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COORDINATION AND PARTICIPATORY LEADERSHIP AS CORRELATES OF TEACHERS' SERVICE DELIVERY IN PUBLIC JUNIOR SECONDARY SCHOOLS IN RIVERS STATE

George Ehulonu EHULE

Department of Educational Management

Faculty of Education

Ignatius Ajuru University of Education Rivers State

gehule@gmail.com

Faith George EHULE

Department of Educational Management

Faculty of Education

Ignatius Ajuru University of Education Rivers State

ehulefaith@gmail.com

ABSTRACT

The study examined coordination and participatory leadership as correlates of teachers' service delivery in public junior secondary schools in Rivers State. The study was guided by 4 research questions and 4 hypotheses based on the aim and objectives of the study. The study is a correlational research. The population of the study consists of 8423 teachers in the public junior secondary schools in Rivers State. The sample of the study was 382 teachers using Taro Yamene formula while simple random sampling technique was used to administer the questionnaires to the respondents. The instrument for data collection was a self-constructed questionnaire titled "Coordination and Participatory Leadership as Correlates of Teachers' Service Delivery (CPLCTSDQ)". Data collected were analyzed using Pearson Product Moment Correlation Coefficient (PPMCC). The result showed the "r" obtained was between 0.65-0.78 which indicated that the instrument was very reliable for the study. Data used in the study were collected from the administration of the questionnaires out of which 367 representing 96% were relevant after retrieval. The data generated was analyzed using Regression analysis at 0.05 level of significance. The study revealed that planning, organizing, directing and controlling positively relates to teachers' service delivery in public junior secondary schools in Rivers State. Based on the above results, the study recommended among others that, School Principals should keep promoting coordination and participatory leadership style in terms of planning with the teachers as it significantly influences teachers' service delivery.

Keywords: Coordination, Participatory Leadership, Teachers' Service Delivery.

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INTRODUCTION

There is no human organization that does not require leadership for its proper functioning. All types of organizations (business enterprises, churches, cooperatives, government establishments, hospitals, etc.) whether profit making or non-profit making require good leadership to function effectively. Leadership is a very important function in an organization, the nature and quality of leadership provided determine to a large extent the success or failure that is experienced in the achievement of the organizational goals. Leadership is the ability to influence subordinates towards achievement of goals (Robert-Okah, 2014:64). Okoroma in Koko and Nwiyi (2006:77) defined leadership as the force needed to translate human and material resources into effective utilization. While French according to Denga (2015:78) sees leadership as the initiative and maintenance of structure in expectation and interaction. As Denga defined leadership as a goal directed behaviour which has specific role and calls for a corporative support and unity towards goals-achievement.

From the above definitions of leadership, one can deduce leadership to be the art of getting things done through others. And also, it is the coordination of all resources of an organization through administrative processes of planning, organizing, directing and controlling in order to attain organizational objectives. Leadership encompass coordinating, controlling and supervising of activity to attain optimum results with organizational resources. Coordination is the process of ensuring that organizational functions are done correctly and at the right time. One of the basic characteristics of formal organizations is coordination of effort in the service of mutual help among several units of the organization (Denga, 2015). The kind of assumptions any manager or any organizational leader makes about people, particularly his employees constitute the nature of interface between the management and employees. These assumptions also give rise to various leadership styles. The managers' basic view of employees influences the strategy which he employs in dealing with employees and certainly influences his leadership style whether democratic, autocratic, laissez-faire, etc.

From the forgoing, it is clear that leadership is the process of influencing the activities of an organization or group towards goal setting and goal achievement. Leader is one who sees the way, knows the way, goes the way and shows the way. Leadership therefore is an act or process by which a member of a group or organization persuades, inspires, influences the activities, behaviours and actions of others and directs their activities so that the group or organizational members work willingly, cooperatively and enthusiastically towards the accomplishment of set goals.

The major aim of the educational system is to achieve some high level of performance in order to raise the literacy level of the citizenry of any particular society. Rivers State Government is concern to delivering sound and qualitative education to it citizens as captured in its mission and policy statement of the Ministry of Education (2016) "To actualize the aspirations of the people of Rivers State for a balanced development and an enhanced quality of life for the present and future generations through responsive governance guided by the fear of God through the responsive governance and quality education" and its vision states "The New Vision is of a knowledge based society through the provision of quality education". Doba (2005) summarizes the role of the different educational agencies in the attainment of high level performance thus; The major concern of ministry of education, principals and other categories of educational administrators is how to achieve a high level performance from the teaching workforce for the achievement of the curriculum objectives of the school system and overall

development of Nigeria and Rivers State in particular. It is the responsibility of leaders to bring objectives to fruition. However, Kalagbor (2017:139) opined that educational administration is the process of mobilizing and utilizing scarce human and material resources for the achievement of educational goals. This implies that the ultimate realization of set aims of education depends on the leaders.

Statement of the Problem

A lot of criticism have been put up on the pages of newspapers about the quality of leadership in the educational industry. Some critics have alleged that leadership in public sector is characterized with ineffectiveness and weakness in area of response to problems, government inability to fund services and their general decline in performance. Some others blame the teachers for displaying laissez-faire attitude towards the teaching profession (Amanchukwu, 2019). Some people blame the authorities in charge of education in the country for not paying much attention to what is happens in education sector, starting from the amount of allocation given to education in the yearly budget. This study therefore sought to find out the extent coordination and participatory leadership correlates teachers' service delivery in public junior secondary schools in Rivers State using planning, organizing, directing and controlling as independent variables in contemporary society.

Research Questions

The following research questions guided the study;

- What is the relationship between planning and teachers' service delivery in public junior secondary schools in Rivers State?
- What is the relationship between organizing and teachers' service delivery in public junior secondary schools in Rivers State?
- What is the relationship between directing and teachers' service delivery in public junior secondary schools in Rivers State?
- What is the relationship between controlling and teachers' service delivery in public junior secondary schools in Rivers State?

Hypotheses

The following null hypotheses was tested in the study;

- **H₀₁**: There is no significant relationship between planning and teachers' service delivery in public junior secondary schools in Rivers State.
- **H₀₂**: There is no significant relationship between organizing and teachers' service delivery in public junior secondary schools in Rivers State.
- **H₀₃**: There is no significant relationship between directing and t teachers' service delivery in public junior secondary schools in Rivers State.
- **H₀₄**: There is no significant relationship between controlling and teachers' service delivery in public junior secondary schools in Rivers State.

THEORETICAL FRAMEWORK

The theory framework for the study is anchored on the McGregor's theory x and y, which is concerned with inherent factors within a person that makes him to behave in a particular manner either in avoidance or in taking responsibilities. McGregor's theory was propounded by Douglas McGregor's in 1960. McGregor's postulation of two alternate theories on human motivational management called "theory X (negative/pessimistic view) and theory Y (positive/optimistic view)". Theory X and theory Y present diverse perception of the relationship between managers and subordinates in an organization.

Theory X

Theory X management style supposes that the workforce do not have interest to perform their assigned duties because they are not innovative, lazy and avoid responsibilities in all means possible. According to this theory, average worker in his relationship with management will relies heavily on threat, coercion and sanction to gain compliance of the workforce. Theory X clearly suggests that good working relationship between management and workers may be absent since the theory does not allow for the manager sort the participation of the workforce in decision making processes on the reason that, the workers are only to execute policies established by management; they are to be seen not to be heard because the organizational managers believed that the (managers) are the most valuable assets to the company, not the workers. The issue here is that, theory X elements are authoritative/ dictatorial and the manager's leadership style in relations to their interaction with the workers is dependent on it.

Douglas McGregor's Theory X according to Kalagbor (2017) states, thus;

- The average person (worker) dislikes work and will avoid it if he/she can
- Therefore, most people (workers) must be forced with the threat of punishment to work towards organizational objectives.
- The average person (worker) prefers to be directed, avoids responsibility, relatively unambitious, and wants security above all things.

Theory Y

Theory Y is the direct opposite of theory X. It is anchored on participative management style. Theory Y appreciates the worker through its democratic activities established between the organizational management and the workforce. It suggests that the workforce are the most valuable and reliable assets in a given organization. Hence, workers are internally motivated and do put in their best in the achievement of company 's objectives. According to McGregor in Igwe (2000), responsibility is as natural as play. In this respect, the workforce does not require any direct supervision of the manager, since, they take full responsibility of their action. Workforce possesses the ability for creative problem solving and based on the cordial relationship that exists between management and their workers, the workforce do have the designed job satisfaction, even without any immediate reward.

Douglas McGregor's Theory Y states, thus;

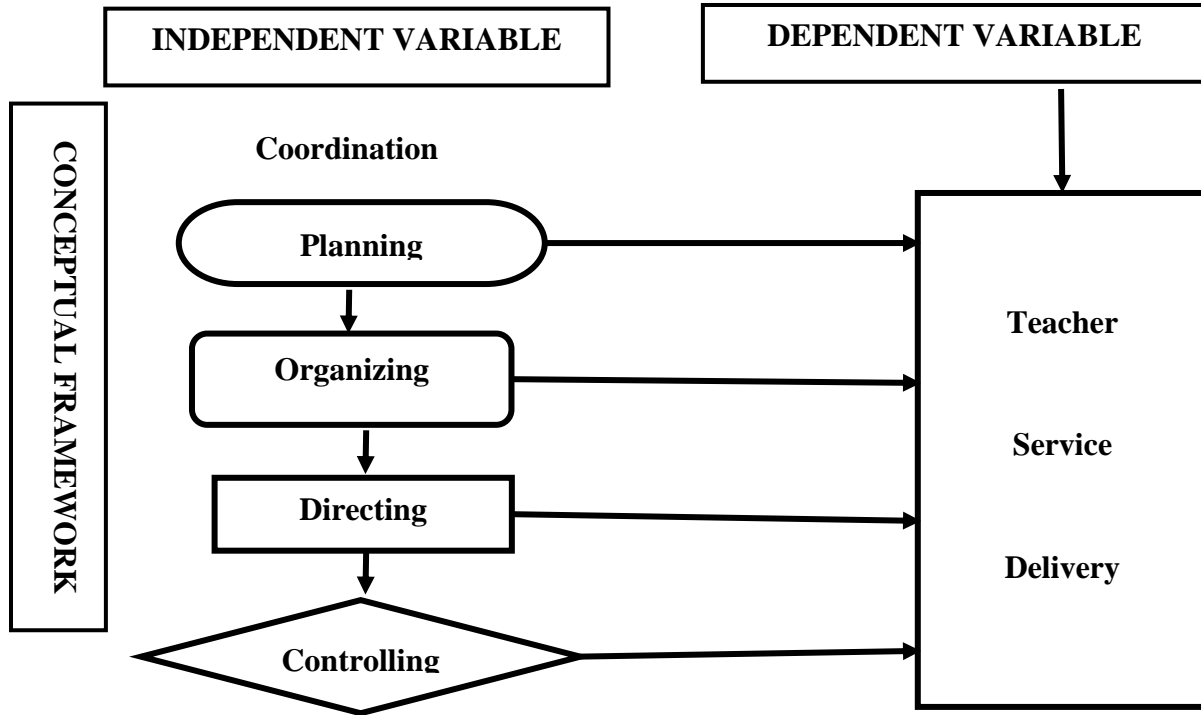
- Effort in work is as natural as rest and play.
- People (workers) will apply self-control and self-distinctive in the pursuit of organizational objectives, without external control or the threat of punishment.
- Commitment to objectives is a function of reward associated with their achievements.
- People (workers) usually, accept and often seek responsibility.
- The capacity to sue a high degree of imagination, ingenuity as creativity in solving organizational problems is widely, not narrowly distributed in the population (workforce).
- Under the conditions of modern industrial life, the intellectual potentialities of the average person (worker) are only partly utilized.

Douglas McGregor advocated a combination of both theories, in order to achieve the most effective and efficient production. This is because both theories are not opposite ends of the same continuum, but rather two different continua in themselves. Therefore, McGregor's theory is essential and applicable to this study with emphasis on participatory leadership. The relevance of participatory leadership style in achieving organizational goals is very crucial to the long term growth of any educational system. This implies that, educational managers should not view subordinates as individuals, who need constant direction and control. Given the appropriate conditions, teachers will perform effectively to achieve educational goals. The implication of the theory is that participatory leadership boost productivity, dedication, effectiveness and efficiency in task performance, which enhances quality assurance, quality education and quality instructional delivery in the educational system (Obi. 1997). Therefore, participatory leadership style enhances the achievement of educational objectives.

CONCEPTUAL FRAMEWORK

For the phenomenon of coordination and participatory leadership as correlates teacher's service delivery to be studied empirically, there is the need for a conceptual framework that pulls together the concepts of coordination and participatory leadership as correlates teacher's service delivery. The conceptual framework, as illustrated in figure 1 describes the basic relationship of coordination that leads to service delivery.

Figure 1: The basic relationship of coordination that leads to service delivery



From the conceptual framework above, participatory leadership is the drive behind service delivery based on planning, organizing, directing and controlling.

Planning: Planning is the most basic task of all managers and administrators. It involves selecting from among alternative future courses of action for an organization or enterprise as a whole and for every department or section within it according Koontnz in Denga (2015). Planning also involves a careful selection of organizational goals and determining the most cost-effective methods of achieving them.

Organizing: Organizing involves establishing appropriate formal structures or machinery to carry out appropriate functions, staffing subsumes recruiting the right caliber of staff on favourable conditions of service.

Directing: Directing involves providing effective and efficient administrative leadership through carefully thought-out decisions and management procedures.

Controlling: Means to see that everything is done in accordance with the rules which have been laid down and the instructions which have been given.

Co-ordinating: refers to a process of bringing together to integrating all the organizational activities into a coherent relationship.

Leadership

Leadership means many things to many people and there is no generally accepted definition or theory of leadership. However, to Cole in Agi and Adiele (2015:17) leadership is "a dynamic process at work in a group whereby one individual over a particular period of time and in a particular organizational context influences the other group members to commit themselves freely to the achievement of group tasks or goals. Leadership is a process involving two or more people in which one attempts to influence the others' behavior towards the accomplishment of some goal or goals. To Stogdill in Nwankwoala (2016:84) opined that leadership is the process of influencing the activities of an organized group towards goal setting and goal achievement.

Leadership, therefore, is an act or process by which a member of a group or organization persuades, inspires, influences the activities, behaviors and actions of others and directs their activities so that the group or organizational members work willingly, co-operatively and enthusiastically towards the accomplishment of set goals.

Qualities of an Effective Leader

- **Honesty and integrity:** An effective leader is one that is honest and has integrity. The 34th President of United States of America, Dwight D. Eisenhower once said "the supreme quality of leadership is unquestionable integrity" without it, no real success is possible. Honesty and Integrity are two important ingredients, which make a good leader.
- **Confidence:** An effective leader should be confident enough to ensure that others follow his/her commands. A good leader should show some level of assertiveness to gain the respect of his subordinate.
- **Inspire others:** The most difficult job for a leader is to persuade others to follow. A good leader is to inspire his/her followers by setting a good example when the group gets tough, they look up to the leader to see how he/she reacts to the situation. A leader should think positive.
- **Accountability:** A good leader makes sure that every one of his/her subordinates is accountable for what they are doing. However, he takes little more than his share of the blame and little less than his share of the credit.
- **Delegation and empowerment:** An effective leader focuses on key responsibility and leaves the rest to others he/she empowers his followers and delegate tasks to them.
- **Creativity and innovation:** A leader must be creative and innovative at the same time in order to get ahead in today's fast paced world. Creative thinking and constant innovation is what makes a good leader and his team to stand out from crowd.
- **Empathy:** An effective leader should develop empathy with their followers. Understanding the problems of your followers and feeling their pain is the first step to become an effective leader.
- **Communicate effectively:** The ability to communicate clearly, concisely and tactfully is a crucial leadership skill. Communication involves; listening attentively to others and responding appropriately, sharing valuable information, asking intelligent questions soliciting input and new ideas, clarifying misunderstanding etc.

To many, leaders are not born, but made. It is increasingly accepted, however, in order to be a good leader, one must have the experience, knowledge, commitment, patience, and most

importantly, the skill to negotiate and work with others to achieve goals. Good leaders are thus, made, not born. Good leadership is developed through a never ending process of self-study, education, training, and the accumulation of relevant experience. According to Boulding (1956), in book "The Image: Knowledge in Life and Society", outlined the general transdisciplinary theory of knowledge and human, social, and organizational behaviour. He stated that the basis of a good leadership is strong character and selfless devotion to an organization. Warren Bennis in Anyamele (2004) argued that leadership is a creative enterprise, involving all in innovating and initiating. Leadership looks at the horizon and not just at the bottom-line. A leader makes good decisions, which imply a goal, a direction, an objective, a vision, a dream, a path, and a reach.

According to Bennis, a leader does the following:

Creates a compelling vision: Leadership has to get people in the organization to buy into a shared vision and then translate that vision into reality. Leaders motivate people by helping them to identify with the task and the goal, rather than by rewarding or punishing them. Leaders inspire and empower people; they pull rather than push.

Creates a climate of trust: Leaders must know how to generate and sustain trust. In order to do this, leaders must reward people for disagreeing, reward innovation, and tolerate failure. For a leader to create trust he or she must be competent so that others in the organization can rely on the leader's capacity to do the job. To create trust, a leader must behave with integrity. Finally, to generate trust (and be an effective leader), a leader must achieve congruency between what he or she does and says and what his or her vision is.

Creates meaning: A leader creates meaning by maintaining an environment, where people are reminded of what is important. A leader helps to define the mission of the institution and models the behaviour that will move the organization towards goals. Leaders are people, who can eloquently use words to express the collective goals of the organization.

Creates success: Effective leaders perceive and handle 'failure' differently- they embrace error and vow to learn from it.

Creates a healthy and empowering environment: Effective leadership empowers the workforce to generate commitment, and developed the feeling that organization members are learning, and that they are competent. Good leaders make people feel that they are at the very heart of things, not on the periphery.

Creates flat, adaptive, decentralized systems and organizations: Bureaucracy does not create leaders, bureaucracy creates managers and bureaucrats. Managing change is perhaps, the ultimate leadership challenge. Strong leadership can often be seen in organizations based on a network or flattened hierarchy model— a more centralized model where the key words are acknowledging, create and empower. On the whole, vision and constancy of purpose are central concerns of leaders.

Leadership Style

Leadership Style is the process in which the leader involves subordinates in goal setting, problem solving, team building, but retains the final decision-making authority. There are lots of theories that analyzed the different leadership styles, such as; Great Man Theory, Trait Theory, Contingency Theories, Situational Theory, Behavioural Theory, Transactional/Management Theory, Relationship/Transformational Theory, Skills Theory and Participative Theory. For the purpose of this study, emphasis is on participative theory.

Coordination

Co-ordination is the unification, integration, synchronization of the efforts of group members so as to provide unity of action in the pursuit of common goals. It is a hidden force, which binds all the other functions of management. According to Mooney and Reelay, “Co-ordination is orderly arrangement of group efforts to provide unity of action in the pursuit of common goals”. According to Charles Worth, “Co-ordination is the integration of several parts into an orderly hole to achieve the purpose of understanding”.

Management seeks to achieve co-ordination through its basic functions of planning, organizing, staffing, directing and controlling. That is why, co-ordination is not a separate function of management because achieving of harmony between individuals’ efforts towards achievement of group goals is key to success of management. Co-ordination is the essence of management and is implicit and inherent in all functions of management. A manager can be compared to an orchestra conductor since both of them have to create rhythm and unity in the activities of group members. Co-ordination is an integral element or ingredient of all the managerial functions as discussed below:

Co-ordination through planning: Planning facilitates co-ordination by integrating the various plans through mutual discussion, exchange of ideas. Example, co-ordination between finance and purchases as relation to budget.

Co-ordination through organizing: Mooney considers co-ordination as the very essence of organizing. In fact, when a manager groups and assigns various activities to subordinates, and when he creates department’s co-ordination uppermost in his mind.

Co-ordination through staffing: A manager should bear in mind that the right no. of personnel in various positions with right type of education and skills are taken which will ensure right men on the right job.

Co-ordination through directing: The purpose of giving orders, instructions & guidance to the subordinates is served only when there is a harmony between superiors & subordinates.

Co-ordination through controlling: Manager ensures that there should be co-ordination between actual performance & standard performance to achieve organizational goals.

From above discussion, we can very much affirm that co-ordination is the very much essence of management. It is required in each and every function, and at each and every stage, and therefore

it cannot be separated. Peretomode (1991) stating the importance of teachers' participation in decision making process in the educational system, revealed that it creates room for teachers' contributions to solving educational problems. As Obi (1997) puts it, job satisfaction of employees in an organization has attracted much attention among organizational scholars and policy makers. This he said is also because the successful performances of specific tasks are geared towards the achievement of goals.

School leadership and management style are also important factors, which can either motivate or lower teacher morale and commitment. Nwankwoala (2016) found that teachers feel highly motivated when they are consulted about decisions regarding their work. Unfortunately, too high a proportion of school managers (principals and head teachers) are highhanded and autocratic in their dealings with teachers, Ayeni (2005). The attitude of inspectors towards teachers in supervising their work is another important factors, work-supervisory practice tends to undermine teacher morale.

The work environment is also an important determining factor in teacher motivation. The teacher's working environment in Nigeria has been described as the most impoverished of all sectors of the labour force; facilities in most schools are dilapidated and inadequate. Working environment or condition refers to all existing circumstance affecting labor in the workplace, including job hours, physical aspects, legal right and responsibilities. Teachers should be given a conducive work environment to aid their performance. This should be in term of materials for teaching like chalkboard, continuous assessment sheets, pen, notebook, equipped library, science laboratory, classroom with ventilation, table and chair, computer sets. Teaches should have the opportunity for workshops seminars and conferences, school administrators should not see the growth of teacher's as a threat to their status or position as this will bring about low productivity in the overall wellbeing of the educational system. Opportunities like this will motivate and spur teachers up to put in their best and efficient performance in the learning process. Sanusi (1998) and Kazeem (1999) have recommended that greater attention should be given to improving work-related conditions of teachers to improve the quality of education. In particular, there should be improvements in the supply of teaching and learning materials and general classroom environment to improve student learning.

Participative Leadership

This is a managerial style that invites input from employees on all company' decisions. The staff is given pertinent information regarding company issues, and a majority vote determines the course of action the company will take. Participative leadership theories suggest that the ideal leadership style is one that takes the input of others into account. Participative leaders encourage participation and contributions from group members and help group members to feel relevant and committed to the decision-making process. A manager, who uses participative leadership, rather than making all the decisions, seeks to involve other people, thus, improving commitment and increasing collaboration, which lead to better quality decisions and a more successful business (Lamb, 2013). Participative leaders achieve through people, through team, and through collective involvement in the task. Participative leadership involves engendering ownership amongst the follower group, so that they feel jointly responsible for the direction taken and its achievement. Participative leaders make people feel valued as an integral part of the team, and make the group, itself become the focus for the team, so that they achieve through their relationships and cooperative teamwork.

Examples of participative leaders include facilitators, social workers, arbitrators and group therapists. A facilitator, for example, seeks to involve everyone in the process, so that the team forms its own conclusions collectively through dialogue and collaboration. A facilitator may draw on other techniques that could be associated with other leadership styles, such as analyzing the group process (leadership theory) or defining group boundaries (executive leadership). However, these styles would be secondary if the overall or dominant purpose is to engender, within the group, ownership of any outcomes.

Objectives of Participative Leadership

To make best use of human capital: Participative leadership does not restrict organizations to exploit only physical capital of employees. Rather, it makes the best use of human intellectual and emotional capital. It gives employees an opportunity to contribute their ideas and suggestions to improve business processes and create a better working environment.

To meet the psychological needs of employees: When employees have a say in decision-making process, it gives them a psychological satisfaction. It is a simple force that drives them to improve their performance, create a proper channel of communication and find practical solutions to design better organizational processes.

To retain the best talent: Participatory leadership is one of the most effective strategies to retain the best talent in the industry. It gives employees a sense of pride to have a say in organizational decision-making process. Once they are valued by their seniors, they stick to the organization and become management's partners in meeting specific goals and achieving success.

To Increase industrial productivity: In today's competitive world, motivation, job security and high pay packages are not enough to increase industrial productivity. Leadership, flexibility, delegation of authority, industrial democracy and employee' say in decision-making are important to increase annual turnover of any organization.

To establish harmonious industrial relationship: Participative form of management is an unbeatable tact to establish and maintain cordial relationships with employees and workers' union. The success of an organization depends on its human resources. Employee empowerment acts as a strong force to bind the employees and motivate them to give their best to the organization.

To maintain a proper flow of communication: Two-way communication plays an important role in the success of any organization. Employee participation in decision-making ensures proper flow of communication in the organization. Everyone contributes their best and tries to strengthen the organization by contributing their best to improve business processes. Participative leadership is beneficial to organization as well as employees. It gives employees a higher degree of enjoyment at work place that drives them to work harder. It is equally rewarding for the management as it ensures tremendous improvement in work culture within the organization as well as increase in its productivity.

Advantages of Participative Leadership

Increase in productivity: An increased say in decision-making means that there is a strong feeling of association now. The employee now assumes responsibility and takes charges. There is lesser delegation or supervision from the manager. Working hours may get stretched on their own without any compulsion or force from the management. All this leads to increased productivity.

Job satisfaction: In lots of organizations that employ participative management, most of the employees are satisfied with their jobs and the level of satisfaction is very high. This is especially, when people see their suggestions and recommendations being implemented or put to practice. Psychologically, this tells the individual employee that, 'he too has a say in decision-making and that he too is an integral component of the organization and not a mere worker'.

Motivation: Increased productivity and job satisfaction cannot exist unless there is a high level of motivation in the employee. The vice versa also holds true! Decentralized decision-making means that everyone has a say and everyone is important.

Improved quality: Since the inputs or feedback come from people, who are part of the processes at the lowest or execution level. This means that even the minutest details are taken care of and reported. No flaw or loophole goes unreported. Quality control is ensured at the lowest level.

Reduced costs: There is a lesser need of supervision and more emphasis is laid on widening of skills, and self-management. This quality control means that the costs are controlled automatically.

Disadvantages of Participative Leadership

There is a flip side to everything; participative leadership stands no exception to it. Whereas, this style of leadership or decision-making leads to better participation of all the employees, there are undoubtedly some disadvantages too.

Decision-making slows down: Participative management stands for increased participation and when there are many people involved in decision-making, the process definitely slows down. Inputs and feedback starts pouring from each side. It takes time to verify the accuracy of measurements, which means that decision-making will be slowed down.

Security Issue: The security issue in participative management also arises from the fact that since early stages too many people are known to lots of facts and information. This information may transform into critical information in the later stages. There is thus, a greater apprehension of information being leaked out. The advantages seem to outnumber the disadvantages. This however, is no assurance that one should blindly adopt it for his/her organization. Organizations are different and therefore, the culture, the human resources knowledge of both is required in order to ascertain a decision-making style and adopt the same.

METHODS

The study utilized Correlational Research Design. The research design establishes relationship between variables. Thus; coordination and participatory leadership as correlates of teachers' service delivery in public junior secondary schools in Rivers State. Population of the study consists of 8423 teachers in public junior secondary schools in Rivers State. Rivers State is made up of 23 Zonal Education Authority with 289 public junior secondary schools (Universal Basic Education Compilation of teaching staff in public junior secondary schools in Rivers State 2019/2020). The sample size of the study is 382 teachers in 168 schools using Taro Yamene formula. While stratified random sampling technique was used to select 382 teachers from the junior secondary schools. The study used questionnaire for data collection. The questionnaires were titled "Coordination and Participatory Leadership as Correlates of Teachers' Service Delivery Questionnaire (CPLCTSDQ)". The questions were scored on the Likert 4-point rating scale (modified) 4 – 1 marks distributed as follows; Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) was used. The instrument was given to the supervisor and two other experts in the field of educational management for validation. Their comments and corrections were integrated into the questionnaire. To ensure the reliability of the instrument, test-retest method was carried out on thirty (30) respondents outside the sample area, after which their responses were collected and analyzed using Pearson Product Moment Correlation Coefficient (PPMCC). The result showed the "r" obtained was between 0.65 - 0.78 which indicated that the instrument was very reliable for the study. Data used in the study were collected from the administration of the questionnaires out of which 367 representing 96% were relevant after retrieval. The data generated was analyzed using Regression analysis at 0.05 level of significance.

RESULTS

Research Question One: What is the relationship between planning and teachers' service delivery in public junior secondary schools in Rivers State?

Table 1: Relationship between planning and teachers' service delivery in public junior secondary schools in Rivers State

| Model Summary | | | | |
|-------------------------------------|------------------|----------|-------------------|----------------------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .64 ^a | .468 | .189 | 4.50058 |
| a. Predictors: (Constant), Planning | | | | |

The table above showed the coefficient of relationship between planning and teachers' service delivery in public junior secondary schools in Rivers State is 0.438 while the R-squared value is 0.468 indicating that planning relates positively with teachers' service delivery in public junior secondary schools in Rivers State. The table also showed that planning account for only 46.8% (0.468x100) relationship with teachers' service delivery in public junior secondary schools in Rivers State. Meaning that, the remaining 53.2% teachers' service delivery in public junior secondary schools in Rivers State is explained by other variables not included in the model.

Research Question Two: What is the relationship between organizing and teachers' service delivery in public junior secondary schools in Rivers State?

Table 2: Relationship between organizing and teachers' service delivery in public junior secondary schools in Rivers State

| Model Summary | | | | |
|---------------------------------------|-------------------|----------|-------------------|----------------------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .729 ^a | .531 | .085 | 4.78133 |
| a. Predictors: (Constant), Organizing | | | | |

The table above showed the coefficient of relationship between organizing and teachers' service delivery in public junior secondary schools in Rivers State is 0.729 while the R-squared value is 0.531 indicating that organizing relates positively with teachers' service delivery in public junior secondary schools in Rivers State. The table also showed that organizing account for only 53.1% (0.531x100) relationship with teachers' service delivery in public junior secondary schools in Rivers State. Meaning that, the remaining 46.9% teachers' service delivery in public junior secondary schools in Rivers State is explained by other variables not included in the model.

Research Question Three: What is the relationship between directing and teachers' service delivery in public junior secondary schools in Rivers State?

Table 3: Relationship between directing and teachers' service delivery in public junior secondary schools in Rivers State

| Model Summary | | | | |
|--------------------------------------|-------------------|----------|-------------------|----------------------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .502 ^a | .252 | .046 | 4.88280 |
| a. Predictors: (Constant), Directing | | | | |

The table above showed the coefficient of relationship between directing and teachers' service delivery in public junior secondary schools in Rivers State is 0.502 while the R-squared value is 0.252 indicating that directing relates positively with teachers' service delivery in public junior secondary schools in Rivers State. The table also showed that directing account for only 25.2% (0.252x100) relationship with teachers' service delivery in public junior secondary schools in Rivers State. Meaning that, the remaining 74.8% teachers' service delivery in public junior secondary schools in Rivers State is explained by other variables not included in the model.

Research Question Four: What is the relationship between controlling and teachers' service delivery in public junior secondary schools in Rivers State?

Table 4: Relationship between controlling and teachers' service delivery in public junior secondary schools in Rivers State

| Model Summary | | | | |
|--|-------------------|----------|-------------------|----------------------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .481 ^a | .231 | .229 | 4.38826 |
| a. Predictors: (Constant), Controlling | | | | |

The table above showed the coefficient of relationship between controlling and teachers' service delivery in public junior secondary schools in Rivers State is 0.481 while the R-squared value is 0.231 indicating that controlling relates positively with teachers' service delivery in public junior secondary schools in Rivers State. The table also showed that controlling account for only 23.1% (0.231x100) relationship with teachers' service delivery in public junior secondary schools in Rivers State. Meaning that, the remaining 76.9% teachers' service delivery in public junior secondary schools in Rivers State is explained by other variables not included in the model.

TEST OF HYPOTHESES

H₀₁: There is no significant relationship between planning and teachers' service delivery in public junior secondary schools in Rivers State

Table 5: Summary of regression on the relationship between planning and teachers' service delivery in public junior secondary schools in Rivers State

| A. ANOVA ^a | | | | | | |
|-----------------------|------------|----------------|-----|-------------|--------|-------------------|
| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
| 1 | Regression | 1752.570 | 1 | 1752.570 | 86.524 | .000 ^b |
| | Residual | 7393.147 | 365 | 20.255 | | |
| | Total | 9145.717 | 366 | | | |

a. Dependent Variable: Teacher' Service Delivery
b. Predictors: (Constant), Planning

| B. Coefficients ^a | | | | | | | | |
|------------------------------|------------|-----------------------------|---------------------------|------|--------|---------------------------------|-------------|--------|
| Model | | Unstandardized Coefficients | Standardized Coefficients | t | Sig. | 95.0% Confidence Interval for B | | |
| | | B | Std. Error | Beta | | Lower Bound | Upper Bound | |
| 1 | (Constant) | 23.841 | 1.171 | | 20.365 | .000 | 21.539 | 26.143 |
| | Planning | .720 | .077 | .684 | 9.302 | .000 | .568 | .872 |

a. Dependent Variable: Teacher' Service Delivery

The F-statistic on table A above shows that there is a significant relationship between planning and teachers' service delivery in public junior secondary schools in Rivers State $F_{1, 365}=86.524$, $p<.05$. Therefore, the null hypothesis one was rejected at 0.05 alpha level. The regression equation $y=23.841+0.720x$ indicating that an increase in planning will lead to an increase in teachers' service delivery in public junior secondary schools in Rivers State. Also, in Part B, the column label t under planning (9.302) confirmed the significance of F-statistics with $\text{Sig}<0.05$.

H₀₂: There is no significant relationship between organizing and teachers' service delivery in public junior secondary schools in Rivers State

Table 6: Summary of regression on the relationship between organizing and teachers' service delivery in public junior secondary schools in Rivers State

| ANOVA ^a | | | | | | |
|--------------------|------------|----------------|-----|-------------|--------|-------------------|
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 801.414 | 1 | 801.414 | 35.056 | .000 ^b |
| | Residual | 8344.303 | 365 | 22.861 | | |
| | Total | 9145.717 | 366 | | | |

a. Dependent Variable: Teacher' Service Delivery
b. Predictors: (Constant), Organizing

| Coefficients ^a | | | | | | | | |
|---------------------------|------------|-----------------------------|------------|---------------------------|--------|------|---------------------------------|-------------|
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | 95.0% Confidence Interval for B | |
| | | B | Std. Error | Beta | | | Lower Bound | Upper Bound |
| 1 | (Constant) | 26.794 | 1.327 | | 20.193 | .000 | 24.184 | 29.403 |
| | Organising | .528 | .089 | .729 | 5.921 | .000 | .353 | .703 |

a. Dependent Variable: Teacher' Service Delivery

The F-statistic on table A above shows that there is a significant relationship between organizing and teachers' service delivery in public junior secondary schools in Rivers State $F_{1, 365}=35.056$, $p<.05$. Therefore, the null hypothesis two was rejected at 0.05 alpha level. The regression equation $y=26.794+0.528x$ indicating that an increase in organizing will lead to an increase in teachers' service delivery in public junior secondary schools in Rivers State. Also, in Part B, the column label t under organizing (5.921) confirmed the significance of F-statistics with $Sig<0.05$.

H₀₃: There is no significant relationship between directing and t teachers' service delivery in public junior secondary schools in Rivers State

Table 7: Summary of regression on the relationship between organizing and teachers' service delivery in public junior secondary schools in Rivers State

| A. ANOVA ^a | | | | | | |
|-----------------------|------------|----------------|-----|-------------|--------|-------------------|
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 443.494 | 1 | 443.494 | 18.602 | .000 ^b |
| | Residual | 8702.223 | 365 | 23.842 | | |
| | Total | 9145.717 | 366 | | | |

a. Dependent Variable: Teacher' Service Delivery
b. Predictors: (Constant), Directing

| Coefficients ^a | | | | | | | | |
|---------------------------|------------|-----------------------------|------------|---------------------------|--------|------|---------------------------------|-------------|
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | 95.0% Confidence Interval for B | |
| | | B | Std. Error | Beta | | | Lower Bound | Upper Bound |
| 1 | (Constant) | 29.530 | 1.182 | | 24.974 | .000 | 27.204 | 31.855 |
| | Directing | .335 | .078 | .502 | 4.313 | .000 | .182 | .488 |

a. Dependent Variable: Teacher' Service Delivery

The F-statistic on table A above shows that there is a significant relationship between directing and teachers' service delivery in public junior secondary schools in Rivers State $F_{1, 365}=18.602$, $p<.05$. Therefore, the null hypothesis three was rejected at 0.05 alpha level. The regression equation $y=29.530+0.335x$ indicating that an increase in directing will lead to an increase in teachers' service delivery in public junior secondary schools in Rivers State. Also, in Part B, the column label t under directing (4.313) confirmed the significance of F-statistics with $\text{Sig}<0.05$.

H₀₄: There is no significant relationship between controlling and teachers' service delivery in public junior secondary schools in Rivers State

Table 8: Summary of regression on the relationship between organizing and teachers' service delivery in public junior secondary schools in Rivers State

| ANOVA ^a | | | | | | |
|--------------------|------------|----------------|-----|-------------|---------|-------------------|
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 2116.985 | 1 | 2116.985 | 109.934 | .000 ^b |
| | Residual | 7028.731 | 365 | 19.257 | | |
| | Total | 9145.717 | 366 | | | |

a. Dependent Variable: Teacher' Service Delivery
b. Predictors: (Constant), Controlling

| B. Coefficients ^a | | | | | | | | |
|------------------------------|-------------|-----------------------------|---------------------------|------|--------|---------------------------------|-------------|--------|
| Model | | Unstandardized Coefficients | Standardized Coefficients | T | Sig. | 95.0% Confidence Interval for B | | |
| | | B | Std. Error | Beta | | Lower Bound | Upper Bound | |
| 1 | (Constant) | 19.747 | 1.426 | | 13.844 | .000 | 16.942 | 22.552 |
| | Controlling | .977 | .093 | .481 | 10.485 | .000 | .794 | 1.160 |

a. Dependent Variable: Teacher' Service Delivery

The F-statistic on table A above shows that there is a significant relationship between controlling and teachers' service delivery in public junior secondary schools in Rivers State $F_{1, 365}=109.934$, $p<.05$. Therefore, the null hypothesis four was rejected at 0.05 alpha level. The regression equation $y=19.747+0.977x$ indicating that an increase in controlling will lead to an increase in teachers' service delivery in public junior secondary schools in Rivers State. Also, in Part B, the column label t under controlling (10.485) confirmed the significance of F-statistics with $\text{Sig}<0.05$.

DISCUSSION

The study revealed that there is a positive relationship between planning and teachers' service delivery in public junior secondary schools in Rivers State (Table 1). Also, there is a significant relationship between planning and teachers' service delivery in public junior secondary schools in Rivers State (Table 5). Planning involves selecting from among alternative future courses of action for an organization or enterprise as a whole and for every department or section within it according Koontz in Denga (2015). It also involves a careful selection of organizational goals and determining the most cost-effective methods of achieving them. Coordination and participatory leadership through planning, among others is the drive behind service delivery.

When teachers are given opportunity to coordinate and participate in schools it aids their service delivery as a result of the sense of belonging they carry.

It was identified that organizing relates positively with teachers' service delivery in public junior secondary schools in Rivers State (Table 2). Also, there is a significant relationship between organizing and teachers' service delivery in public junior secondary schools in Rivers State (Table 6). Organizing involves establishing appropriate formal structures or machinery to carry out appropriate functions, staffing subsumes recruiting the right caliber of staff on favorable conditions of service.

The study found that directing relates positively with teachers' service delivery in public junior secondary schools in Rivers State (Table 3). Furthermore, there is a significant relationship between directing and teachers' service delivery in public junior secondary schools in Rivers State (Table 7). Directing involves providing effective and efficient administrative leadership through carefully thought-out decisions and management procedures. Management seeks to achieve co-ordination through its basic functions of planning, organizing, staffing, directing and controlling.

It was indicated that controlling and teachers' service delivery relates positively in public junior secondary schools in Rivers State (Table 4). Moreover, there is a significant relationship between controlling and teachers' service delivery in public junior secondary schools in Rivers State (Table 8). Controlling means to see that everything is done in accordance with the rules which have been laid down and the instructions which have been given.

CONCLUSION

Participatory leadership is a managerial style that invites input from employees on organizational decisions. The staff is given pertinent information regarding company issues, and a majority vote determines the course of action the company will take. This suggests that the ideal leadership style is one that takes the input of others into account. Participative leaders encourage participation and contributions from group members and help group members to feel relevant and committed to the decision-making process. A principal, who uses participative leadership, rather than making all the decisions, seeks to involve other people, thus, improving commitment and increasing collaboration, which lead to better quality decisions and a more successful goals achievement. As there exists relationship between planning, organizing, directing and controlling and teachers' service delivery.

Recommendation

- School Principals should keep promoting coordination and participatory leadership in terms of planning as it significantly influences teachers' service delivery.
- The teachers should continuously be encouraged to participate in the organization of things in the school as it has significant effect on the teachers' service delivery.
- Teachers should be encouraged the more to participate in directing affairs in the school as there is a significant relationship between the directing and teachers' service delivery.
- Teachers should be kept on being motivated in participating in controlling affairs in the schools.

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