives of education are achieved.

The leader's behaviour should, therefore, be such which motivates, empowers, promotes and encourages subordinates or workers outstanding performance. It has to be the behaviour, which links hardwork constantly to goals that subordinates value highly. This is the emphasis of path-goal theory which is very relevant and of much value to leaders and workers of educational institutions. Since education workers or subordinates are fully aware of their importance to the success of their leaders, the leaders' support and empowerment will motivate them to be responsible for their personal and institutional effectiveness or advancement. For education leaders to achieve success or effectiveness, it is suggested that, they should inspire, motivate, empower and encourage their workers/employees or subordinates to develop themselves and to be responsible for achieving self and institutional goals. By following a particular education leader's behaviour (path) will surely lead to a particular achievement of employee's outcome (goal). This is true of our education institutions in relation to achieving set education goals. It has to be noted that the strategic functions of path-goal theory promotes better understanding of leadership in education institutions.

Review of Related Empirical Studies

Many studies have been carried on path-goal leadership effectiveness in various organizations. Poiston-Mutdoch (2013) conducted a study using path-goal theory. In his empirical study "an investigation of path-goal theory, relationship of leadership style, supervisor-related commitment and gender, Poiston-Murdoch (2013, p. 13) tried to investigate:

- If there is a relationship between subordinates perception of leadership style and subordinate commitment to his/her leader; and

- If supervisor’s gender moderates the relationship between the perceived leadership style and subordinate commitment to his/her leader.

The study comes out with results or findings; hence path-goal theory can be subjected into empirical studies that can help us understand leadership behaviour or effectiveness in any given organization. This is relevant in this study because it reviews important concepts in leadership effectiveness of any organization.

The study by Runyon (1973) indicates that subordinate’s score measured on “Locus of Control moderates the relationship between participative leadership style and subordinate’s satisfaction. Mitchell (1973) in his study showed that internals (those who believe that what happens to them occurs by luck or by chance) are more satisfied with a directive leadership style while the internals (those who believe that what happens to them occurs because of their behaviour) are more satisfied with a participative leadership style. This is also relevant in this study because it has a lot of implication to leadership effectiveness in any organization

METHODS

Methodology is discussed under the following sub-headings: design of the study, population, sample size, and sampling technique, research instruments, validity and reliability of instruments, administration of instrument, data collection and method of data analysis.

Research Design

This study adopted descriptive and survey design. This design is appropriate because it handles what is happening at present collects data without manipulation and use the data to generalize based on the target population (Nzeneri, 2010; Nwankwo, 2010).

Population of the Study

The study has a population 156 approved private schools with total number 1,292 teachers as revealed from extracts from the list of schools in the National Association of proprietors of private schools in Rivers State.

Table 1: Distribution of approved private secondary schools and teachers in the study area

S/No	L.G.A	No of Private Schools	No of Target Teachers
1	Emohua	30	272
2	Ikwerre	36	297
3	Obio/Akpor	40	350
4	Port Harcourt	50	373
Total		156	1292

Source: APPS, Rivers State

Sample and Sampling Technique

Purposive random sampling technique was used in selecting the schools and the teachers from these private schools for this study. Purposive sampling requires selecting those private secondary schools that will not create any problems in terms of data collection.

Table 2: Sampled private secondary schools and their sampled teachers for the study

S/No	No of Private School	Sampled no of Private school	No of target teachers	Sampled No of teachers (25%)
1	30	8	272	70
2	36	10	297	75
3	40	12	350	90
4	50	15	373	95
Total	156	45	1,292	330

The percentage of the population of approved private secondary schools and their teachers were used in this study. That is forty-five (45) schools and three hundred and thirty (330) teachers were selected for the study.

Instrumentation

The instrument developed for this study include the questionnaire for collecting qualitative data and the Focused Group Discussion (FGD) guide for collecting qualitative data (See appendix 1).

Validity of instrument

The face and content validity of the instrument were determined by the supervisor and experts in leadership studies. Their comments, corrections and suggestions were incorporated in the final draft to ensure or guarantee instrument validity.

Reliability of the instrument

This involved pilot test and re-test of the instrument using few selected teachers from similar schools that are not involved in population of this study. Only 12 teachers were used in this pilot study and the results from this test-retest were subjected to Pearson Product Correlation test under 0.05 significant level. Any measure that is 0.5 to 0.9 is considered reliable.

Administration of instrument

The researcher with the help of research assistants will distribute the questionnaire to the teachers and their leaders (principals) and ensure their recovery. Only ten (10) senior teachers were interviewed using (FGD) Focused Group Discussion guide for collecting qualitative data.

Method of Data Analysis

The data collected will be analyzed using four point scale such as strongly agree (SA) agree (A), Disagree (D) and Strongly disagree (SD) or very high extent (VHE), high Extent (HE), low extent (LE) and very low extent (VLE). SA or VHE has a value of 4, A or HE has a value of 3, D or LE has a value of 2 while SD or VLE has a value of 1. the criterion mean for taking decision is $4+3+2+1$ divided by 4 - $\frac{10}{4} = 2.5$.

RESULTS

Research Questions One: Does perception of directive leadership effectiveness motivate teachers to achieve high students' academic performance in all subjects?

Table 3: Breakdown of how teachers perception on directive leadership effectiveness motivate them towards high students' performance

Statement	Responses N=300				Total	\bar{X}	Remarks
	SA	A	D	SD			
1. Directive leadership of principals motivates teachers to: Achieve High Students' performance in science subjects	116 (464)	136 (408)	30 (60)	18 (18)	300 (950)	3.2	Agree
2. Attain high students' performance in Arts subjects	95 (380)	150 (450)	40 (80)	15 (15)	300 (924)	3.1	Agree
Grand mean (\bar{X})						3.2	Agree

Table 3 results show that perception of directive leadership effectiveness of principals motivates teachers to achieve high students' performance in both Arts and Science subjects. The mean scores of 3.2 and 3.1 which are above the criterion mean of 2.5 confirm this findings.

Research Questions 2: To what extent can the perception of supportive leadership effectiveness behaviour of principals inspire teachers to perform their responsibilities regularly?

Table 4: Respondents' view on the perception of supportive leadership effectiveness of their principals in inspiring them perform their responsibilities regularly

Statement	Responses N=300				Total	\bar{X}	Remarks
	VHE	HE	LE	VLE			
3. Supportive leadership style of school principals inspire teachers to a high extent to: Regularly prepare their lesson notes	94 (376)	98 (294)	60 (120)	48 (48)	300 (838)	2.8	High extent
4. Teach their lesson regularly	102 (408)	98 (294)	70 (140)	30 (30)	300 (872)	2.9	High extent
Grand mean (\bar{X})						2.85	High extent

Table 4 shows that respondents perceived supportive leadership effectiveness behaviour of the principals inspires them to perform their responsibilities. Scores of 2.8 and 2.9 and grand mean \bar{X} of 2.85 which is above the criterion mean of 2.5 confirm this claim.

Research Questions 3: To what extent can the perception of participative leadership effectiveness behaviour of principals empower teachers towards proper keeping of school records?

Table 5: Breakdown of respondents view of how participative leadership behaviour of principals empower teachers to properly keep school records

Statement	Responses N=300					Total	\bar{X}	Remarks
	VHE	HE	LE	VLE				
Participative leadership effectiveness style of principals empower teachers to:								
5. Keep and work attendance register of students	110 (440)	95 (285)	50 (100)	45 (45)	300 (870)	2.9	High extent	
6. Keep diaries and other school records	125 (500)	88 (264)	61 (122)	26 (26)	300 (912)	3.0	High extent	
Grand mean (\bar{X})						2.97	High extent	

Table 5 shows that respondents perception of participative leadership effectiveness behaviour of school principals empower teachers to properly keep school records. This is shown by high mean records of 2.9 and 3.0 while grand mean which is 2.97 confirm this result

Research Question 4: Does perception of achievement-oriented leadership effectiveness behaviours (style) of school principals encourage teachers to accept the principal and hence make them avoid truancy and absenteeism?

Table 6: Breakdown of responses on how perception of achievement-oriented leadership effectiveness behaviour of principals motivate teachers to accept them and make teachers avoid truancy and absenteeism in the system

Statement	Responses N=300					Total	\bar{X}	Remarks
	SA	A	DA	SD				
Achievement-oriented leadership effectiveness behaviours of school principals make teachers to:								
7. Accept their principals	89 (356)	97 (291)	65 (130)	49 (49)	300 (786)	2.6	Agree	
8. Avoid truancy and absenteeism in the school	75 (300)	70 (240)	100 (200)	45 (45)	300 (785)	2.0	Agree	
Grand mean (\bar{X})						2.6	Agree	

Table 6 shows that respondents' perceptions of achievement-oriented leadership effectiveness behaviour motivate them to accept their principals and make them avoid truancy and absenteeism in the system. This finding is confirmed by the mean scores of 2.6, 2.6 and grand mean \bar{X} of 2.6 which are slightly above criterion mean of 2.5.

DISCUSSION

It is generally observed from the findings that the perception of teachers concerning directive, supportive and participative leadership effectiveness behaviour of private secondary school principals motivate, inspire and empower teachers to attain set school goals or objectives. This is based on the fact that the mean scores of the respondents were very much higher than the criterion mean of 2.5. The perception of respondents on the achievement-oriented leadership effectiveness behaviour of the school principals slightly motivate inspire, empower or encourage teachers to accept them and hence produce high outcomes as revealed by the mean scores which are slightly above the criterion mean of 2.5. These last results are in line with Path-goal theory of acceptance of achievement-oriented leadership effectiveness behaviour. It is good to observe that Focus Group Discussion (FGD) qualitative data tend to confirm the last results on all leadership effectiveness of principles of school and the impact of teachers performance /outcome. The FGD data were used to moderate results from the questionnaire responses.

Summary of the Study

Path-goal theory of leadership effectiveness behaviour of managers, administrators, and institutional leaders is related to subordinates/teachers expectation and perception of how these will motivate them to perform in their workplace. The path-goal theory which has its foundation on Vroom's (1954) popular motivation theory has connection between the leaders' behaviour and the followers/workers beliefs and behaviour (knight, Gary and Paul (2011). This theory which is relevant to all organizations' leadership effectiveness, including education, recognized the following leadership effectiveness behaviour (styles) directive, supportive, participative and achievement-oriented leader behaviours.

The findings of this study based on these leadership effectiveness behaviours of private secondary education principals and their perceived impact on teachers' performance or outcomes revealed that:

- Teachers perception on directive leadership effectiveness behaviour of principals highly motivate teachers to achieve set goals;
- Teachers perception of supportive leadership effectiveness behaviour of principals, inspire teachers to perform their responsibilities regularly;
- Teachers' perception of participative leadership effectiveness of principals of schools empower them to keep school records properly and accurately;
- Teachers perception of achievement-oriented leadership effectiveness behaviour of principals did motivate, inspire and empower them to achieve designed goals.

CONCLUSION

Path-goal leadership effectiveness has much contribution towards understanding educational leadership effectiveness, School principals and teachers should utilize path-goal principles to ensure better relationship and collaboration to help them achieve set goals of education.

Recommendation

In order to ensure leadership effectiveness in the education system:

- The government should encourage private secondary education schools with some resources (humane and material) to enable them achieve the best for education; and
- Principals should adopt proper leadership effectiveness behaviour (styles) which suit their peculiar environment to help teachers achieve education set goals.

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