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LEADERSHIP STYLES AS PREDICTOR FOR MANAGEMENT EFFECTIVENESS OF SECONDARY SCHOOLS IN EBONYI STATE

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ABSTRACT

This study focused on Leadership Styles as Predictor for Management Effectiveness of Secondary Schools in Ebonyi State. Three research questions guided the study. Related literature was reviewed based on the study. This study was carried out in Ebonyi State. The study adopted correlational research design while the population of the study comprised a total of two hundred and twenty-six (226) principals in the public secondary schools in Ebonyi State. The entire population was used as the sample size. The instrument used for data collection was "Principals Leadership Styles Assessment Scale (PLSAS) and Assessment Scale on Management Effectiveness (ASME)", which was developed by the researcher. Three experts validated the instrument, two from Educational Foundations Department and One from Measurement and Evaluation unit of Science Education Department all in Ebonyi State University, Abakaliki. The reliability coefficient yielded 0.87. Research questions were answered using mean ($\bar{x}$) while the hypotheses were tested using Pearson r. The findings revealed that there is no significance relationship between permissive leadership style and management effectiveness while findings in research question one and two revealed that there is positive relationship between autocratic leadership style, democratic leadership style on management effectiveness in secondary schools. Based on the findings, the study recommended that Workshops as related to leadership styles should be organized for principals to help them with the knowledge of sustaining various leadership styles in the schools for effective management of secondary schools and democratic leadership style should be given way in running schools as it creates room for staff active participation in school administration.

Keywords: Leadership Styles, Management Effectiveness, Secondary School, Permissive Leadership, Autocratic Leadership, Democratic Leadership Style

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Introduction

Education enables an individual to acquire the necessary skills that will equip him to become a useful member of the society which he belongs. Education is also a vital instrument in the advancement of the individual and national goal for the betterment of society (Oko, 2017). Parents and stakeholders in education are in total agreement that the government's lack of adequate investment in education is yielding the undesirable dividend as it hindered the actualization of educational goals (Ekundayo, 2010). The falling level of academic achievement is attributable to teachers' non-use of verbal reinforcement strategy. The exhibitions of some teachers to their job is reflected in their poor attendance to lessons, lateness to school, unsavory comments about students' ability that could damage their ego, poor method of teaching, non-chalant attitude and the likes affected students' academic performance (Aremu & Sokan, 2003). The search for the causations of poor academic achievement is unending and some of the factors that have been put forward are: motivational orientation, self-esteem/self-efficacy, emotional problems, study habits, teacher consultation and poor interpersonal relationships (Adeyemi, 2008).

According Osagie & Momoh (2018), much of the outcry for the poor performance has been blamed on the students. Thus, the problem has been decontextualized from the school, its teachers and the principals. The reasons for the poor performance were projected onto poverty of the students, their parents, families, communities and environment (Adeyemo, 2005). It is evident that the schools continue to grapple with the issue of how to best serve an ever increasing population of student in the school system. There are some schools which have consistently produced very good results in Ebonyi State. Parents try hard to get their children admitted into such schools. Literature reviewed asserted that there has been investigation into the relationship between leadership styles of principals and management effectiveness in public secondary schools in Ebonyi State.

Management effectiveness is of particular importance in educational management because of the far-reaching effects it has the accomplishment of school programmes, objectives and the attainment of educational goals (Asako, 2015). Effectiveness is the ability of the principal to co-ordinate human and material resources for the realization of the objectives of the secondary school education. The functions of principals and their impact on the school cannot be overlooked. Principals have a very unique role in schools' organization. Principals are vehemently managers and the job of managing involves among other things, the provision of leadership for men and women, coordinating both human and material resources to ensure the achievement of organizational goals (Hallinger & Heck cited in Osagi & Omoh, 2018). The fundamental goal of the school is to enhance teaching and learning process in order to achieve effective school management through leadership styles.

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Leadership plays an important role in the management of any organization in order to achieve particular goals. It is the ability of leadership that harnesses human and material resources to create productivity. Leadership is therefore of paramount importance in any organization to the extent that without it goals may be difficult to attain (Lipham 2002 cited in Adeyemi, 2008). Leadership is defined as a process of social influence where leaders induce followers to apply their energies and resources toward a collective objective (Bolman & Deal cited in Aja-Okorie, 2011). Ogunsayin (2006) stated that leadership is a position of dominance and prestige accompanied by the ability to direct, motivate and to assist others in achieving a specific purpose. Cheng (1996) found two general elements in the concept of leadership. leadership is related to the process of influencing others' behaviours. It is related to the development of goals and achievements. Leadership can be influenced by personal characteristics including personality (Bull, 2010). Leadership can be seen as a set of actions that causes change in others or as the ability to get others to work together towards accomplishing a common goal or task (Bull, 2010). Schenk (2009) assert that leadership is the management of men by inspiration and persuasion rather than the direct threat of coercion. Leadership is the initiation of new structure or procedure for accomplishing or changing an organization's goals and objectives. Emphasizing on leadership as influence, leadership is a process involving two or more people, in which one influences others behaviours towards the accomplishment of some goals. Nwankwo (2010) stated that leadership is an act concerning the initiation, organization and direction of the actions of the members of a group in a specific situation towards the achievement of the objectives.

Leadership is of particular importance in educational administration because of its far-reaching effects on the accomplishment of school programs, objectives and attainment of educational goals (Peretomode, 1991). Educational leadership refers to the leadership that provides direction and expert advice on developments of learning, teaching and curriculum, emphasizes relevance to education in management, diagnoses educational problems and encourages professional development and teaching improvement (Cheng, 1996). The significance of educational leadership is due to the belief that the quality of leadership makes a major difference to school and student outcomes. There is also increasing recognition that schools require effective leaders if they are to provide the best possible education for their learners (Ibukun, 1997).

In educational system, leadership control the affairs of the schools, the aspect of good management and bad administrative system depend on leadership styles adopted by the school principals. Effective management of secondary schools has a link with leadership styles. Leadership styles therefore refer to a leader's behavioural

tendencies that are reflected in his personality and experience to achieve success in organization (Aja-Okorie, 2017).
Autocratic leadership, is a style of leadership that characterized and features by individual control all decisions and little input from group members or subordinates (Oko, 2017). Autocratic leaders typically make choices based on their ideas and judgments and rarely accept advice from followers. An authoritarian leadership style is exemplified when a leader dictates policies and procedures, decides what goals are to be achieved, and directs and controls all activities without any meaningful participation by the subordinates. Such a leader has full control of the team, leaving low autonomy within the group.

The autocratic leader pays no attention to the views of his subordinates. Their interests and welfare are of no importance to him. He sees his workers as tools that should be manipulated for more work and increase in productivity. Autocratic leader is work centred and sees communication as a one-way process. He takes decisions alone, hands down instructions to his followers, intimidates and threatens them into action using coercive power, and has no time for consultation, interests and feelings of his workers. His main interest is increase in output. Autocratic leadership refers to a system that gives full empowerment to the leader with minimal participation from the followers. Yukl (2016) found that autocratic leaders tend to have the following five characteristics: they do not consult members of the organization in the decision making process, the leaders set all policies, the leader predetermines the methods of work, the leader determines the duties of followers, and the leader specifies technical and performance evaluation standards. Since this style of leadership usually only involves one person deciding, it permits quick decision-making. Although the autocratic style is relatively unpopular, in certain circumstances it can be an effective strategy, especially when the leader is running out of time and when followers are not productive.

Democratic leadership is a type of leadership style in which members of the group take a more participative role in the decision-making process. A democratic leader is one who invites participation from others in the organization as part of the decision-making process. According to Goldman (2012), democratic organizations typically have the following six characteristics: policies are determined by a group of organizations, technical and job performance measures are discussed so they are understood by all, leaders provide advice to members in regards to implementing tasks, members are free to choose with whom they work, the group determines the distribution of tasks, and leaders try to be objective in giving praise and criticism. Goldman (2010) states that leaders using a democratic style of leadership build consensus through participation, but these leaders also expect a higher level of excellence and self direction. From my own experience I have

observed that in democratic leadership style, leaders have time to listen and share ideas with their followers. They also tend to be more flexible and are responsive to ones needs. They are able to motivate teachers to participate in decision-making and are respectful. And it brings about healthy atmosphere or environment for academic excellence. The study indicated that the most effective principals were those who were knowledgeable about the individual personalities that made up the team. This leads to meeting the challenge of developing a leadership style that had effects on building a solid team and motivating high quality of subordinate production.

The leader allows employees the freedom to perform to their goals with the minimal of interactions(Goldman, 2010). It is an extremely passive approach where resources are offered but decision making is done by the employees. Permissive leadership is a style of leadership that is hands-off in nature, where decision-making authority is delegated to employees. Laissez-faire leadership style allows complete freedom to group decision without the leader's participation (Aja-Okorie, 2017). Thus, subordinates are free to do what they like. The role of the leader is just to supply materials. The leader does not interfere with or participate in the course of events determined by the group.

Permissive or Laissez-fair style is a leader that has no clear goal and also gives no professional leadership to his group, he has no pattern of working, supervising and initiating notions. Laissez faire leadership refers to the type that allows free contribution of ideas and opinions without interference by the leader. Obi (2003) argues that such style pre dispose to unproductive activities very often and could be detrimental to school welfare on the whole school principals where therefore assessed by their subordinate for credible performance based on application of leadership style.

A leader in an organization is a means to an end he can take any type of leadership style depending on the circumstances on ground. However, for effective and efficient work in an organization, democratic transaction style can be used because it leads to the school open climate, where members enjoy extremely high espirite de–corps. According to Lunenberg (1991) any achievement in secondary school are dependent on three identifiable leadership style namely autocratic, democratic and laissez faire leadership style.

Educational leaders worldwide search for ways to grow schools as learning centers that can effectively nurture and sustain the development of students. Leadership that supports student learning is critically important in this process. The behavior of leaders has been identified as one of the major factors influencing the productivity of subordinates in any organization and the school system is not an exception (Babayomi, 2006). Without leadership, an organization can best be described as a scene of confusion and chaos.

In order to build strong teacher commitment towards the realization of school goals, principals must provide strong, directive leadership in setting and developing school goals, creating a unity of purpose, facilitating communication and managing instruction (Purkey and Smith cited in Nwankwo 2010). Strong leadership embodied in the principal is instrumental in setting the tone of the school.

The chief administrator in the management of secondary schools in Nigeria is the principal, who administers the school with other teaching and non–teaching staff. The principal is regarded as the chief executive who is responsible for all that happens in the school. The principal manages both human and material resources to ensure the achievement of organizational goals. Thus, the position of the principal in the school is unique because without it, the school cannot function properly (Obilade, 1998). The secondary school system in Nigeria is riddled with series of problems such as violence, insecurity of life and property, poverty, inadequate funding, poor academic performance of students, cheating in examinations and poor attitude of teachers to teaching. Ofoegbu, Osagie & Clark (2012), unfortunately, these problems go on unabated in the schools. A significant challenge for principals is to identify the situations in their schools, such as school culture, how it affects the students and the type of leadership behaviors principals adopt in order to choose a path for the improvement of the schools. The principal is the critical person when it comes to efforts to improve the quality of the school through effectiveness management. Since a school is known to be an instrument of change and reform in the society, the principal is pivotal in driving reforms and changes. Thus, the principal is the key supporting agent for change to achieve success in the school. Hence the principal's behavior has a very positive relationship to school effectiveness. It is against this backdrop that this study set out to examine critically the relationship between leadership styles and management effectiveness secondary schools in Ebonyi State.

Statement of the Problem

Secondary school education is important as a preparation for living successfully in the society and for higher education. Notwithstanding, it seems that the secondary schools are not living up to the expectations in meeting these objectives. Poor academic performance manifests itself in poor quality of graduates from secondary school, indiscipline and moral laxity among students are on the increase. To this school leavers involved in cultism and other social vices which is affecting the society (Nwankwo, 2010). The causes of this poor academic performance of students in Nigeria may be attributed to the poor leadership style of the heads of institutions, inadequate funding of education by the government, inadequate manpower, inability to develop a functional school curricula to meet the social needs and aspirations of the recipients and teachers. Similarly, researchers' observation shows that principal's poor leadership style, poor

motivation of teachers and non-involvement of teachers in decision making. Secondary school education in Nigeria is riddled with challenges of various dimensions and magnitude, all of which combine to suggest that it is in a state of despair. Therefore, the problem investigated was ascertain whether there is relationship between principals 'leadership styles and management effectiveness in secondary schools in Ebonyi State.

Purpose of the Study

The main purpose of this study was to investigate the Leadership Styles and Management Effectiveness of Secondary Schools in Ebonyi State. Specifically, the study was aimed to ascertain:

1. The relationship between autocratic leadership style and management effectiveness in secondary schools in Ebonyi State.
2. The relationship between democratic leadership style and management effectiveness in secondary schools in Ebonyi State.
3. The relationship between permissive leadership style and management effectiveness in secondary schools in Ebonyi State.

Research Questions

Based on the formulated purpose, three research questions guided the study:

1. what is the relationship between autocratic leadership style and management effectiveness in secondary schools in Ebonyi State?
2. what is the relationship between democratic leadership style and management effectiveness in secondary schools in Ebonyi State?
3. what is the relationship between permissive leadership style and management effectiveness in secondary schools in Ebonyi State?

Hypotheses

The following null hypotheses were formulated and were tested at 0.05 level of significance:

1. There is no significant relationship between autocratic leadership style and management effectiveness in secondary schools in Ebonyi State.
2. There is no significant relationship between democratic leadership style and management effectiveness in secondary schools in Ebonyi State

Research Method

Correlational survey research design was used for the study, because it seeks to establish an association between leadership styles and management effectiveness in secondary schools in Ebonyi State. The sample of the study comprised 226 secondary school principals which was the targeted population in the area. The instrument used for data collection was assessment scale on leadership styles and management effectiveness developed by the researcher. The instrument was validated by three experts, two experts from the Department of Educational Foundations and one expert from Measurement and

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Evaluation option of Science Education Department both in Ebonyi State University Abakaliki with reliability coefficient of 0.87. The research questions one to three were answered using Pearson Products Moment Correlation Statistics. The null hypotheses were tested at 0.05 alpha levels using Linear Regression Tool. This was used to determine the degree of relationship between the variables under study. Decision rule: The acceptance range for 'r' value was as follows: ≤ 0.499 = low but positive correlation, > 0.499 = high and positive correlation.

Presentation of Results

Data gathered through questionnaire were analysed based on the three research questions that guided for the study.

Research Questions 1: what is the relationship between autocratic leadership style and management effectiveness in secondary schools in Ebonyi State?

Data collected on the principals on autocratic (X) were correlated with the data on management effectiveness (Y) of the same principals using a linear model. Summary of data analysis is presented on Table1.

Table 1: Relationship between autocratic leadership style and management effectiveness in Secondary schools

Computed r	r. square	Adjusted r square	Std Error
0.5471	0.29931	0.28715	6.11711

The summary of data analysis presented on Table 1 reveals that the computed r is 0.5471 implying that there is strong relationship between autocratic leadership style adopted by principals and management effectiveness in secondary schools in Ebonyi State. As shown in the table, the coefficient of determination (r^2) is 0.29931 implying that approximately 30% of management effectiveness of secondary schools could be attributed to autocratic leadership style adopted in the school.

Research Question 2: what is the relationship between democratic leadership style and management effectiveness in secondary schools in Ebonyi State?

Data collected on the principals on democratic leadership style (x) were correlated with the data on staff on management effectiveness (y) of the same staff using a linear model. Summary of data analysis is presented on Table 2.

Table 2: Relationship between democratic leadership style and management effectiveness in Secondary Schools in Ebonyi State

Computed r	r. square	Adjusted r square	Std Error
0.7232	0.46620	0.48211	5.06830

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The summary of data analysis presented on Table 2 reveals that the computed r is 0.7232 implying strong relationship between democratic leadership style and management effectiveness in secondary schools. As shown in the table, the coefficient of determination (r^2) is 0.46620 implying that approximately 47% of secondary management effectiveness could be attributed to their levels of democratic leadership style existing in Secondary Schools in Ebonyi State.

Research Question 3: what is the relationship between permissive leadership style and management effectiveness in secondary schools in Ebonyi State?

Data collected from principals on permissive leadership style (X) were correlated with the data on management effectiveness (Y) on the same respondents using a linear model. Revealed of data analysis is presented on Table 3.

Table 3: Relationship between permissive leadership style and management effectiveness in secondary schools in Ebonyi State

Computed r	r. Square	Adjusted r. Square	Std Error
0.3551	0.25412	0.34221	5.11220

Summary of the data analysis also presented on Table 3 shows that the index of low relationship between permissive leadership style and management effectiveness in secondary schools which is 0.3551. This indicates a low positive relationship between permissive leadership style and management effectiveness in Secondary Schools. Table 3 also indicates that the coefficient of determination (r^2) is 0.25412 implying that approximately 25% of the management effectiveness could be attributed to permissive leadership style existing in the school.

Hypotheses

HO_1: There is no significant relationship between autocratic leadership style and management effectiveness in secondary schools in Ebonyi State

Table 4: Test of Significant of relationship between autocratic leadership style and management effectiveness in secondary schools in Ebonyi State

Computed r	r. Square	Adjusted r. Square	Std Error	Beta	t	Sig. of t
0.5471	**0.27852**	**0.28715**	**6.11711**	**0.726034**	**13.120**	**0.0000**

On the test of significance of the hypothesis as indicated in table 4, the calculated 't' value is 13.120 while the significance of 't' is 0.0000. Based on the decision rules, it was concluded that there is a significant relationship between autocratic leadership style and management

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effectiveness in secondary schools in Ebonyi State.

HO$_2$: There is no significant relationship between democratic leadership style and management effectiveness in secondary schools in Ebonyi State

Table: 5. Test of Significance of Relationship between democratic leadership style and management effectiveness in secondary schools in Ebonyi State

Computed. R	r. Square	Adjusted r. Square	Std Error	Beta	T	Sig. of t
0.7232	**0.46620**	**0.48211**	**5.06830**	0.708030	16.473	0.000

On the test of significance of the hypothesis as indicated in table 5, the calculated 't' value is 16.473 while the significance of 't' is 0.0000. Standing on the decision rule, the researcher rejects the null hypothesis and concludes that there is significant relationship between democratic

Discussion of Findings

The result of analysis of question one on table 1 shows that; there is positive relationship between autocratic leadership style and Management Effectiveness in secondary schools based on the computer of 0.5471 in line with the co-efficient of determination ($r^{2)}$ which 0.27852 implying that, approximately 28% of autocratic leadership style attributed the to their levels of Management Effectiveness in secondary schools. Also hypothesis 1 on table 4 concluded that there was significant relationship between autocratic leadership style and Management Effectiveness in secondary schools, since the t. test of significance of r was 13.120 at an alpha level of 0.05 and significance of t (probability value) was 0.000. It was indicated that the level significance (0.05) is greater than the significant of t. value (0.00). So, the study concluded that there is significant relationship between autocratic leadership style and Management Effectiveness in secondary.

The above finding in line with John (2002) asserted that autocratic leadership style is the leadership style where power and decision-making resides in the autocratic leader. The leader directs group members on the way things should be done and does not maintain clear channel of communication between himself or herself and the subordinates. He or she does not delegate authority nor permit subordinates to participate in policy-making. This leadership style maintains discipline and order in an institution. It prevents struggle for power by giving clear directives to teachers resulting in quick decisions.

The result of analysis of question one on table 2 shows that; there is positive relationship between democratic leadership style and management effectiveness in

secondary schools based on the computer of 0.7232 in line with the co-efficient of determination (r^2) which 0.46620 & implying that, approximately 47% of democratic leadership style of principals attributed management effectiveness in secondary schools. Also hypothesis 2 on table 5 concluded that there was significant positive relationship between democratic leadership style and management effectiveness in secondary schools, since the t. test of significance of r was 16.473 at an alpha level of 0.05 and significance of t (probability value) was 0.000. It was indicated that the level significance (0.05) is greater than the significant of t. value (0.00). So, the study concluded that there is significant positive relationship between democratic leadership style and management effectiveness in secondary schools.

This finding agrees with Kochhar (2011) which discloses that the school administrator need to involve teachers in decision making such that consensus or majority view is made the final choice. The democratic leader believes in the saying, that "two good heads are better than one" and that "united we stand and divided we fall". He freely allows others to express themselves, to exchange ideas and to criticize the leadership without fear of punishment. He maintains an open-door policy and allows communication to flow as a two-way process (downward and upward). Such a leader shares successes and failures of the organization with followers. In fact, he often credits to the followers more of the success taking more of the blame (failure).

Findings from result of analysis of research question three as shown on table 3 revealed that there was low positive relationship between permissive leadership style and management effectiveness in secondary schools. The finding anchored on the computed of 0.3551 and co-efficient of determination (r^2) of 0.25412 implying approximately 25% an indication that management effectiveness of secondary schools as attributed to their existing permissive leadership style has low effect in the management of secondary schools.

The findings of the study collaborate with the finding of Hackman & Johnson (2009) added that leaders are often detached from the organization and maintains a distance from his followers. The adoption of free-rein by such a leader often results to lack of trust by followers on the leadership, absenteeism and lateness of followers to work, struggle for power by some influential and ambitious members, chaos and low productivity.

Conclusion

The study concluded that democratic leadership style and autocratic leadership style have a positive relationship which leads to effective management of secondary schools and autocratic leadership style have a positive relationship which help in improving secondary schools management while permissive leadership style of school principals should be discouraged by secondary education board through effective in-service training on leadership styles.

Recommendations

1. Workshops as related to leadership styles should be organized for principals to help them with the knowledge of sustaining various leadership styles in the schools for effective management of secondary schools.
2. Democratic leadership style should be given way in running schools as it creates room for staff active participation in school administration.
3. Permissive leadership style of school principals should be discouraged by secondary education board through effective in-service training on leadership styles while incessant adoption of democratic leadership style should be maintained.

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