

Leadership Styles and Work Effectiveness of School Principals in Ekiti State: Case Study of Ado-Ekiti Local Government Area

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Abstract

This study investigated the leadership styles and work effectiveness of school principals in Ado-Ekiti Local Government Area, Ekiti State. The design used for the study is a survey research design. The population of the study consisted of teachers in all secondary schools in Ado-Ekiti. There are fourteen (14) Public (Junior and Senior secondary schools) with five hundred and eleven (511) teachers in the junior schools and Four hundred and thirty eight (438) teachers in the senior schools, as at the time of this research work in the local government area. The sample consisted of one hundred (100) teachers, selected from five (5) secondary schools which were chosen according to their location, twenty (20) teachers from each school. The instrument used was questionnaire titled: Leadership Styles and Work Effectiveness of School Principals in Ado-Ekiti Local Government Area of Ekiti State, Nigeria (LSWESP). Tables, Pearson product moment correlation coefficient and t-test statistics were used to analyze the data collected. From the entire study and findings, according to contingency perspective, it is clearly evident that there is no leadership style that is superior to one another. It only revealed that male principals leaderships styles is more effective than the female principals leadership styles and male principals work effectiveness has greater performance than female work effectiveness.

Key words: Leadership, Styles, Work, Effectiveness, School, Principal.

Introduction

The school system as an organization is made up of departments, teaching and non-teaching staff and the students. It is run by head teacher as leader; such leader is referred to as principal. The work effectiveness of the school depends on the co-operation among these people and the principal. In Nigeria, the school system is riddled with series of problems which include shortage of funds and materials, incessant strike, poor academic performance, cultism and drug addiction among students, examination malpractices, students and staff indiscipline and so on. The solutions to these problems cannot be guaranteed where school leaders fail to use the appropriate leadership styles for specific situations in the process of achieving the aims and objectives of the schools. To this end, smooth running of the school system calls for effective leadership. The principal as the head of the school works together with other members of staff in setting the objectives of the school. He, in co-operation with teachers work toward the achievement of these objectives. However, the principals effectiveness as a leader is measured in the school system by how far he carry out tangential duties which often reflect personal and apparent effectiveness (Ibukun 1983).

Sometimes the standard of meeting those objectives may be based on the performance of students in West African School Certificate Examination result. If students perform excellently in this result, it means that the objectives have been achieved but if the opposite is the case, objectives have not been met. Performance of the students in the school determines greatly the work effectiveness of the school. If the students perform well in the school, the society would view the school as being effective, but in a situation where school does all it can but fails to achieve success, society see it has ineffective. The relative performance of the students in WASC Examination in particular subject may reflect that 65% passed and 35% failed in one school while in another school it may reflect that 31% passed and 69% failed. Through these results one can say that the performance of students in the former school is better than that of the latter school. Realizing the fact that the leadership style of the principal is one of the major variables affecting the realization of the school objectives, members of the society have often blamed the head teachers (school principals inclusive) for falling standard of education. Leadership effectiveness could only manifest where a leader is able to plan, organize, co-ordinate, direct and control the activities of an organization to achieve the goals and objectives of the organization.

Work effectiveness of the school system requires an atmosphere of mutual trust, understanding and cooperation between the school head and the subordinate. There are various leadership styles, some of which are as follows: Instructional, Transformational, Moral, Contingency, Managerial, Authoritarian, Democratic, and Laissez-faire.

(Fred C. Lunenburg, Allan C. Ornstein 2004). All these leadership styles will be discussed later in this paper. Against this background there is the need to study the leadership style and work effectiveness of secondary school principal in Ado-Ekiti Local Government Area of Ekiti State, Nigeria with a view to offering suggestions which might be useful to the school principal and officers of the Ministry of Education in their efforts to improve the management of secondary Schools.

Literature review

Many studies have been carried out by different authors and researchers on different aspects of leadership. To further the basis for this study, emphasis is going to be laid on the following sub-headings:

Theories on leadership

The Nature of leadership

Leadership style and work effectiveness

Theories on leadership

Theoretical concept of leadership concerning leadership in the contemporary society. A leader is conceptualized as a change agent as well as initiator of actions. A leader's work is increasingly made complex because of the dynamic nature of social progress and fast advancement in many spheres of life. According to Fred C. Lunenburg, Allan C. Ornstein (2004), Ajayi (2000) and Olagoye (2004) there are many theories by different researchers. These theories include:

The trait theory

The behavioural theory

The contingency theory

The trait theory

This theory focuses essentially on the characteristics of the individual. It sets out to identify and disunity, physical or psychological characteristics of the individual that relate to or explain the behaviour of leaders such as intelligence, self-confidence, capacity and persuasiveness etc. For long, behaviourists have suggested that certain traits are essential criteria includes – physical trait: height, weight, appearance, personality trait: dominance, self-assurance, aggressiveness etc. diligence traits: judgement and analytical competence. Hence, research into leadership in terms of trait theories focused mostly on identifying and comparing the physical, mental and psychological characteristics of individuals who remain followers. The assumption was that individual possessing appropriate trait such as enthusiasm and so on, will necessarily become leaders in whatever group or situation they find themselves, in other words, trait theorists believe that leaders are born and not made i.e. the great man theory. Critics of trait theories point out however that the theories completely ignore the needs of followers and contribution they can make to the shaping and effectiveness of leaders. Furthermore, the theories do not take into account such as situational variables as group tasks and the environment. The weakness part of these theories is that they have not been able to identify universally applicable cluster of trait to be found in every leader (Olagoye, 2004).

The behavioural theory

The dissatisfaction of researchers with the trait approach led to a shift in focus from the traits which effective leaders should possess to how effective leaders should behave resulting in the emergence of the behavioural approach to leadership studies. Developed in the traditions of the human relations school of thought, advocates of behavioural approach, saw leadership as an aspect of behaviour at work. They therefore sought to determine what effective leaders do (e.g. how they take decisions, how they delegate tasks or motivate their followers etc.) rather than what they are. In attempting to identify the personal behavioural associated with effective leadership, behavioural theorists assume that individuals who display appropriate behaviour will emerge as leaders. The first of the earliest studies conducted in the light of this assumption was at the University of Iowa in the U.S. in 1938 by Lewin, Op Cit and White (Shiner and Winkle 1986). These researchers cited by (Olagoye 2004) found that group members in their carefully controlled experiments preferred democratic or laissez-faire groups. Beginning in 1945, other researchers at Ohio State University carried out a large number of studies focusing on the impact of leadership styles on workers satisfaction and productivity. They identified two distinct dimensions of leadership behavior: initiating structure and consideration, a mix of which achieved the highest effectiveness depending largely on situational factors. Initiating structure which is task oriented refers to goal achievement. On the other hand, consideration is essentially relationship with followers which are characterized by defense to their feeling and ideas and mutual trust. Other researchers in University of Michigan, U.S, examined managers with an

employer/follower orientation and a production orientation and came up with results similar to those of the Ohio studies. One other important study arising out of the results of the Ohio studies is that of Blake and Mouton which produced the well long on Managerial Grid. The managerial grid is a two dimensional matrix of leadership style with concern for people on the vertical axis and concern for production on the horizontal axis. A significant contribution of behavioural theories is the implication that behaviour unlike traits, could be learned and therefore individuals could be trained in the relevant leadership behaviour to enhance the effectiveness of their performance directly affects their receiving rewards.

The model identifies four leadership behaviour which could be applied in the context of two recognized contingency variables of:

1. Personal characteristics of followers, (e.g. authoritarianism of the subordinate/follower control and ability) and;
2. Environmental pressures and demands in the workplace (e.g. nature of the task, the formal authority system and the primary work group).

The four leadership behaviour are:

1. Directive: in which the leader alone dictates what is to be done and when is to be done.
2. Supportive: by which the leaders is follower friendly and shows interest in followers.
3. Participative: by which the leader involves followers in decision making.
4. Achievement oriented: the leader sets challenging goals and shows confidence in the capability of followers, influence their job satisfaction and acceptance of the leader environmental factors, on the other hand, influence followers motivational behaviour in the context of the performance goals as well as the path to achieving them can increase motivation and job satisfaction.

The contingency theory

This approach is a combination of the traits and situation approach, (Olagboye 2004) cited fielder (1967) who propose this with a view to analyzing leadership style. In their own opinion, they said a combination of the trait and situation makes the contingency theory of leadership. Fielder's theory based on the research findings indicate to a large extent is any process in which the ability of a leader to exercise or influence depends upon the taste situation and the degree to which the leader's style, personality and approach fit the group. He also assumed that what make up a leader is not only the personality attributes but also the situation factors and the interaction between the leader and the situation. In his works, he also identified three situational characteristics that influence effectiveness of leadership. They are as follows:

1. Leader-member relations: It concerns how well the leader likes and he is liked by the group members.
2. Task structure: involves the extent to which the work is laid out on a step by step basis and an example of this is the check procedures and outlines.
3. Leader-position power: refers to the amount of formal authority a leader possesses.

Another contingency theory, according to Fred C. Lunenburg and Allan C. Ornstein (Educational Administration: Concepts and Practices (Fourth edition) 2004 pg. 160).

Path-goal theory

Another widely known contingency theory of leadership is the path-goal theory of leadership effectiveness. This is based on the expectancy theory of motivation and emphasizes the leader's effect on subordinates' ability to reach goals, the reward associated with reaching goals, and the importance of the goals. The modern development of path-goal theory is usually attributed to Martin Evans and to Robert House and his colleagues. Essentially, the path-goal attempts to explain the impact of leadership behaviour on subordinate motivation, satisfaction, effort, and performance as moderated by situational factors of the subordinates and the work environment.

Situational factor theory

Each type of leader behaviour works well in some situations but not in others. Two situational factors moderate the relationship between leader behaviour and subordinate outcomes. The two situational variables are subordinate characteristics and environmental forces. With respect to subordinate characteristics, the theory asserts that leadership behaviour will be acceptable to subordinates to the extent that subordinates see such behaviour as either an immediate source of satisfaction or as instrumental to future satisfaction. Subordinate characteristics are seen to partially determine the extent to which subordinates perceive a leader's behaviour as acceptable and satisfying. House and Baetz identified three subordinate characteristics; these are ability, locus of control, needs and motives.

In conclusion, it is necessary to realize that different traits depending on situation which facilitates leadership effectiveness. Therefore, the best contingency approach which states that “it is necessary to indicate the prevailing variables within a situation which is intermediate between leader traits and performance criteria”. From the findings given, leadership effectiveness depends on the circumstances dominating the situation.

The nature of leadership (Fred Lunenburg and Allan C. Ornstein 2004)

Since the beginning of the twentieth century, the topic of leadership has been the object of extensive study. During this time, both researchers and practitioners have sought to analyze and define leadership. Today there are almost as many different definitions of effective leadership as there are researchers who have studied the concept. More than 3000 empirical investigations have examined leadership. More recently, Kenneth Leithwood and Daniel Duke reviewed the literature dealing with leadership in educational administration over approximately the past decade. The results suggest that six major categories of leadership are: Instructional leadership, Transformational leadership, Moral leadership, Participative leadership, Contingency leadership, Managerial leadership.

Instructional leadership typically focuses “on the behaviours of teachers as they engage in activities directly affecting the growth of students”. Most conceptions of instructional leadership allocate authority and influence to formal administrative roles, usually the building principal. But there is some disagreement over where instructional leadership resides. Principals alone cannot fulfill all of a school’s needs for instructional leadership. Some argue for the value of teachers serving as instructional leadership. Still others challenge the idea that instructional leadership can be a substitute for capable management. However, most examples of contemporary models of instructional leadership behaviour on student achievement and other important school outcomes.

Transformational leadership includes a variety of terms used to define the concept: charismatic, visionary, cultural, and empowering. The focus of transformational leadership is on “the commitment and capacities of original members”. Transformational leaders raise organizational members’ levels of personal commitment to achieve organizational goals, resulting in greater productivity. Authority influences are not necessarily allocated to those occupying formal positions, although this perspective may be evident. Rather, power is attributed to whoever is able to inspire higher levels of personal commitment and the accomplishment of group goals. The concept of transformational leadership has varying interpretations, but the most common interpretation seems to be that “transforming leadership ultimately becomes moral in that it raises the level of ethical aspiration of both leader and the led, and thus has a transforming effect on both” by raising their levels of commitment to mutual purposes and by further developing their capacities for achieving those purposes.

Moral leadership the focus of this type of leadership is on “the values and ethics of leadership” so authority and influence are to be derived from defensible conceptions of what is right and good. The research reviewed illustrates quite different approaches to moral leadership. However, all seem to agree that leadership in a democratic society entails a moral imperative to promote equity, democratic community, and social justice.

Participative leadership, variously called “group” “shared” or “teacher” leadership, stresses “the decision-making processes of the group”. A majority of the research associated participative leadership with increased organizational effectiveness. Site-based management (SBM) was seen as the vehicle for achieving such goals.

Contingency leadership is on “how leaders respond to the unique organizational circumstances or problems that they face”. As a consequence of the preferences of co-workers, conditions of work, and the tasks to be completed, it is assumed using this approach to leadership that have wide variations in the contexts for leadership and that to be effective these different contexts require different leadership styles. It is also assumed that individuals providing contingency leadership, typically those in formal administrative roles are capable of mastering a large repertoire of leadership styles. Their influence depends, in large measure, on matching the appropriate leadership style to the situation.

Managerial leadership focuses on “the functions, tasks, or behaviours of the leaders” and assumes that if these functions are carried out competently, the work of others in the organization will be facilitated. A distinction between leadership and management is frequently made in the research literature. The distinction between leadership and management usually entails allocating management with responsibilities for policy implementation, maintaining organizational stability, and dealing with day-to-day routines of the job such as providing and distributing financial and material resources, managing the school facility, managing the student body, maintaining effective communications with education stakeholders, reducing disruptions to the instructional program, mediating conflicts, and attending to political demands of the school or school districts.

Leadership style and work effectiveness

A number of studies have explored the relationship between the leadership style of principals and teachers commitment to the school. Findings indicated that in order to build strong, directive leadership in setting and

developing school goals, creating a unity of purpose, facilitating communication, and managing instruction (Cruz 1995). The success of any organization depends upon the way and manner in which the leader operates within the organization. Leadership styles are factor that determines the work effectiveness as well as that of its leader. It refers to be the underlying needs structure of the individual, which motivates his behaviour in various leadership situations. The manager or the principal is the person who measures the work in an organization. He ensures effective utilization of materials, time and human resources. The most significant conclusion of the style of leadership research is that leaders who are seen as having distinct and identifiable styles of leadership are more effective in promoting confidence and satisfaction. This means that one important characteristic of the successful leader is consistency of behaviour, which enables subordinates to know where they stand with him and to predict his actions and directions.

The authoritarian styles of leadership this is a situation where the word of control is domineering. The leader alone determines policies and procedures with little or no group participation, task and methods are imposed on members. There is little or no effective communication flow between leader and his group. The manager or principal who adopts this style will find it difficult to have good vapour with his staff/subordinates because he would be forcing them to do things. Under this style, there will be no free and sense of belonging to the staff where the mood of control is domineering by leader. In view of this, the staff would not perform to the expectation and will tell on the student academic performance.

The laissez-faire style of leadership this is a situation where the leader grants complete freedom to his group. A leader who adopts this style would have the work being done effectively by the subordinates. He supplies materials and ideas and only participates whenever the needs be, for example in a school where the principal make use of this style, all the affair of the school will be in his possession and the entire staff to make them perform effectively and achieve the organizational goals and objectives. The teachers perform effectively and it also tells on students' academic performances because the leader or principal carried them along in running affairs of the school.

The democratic style of leadership this is a situation where all policies are derived from group decision. The leader helps his co-workers operate as a group and this style is characterized by co-operation, acceptance of more responsibility and recognition of the worth of each worker. For example, in a school where this style is adopted, there will be good mutual understanding, free expression and adequate co-operation with teamwork between the head and the followers. Staffs are also carry along in decision making and in running the affairs of the school in this respect, the teachers under this style perform effectively with good interaction within the staff and the students, principal or headmaster in this situation provides services that will make his subordinate to willingly loyal and co-operating.

Pseudo-democratic leadership style this is a style which supposes to be democratic but is inwardly based on deceit and pretense. According to Olagboye (2004), the pseudo-democratic leadership style, as the name implies (pseudo means false or counterfeit), is a leadership style that appears on the surface to be democratic but which in reality is an autocratic style of leadership style. It is characterized by the following pattern of behaviour from the leader towards his group members:

- I. Group members are purportedly accorded due respect but in reality such respect is abnormal.
- II. The leader only pretends to emphasize group members' welfare.
- III. The leader pretends to share or delegate leadership responsibilities while reserving for himself the authority and power for the discharge of such responsibilities.
- IV. Group members are often involved in purported participatory decision making in which the leader's pre-determined decisions always prevail over all other suggestions from members.
- V. The leader subtly and craftily discourages individual and group initiatives and craftily discourages creativity while openly pretending to encourage some and so on.

Transactional leadership style is one which is at once task-oriented and follower oriented. In other words, the leader with this style recognizes and gives consideration to both the needs of the organization and group (i.e. the task or homothetic dimension) and the needs and expectations of group members (i.e. the personal or ideographic dimension). The style has thus been described as the process whereby the task and the human dimensions of an organization are reconciled and integrated (Nwankwo, 1982 op cit). The distinguishing behaviour of this leadership style is that the leader alternates between concern for the getting job done and concern for the development and growth of group members; and between encouraging and motivating group members to perform tasks and directing and closely supervising them to ensure that tasks are performed to his satisfaction.

To support the leadership style and work effectiveness, the following elements of management are functions of the leader to make the teacher to be effective in an organization.

Planning: planning, which falls among the line of action of an educational administrator can be the Process of preparing a set of decisions for action in the future. Planning is aimed at goal achievement in respect of a particular thing or situation and hence it involves pre-thinking, predication and forecasting the future expectations in administration.

Organizing: this is next to the planning. It has to do with the group of people and activities into a defined unit and trying to establish a relationship with them. A formal structure is established and there is a division of labour among the people in order to attain stated goals in the organization. Here, work is scheduled among members of the establishment following the organizational chart, in this respect, it is required of a manager to delegate, establish the appropriate procedure for accomplishing the work, provide requirements in terms of materials, fund, information and other resources to where and when needed.

Directing: a leader directs to ensure that workers obey and perform their duties appropriately. However, to direct effectively, adequate motivation and effective communication system in the establishment is required. A leader will direct others successfully by setting the pace i.e. leading by good examples.

Coordinating: this is referred to as the ability of a leader to advice a method of unifying the institution for goal achievement. Coordination has to do with the integration of various parts of the work in order to ensure a match between the operating result and the goal to be achieved. Equally, it involves managing the use of personnel and material resources to operate an organization. A good leader will always ensure that things are done in sequence in the organization (school). That is, doing the right thing at the right time, in the right place using the appropriate method for good attainment.

Supervision: a leader needs to guide the operational activities of the workers. Educational supervision is a process, which aims at helping the professional growth and cooperation among the teachers so that they can be self-directive, creative and more productive. As a school leader, legitimate effort should be made in assisting the classroom teacher to improve on their own in order for them to be self-propelling practitioner as well as ensuring a favourable setting for effective teaching and learning.

Controlling: this refers to the ability of a leader to have the subordinate subjected to him in order to achieve the institutional goals and objectives. Controlling is to ensure that results are as planned. It involves the setting of standard, which provides the basis for comparing the actual output against the intended output in order to make corrective measures.

Staffing: this implies the ability of a manager or principal to employ the right people at the right time and have them placed on the right job. The need for personnel in any organization is indispensable. Organizational goals can only be achieved through people and it is the major duty of the principal to service, train, maintain, assign and supervise the personnel requirement in his goal achievement.

Reporting (Communication): The principal must give a clear instruction and information to all the people concerned periodically. The manager must report on the performances of the group, individuals, materials, methods and their contributions towards achieving the organizational goals. The principal or the manager has to praise, transfer and sack employee when necessary.

Motivation: Motivation is the drive, energy or degree of activities and individuals displays towards goal achievement, there are many means that can be used by the school manager in motivating personnel in the school system for a higher productivity and these factors range from payment of good salaries and wages, good incentives system, work ethics and social value. Motivating the personnel by the school manager will help in achieving quality control in the school, improve level of co-operation among the staff and enable the school personnel in putting in their best in the work they do.

Evaluation: Among the major indispensable functions of an educational manager is the programme evaluation. In any educational institution, there is need for the school administrator to evaluate the performance of his school against the goals and objectives of the society inform of annual report. As the school head, one must be prepared to take the pains of assessing the success and failures in the achievement of the school aims and objectives for necessary improvements.

In conclusion, democratic leadership style pattern may prove to be most effective, some situation may call for autocratic, laissez-faire or any other type of style pattern. The behaviour of leaders mostly depends on situations and as such there is no single all-purpose leadership style that is appropriate for every situation. Thus the most important variable, which should determine a leader's behaviour pattern, is the nature of the situational leadership

style.

Statement of the problem

The school system comprises of the super-ordinate (principal), the subordinates (vice-principal, HODs', teaching and non-teaching staff), drivers, cleaners, messenger, security and the students. The work effectiveness depends on the co-operation among this hierarchy. The series of problems which the school system is facing lies in the hand of the leadership style the school head uses to carry out his or her day to day running of the system. Success and failure in the school system depends on the principal's effectiveness that manifests in his ability to plan, organize, coordinate, direct and control the activities of the school system to achieve the goals and objectives of the organization. It is against this backdrop that this study is to find out what leadership style is being used by the principals in the course of their administration and how this is related to their work effectiveness.

Purpose of the study

1. To measure the effectiveness of the leadership style they are using in the administration of their schools.
2. To identify the leadership styles used by the secondary school principals in Ado-Ekiti Local Government Area.
3. To assess the capability of their selected leadership styles in attaining the school objectives.
4. To recommend appropriate leadership styles to be used that can facilitate the achievement of school goals and objectives.

Research questions

1. What type of leadership style is commonly used among secondary school principals in Ado-Ekiti?
2. How effective are these styles in achieving the school goals and objectives?
3. Is there any relationship between the leadership styles and work effectiveness of school principals in Ado-Ekiti?
4. Does the principal view leadership styles as an instrument needed for ensuring work effectiveness in school?

Research hypothesis

The research hypothesis that will guide this study is:

There is no significant relationship between leadership style and work effectiveness of secondary school principals.

There is no significant difference between male and female principals leadership style.

There is no significant difference between male and female principals work effectiveness.

Research method

Survey research design was used for the relationship between leadership style and work effectiveness of secondary school principals in Ado-Ekiti Local Government Area of Ekiti State.

Population

The population of this research comprises of teachers in all secondary schools in Ado-Ekiti Local Government Area of Ekiti State. There are fourteen (14) Junior Secondary Schools in Ado-Ekiti Local government area with five hundred and eleven (511) teachers and Four hundred and thirty eight (438) teachers in the fourteen (14) Senior Secondary schools, as at the time of this research work.

Sample and sampling techniques

The study was carried out in five (5) selected secondary schools which were chosen according to their location. Hundred (100) teachers were used as samples for the study, and twenty (20) teachers were selected from each school.

Five (5) selected secondary schools are: Mary Immaculate Grammar School Ado-Ekiti, Christ's School Ado-Ekiti, Anglican Grammar School Ado-Ekiti, OlaOluwa Muslim Grammar School Ado-Ekiti, Ado Community High School, Ado-Ekiti.

Research instrument

The instrument used in the collection of data for this study was a questionnaire. The questionnaire was designed

for teachers in the secondary schools on “The Leadership Styles and Work Effectiveness of Secondary School Principals in Ado-Ekiti Local Government Area. It consisted of three (3) sections: Section A: was made up of six (6) questions on personal data of the respondents regarding age, sex, marital status, teaching experience and educational qualifications. Section B: comprised of (20) twenty questions, four (4) questions on each of the five (5) out the leadership styles of principals (manager) mentioned in this study. Section C: comprised of twenty (20) questions on work effectiveness of school principals.

Administration of the instrument

By going from one secondary school to another, the researcher administered questionnaire to teachers in selected schools, the instrument was distributed to the teachers in the selected schools in Ado-Ekiti Local Government Area and it was collected back immediately after completion.

Data analysis

Data collected for the study were analyzed using frequency counts, Pearson product moment correlation and t-test statistics.

Results

Table 1. Level of work effectiveness

	Frequency	Percent	cumulative Percent
Low	7	7.0	7.0
High	93	93.0	100.0
Total	100	100.0	

Level of work effectiveness of school principals

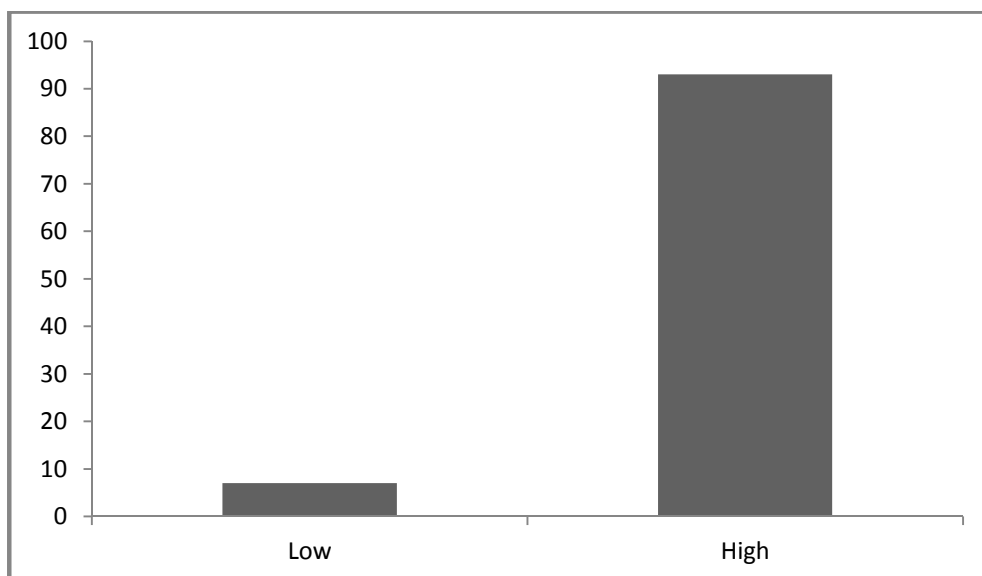


Table 1 show that the level of work effectiveness of school principal is high. It was also illustrated on the graph.

Correlations

Hypothesis 1:

There is no significant relationship between leadership styles and work effectiveness of secondary school principals.

Table 1

Variables	N	mean	SD	r-cal	r-tab
Leadership styles	100	97.81	10.177	0.571	0.195
Work effectiveness	100	104.63	14.34		

Table 1 show that r-cal. (0.571) is greater than r-tab. (0.195), the hypothesis is rejected, therefore there is significant relationship between leadership style and work effectiveness of secondary school principals.

Hypothesis 2

There is no significant difference between male and female principals leadership style.

Table 2

Variables	N	mean	SD	d.f	t- cal	t- tab
Male	79	51.52	6.433	98	3.563	2.000
Female	21	46.29	3.744			

Table 2 shows that t-cal (3.563) is greater than t-tab (2.000) so the hypothesis is rejected, therefore, there is significant different between male and female principal leadership style.

Hypothesis 3

There is no significant difference between male and female principal Work effectiveness.

variables	N	mean	SD	d.f	t-cal	t- tab
Male	79	57.92	9.450	98	5.239	2.000
Female	21	46.71	4.890			

Table 3 shows that t-cal (5.239) is greater than t-tab (2.000) the hypothesis is rejected, therefore, there is significant different between male and female principals work effectiveness.

Interpretations

N = total number of teacher deviation X = mean SD = standard deviation

DF = degree of freedom t-tab = t-table t-cal = t-calculated

r-tab = r-table r-cal = r-calculated

Discussion

From the entire findings, it is clearly evident that there is no leadership style that is superior to one another. It only revealed that male principals leadership styles is more effective than the female principals leadership styles and male principals work effectiveness has greater performance than female work effectiveness.

Conclusion

A key contribution of the contingency perspective may best be concluded base on the observation that there is no one best way to administer an organization. There are no motivation strategies, organizational structures, decision-making patterns, communication techniques, change approaches, or leadership styles that will fit all situations. Rather, school administrators must find different ways that fit different situations.

Suggestion for further Studies

Further studies in this direction of enquiry and with larger sample and wider coverage are eagerly awaited to unravel the anomaly observed in this study and to extend the generalizability of the conclusions. By implication, cautious interpretation of the findings of this study is advocated.

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