

Principals' Leadership Styles and Administrative Effectiveness in Public Senior Secondary Schools in Rivers State

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Abstract: - The study investigated the relationship between principals' leadership styles and administrative effectiveness in public senior secondary schools in Rivers State. Six research questions were answered while six hypotheses were tested at 0.05 level of significance. The study adopted a correlation research design. The population was made up of 8,452 teachers in 258 public senior secondary schools in Rivers State. Stratified random sampling technique was used to draw a sample of 40 senior secondary schools and 588 teachers who participated in the study. The instruments used for data collection were "Principals' Leadership Styles Scale (PLSS) and Administrative Effectiveness Scale (APQ)". The PLSS and AES were validated with reliability indices of 0.81 and 0.80 established using Cronbach alpha. Pearson Product Moment was used to answer the research questions while the hypotheses were tested at 0.05 level of significance. It was found among others that: democratic, autocratic, transactional and transformational leadership styles have a strong positive relation with administrative effectiveness in public senior secondary schools in Rivers State. It was also found that laissez-faire leadership style had low relationship with administrative effectiveness among public senior secondary schools in Rivers State. It was concluded that principals' leadership styles such as democratic, autocratic, transactional and transformational leadership styles significantly influence administrative performance of public senior secondary schools in Rivers State. It was recommended among others that principals should properly use the combinations of democratic, autocratic, transactional and transformational leadership styles since they are significant in the achievement of administrative effectiveness in secondary schools in Rivers State.

Keywords: Principals, Leadership Styles and Administrative Effectiveness

I. INTRODUCTION

Secondary education is that important educational level which assists the nation in the realization of its laudable educational and national objective. It is thus, a catalyst for the achievement of economic and national development. Secondary schools like any other formal organization is established on bureaucratic administrative structures headed by a leader usually called, the principal. Secondary education is an important level of education which helps to prepare the individual for useful living within the society and for higher education. (Federal Republic of Nigeria, 2014). Secondary education helps to provide for the learner the opportunities to

acquire the needed skills and knowledge for advancement and development.

Interestingly, Olatunji (2015) observed that Nigeria has a complex philosophy of Education which can only be achieved through a sound administrative procedure. In the same vein, Okeke (2007) conceptualized educational administration as part of successful educational management essentially concerned with the implementation of policies. Secondary schools administration is therefore the process of co-ordinating the use of material and human resources in education in the implementation of secondary educational programmes to achieve the target educational objective most efficiently in terms of the use of resources. Thus, Obasi (2004) categorized educational administrators to include principals, Head teacher, Head of institution and their colleagues. However, for the purpose of this study the school principal shall be addressed as the school administrator.

The major tasks area of school administration include student personnel administration, staff personnel administration, school business administration, school community relation, managing physical facilities, school financial and others. Principals' effectiveness is the ability to perform the job responsibility expectedly. Boreh (2017) viewed performance as the accomplishment of work tasks or goals to a certain level of desired satisfaction. In relation to the work at hand this implies that performance is the accumulated results of all the organizational work activities. Administrative effectiveness refers to the ability of the school administrator to effectively carry out administrative task in relation to the accomplishment of the major task area of school administration. It is the extent to which the secondary school administrators are able to effectively execute and implement the school policies with regard to the task areas of school administration as laid down by the ministry of education and schools board. The core administrative effectiveness of the principal is in the area of relationship and leadership. In support of this argument, Ibukun (2008) contended that secondary schools have failed to fulfill the mandate for which they were established because of leadership ineffectiveness.

Leadership is a process whereby the actions of others are influenced so that they work willingly toward the

achievement of institutional or organizational goal. (Bello, Ibi & Bukar, 2016). This implies that school leadership is a collaborative activity. Leadership is therefore a vital tool in the initiation and implementation of school policies. The manner and approach the leader use to accomplish his administrative task constitute his style. Leadership style is therefore the strategic approaches the leader uses in providing direction in the implementation of his school plan and policies. Wilson (2016) identified secondary school administrative functions as an enormous task. This is because educational resources are scarce.

The study therefore is anchored on principals' leadership style and its relationship on administrative effectiveness of secondary schools in Rivers State. Specifically, it investigates how the use of principals' different styles of leadership like democratic, autocratic, laissez-faire, transactional and transformational leadership styles can relate to administrative effectiveness of secondary school in Rivers State.

Statement of the Problem

Researches and personal experience have shown that most of the school administrators are at a cross road when they are faced with the administrative challenges. Effective administration is the hallmark of teachers' commitment, engagement and satisfaction which may have a link with productivity. Ineffective administration may lead to hostile school environment, poor implementation of school policies in the area of maintenance of school facilities, effective school programme management (curriculum) and ineffective students' personnel services such as selection, orientation, placement, guidance and counseling, management of school business finance, staff personnel management and maintenance of effective interrelationship with the school community and external agencies.

With regard to public senior secondary schools in Rivers State, the researcher was curious whether principals' democratic, autocratic, Laissez-faire, transactional and transformational leadership styles influence the administrative effectiveness of secondary schools in Rivers State, hence the study is to investigate principals' leadership styles and administrative effectiveness of public senior secondary schools in Rivers State.

Aim and Objectives of the Study

The aim of this study was to investigate principals' leadership styles and the administrative effectiveness in public senior secondary schools in Rivers State.

In Specific terms, the study sought to:

1. Examine the relationship between democratic leadership style and principals' administrative effectiveness in secondary schools in Rivers State.

2. Investigate the relationship between autocratic leadership style and principals' administrative effectiveness in secondary schools in Rivers State.
3. Find out the relationship between laissez-faire leadership style and principals' administrative effectiveness in secondary schools in Rivers State.
4. Examine the relationship between transactional leadership style and principals' administrative effectiveness in secondary schools in Rivers State.
5. Examine the relationship between transformational leadership style and principals' administrative effectiveness in secondary schools in Rivers State.

Research Questions

The following research questions guide the study:

1. How does democratic leadership style relate with principals' administrative effectiveness in secondary schools in Rivers State?
2. What is the relationship between autocratic leadership style and principals' administrative effectiveness in secondary schools in Rivers State?
3. How does laissez-faire leadership relate with principals' administrative effectiveness in secondary schools in Rivers State?
4. What is the relationship between transactional leadership style and principals' administrative effectiveness in secondary schools in Rivers State?
5. How does transformation leadership relate with principals' administrative effectiveness in secondary schools in Rivers State?

Hypotheses

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

1. There is no significant relationship between democratic leadership style and principals' administrative effectiveness in public secondary schools in Rivers State;
2. There is no significant relationship between autocratic leadership style and principals' administrative effectiveness in public secondary schools in Rivers State;
3. There is no significant relationship between laissez-faire leadership style and principals' administrative effectiveness in public secondary schools in Rivers State;
4. There is no significant relationship between transactional leadership style and principals' administrative effectiveness in public secondary schools in Rivers State;
5. There is no significant relationship between transformational leadership style and principals' administrative effectiveness in public secondary schools in Rivers State; and

II. METHODS

This study adopted the correlational research design. The population of this study consisted of all the eight thousand four hundred and fifty-two (8,452) teachers in the 258 public senior secondary schools in Rivers State. The sample for this study consisted of five hundred and eighty eight (588) teachers spread across twelve (12) Local Government Areas of Rivers State. Stratified random sampling technique was adopted for drawing the sample. The instruments used for data collection were self-designed instruments called “Principals’ Leadership Style Scale (PLSS)” and Administrative Effectiveness Scale (APO). The Cronbach alpha reliability statistical method was used to compute the internal consistency of the instrument. The reliability coefficient of PLSS was 0.81 while 0.80, 0.89, 0.76, 0.87 and 0.67 for Democratic, Autocratic, Laissez-faire, Transactional and Transformational Leadership Styles. Also, 0.85 was computed for Administrative Effectiveness Scale. Pearson Product Moment correlation and multiple regression were used to answer the research questions. ANOVA associated with multiple regression as well as probability levels were tested at 0.05 level of significance.

III. RESULTS

Research Question One: How does democratic leadership style relate with principals’ administrative effectiveness in secondary schools in Rivers State?

Table 1: Pearson Product Moment Correlation on the relationship between democratic leadership style and administrative effectiveness

Teachers	n	r	Decision
Democratic leadership style	588	0.67	Positive high Relationship
Administrative effectiveness			

Table 1 revealed that the Pearson Product Moment correlation coefficient of the relationship between democratic leadership style and administrative effectiveness of administrators was calculated to be 0.67. The result showed that there is a high positive relationship between democratic leadership style and administrative performance as determined by the coefficient of 0.67 in secondary schools in Rivers State. This implies that an increase in the independent variable (democratic leadership style) leads to a corresponding increase in the dependent variable (administrative effectiveness).

Research Question Two: What is the relationship between autocratic leadership style of principals of secondary schools in Rivers State and their administrative effectiveness?

Table 2: Pearson Product Moment Correlation on the relationship between autocratic leadership style and administrative effectiveness

Teachers	n	r	Decision
Autocratic leadership style	588	0.74	Positive high relationship
Administrative effectiveness			

Table 2 revealed that the Pearson Product Moment correlation coefficient of the relationship between autocratic leadership style and administrative performance of administrators was calculated to be 0.74. The result showed that there is a high positive relationship between autocratic leadership style and administrative effectiveness as determined by the coefficient of 0.73 in secondary schools in Rivers State. This implies that an increase in the independent variable (autocratic leadership style) leads to a corresponding increase in the dependent variable (administrative effectiveness).

Research Question Three: How does laissez-faire leadership relate with principals’ administrative effectiveness in secondary schools in Rivers State?

Table 3: Pearson Product Moment Correlation on the relationship between laissez-faire leadership style and administrative effectiveness

Teachers	n	r	Decision
Laissez-faire leadership style	588	0.36	Low positive Relationship
Administrative effectiveness			

Table 3 revealed that the Pearson Product Moment correlation coefficient of the relationship between laissez-faire leadership style and administrative effectiveness of administrators was calculated to be 0.36. The result showed that there is a low positive relationship between laissez-faire leadership style and administrative effectiveness as determined by the coefficient of 0.36 in secondary schools in Rivers State. This implies that an increase in the independent variable (laissez-faire leadership style) leads to a corresponding slight increase in the dependent variable (administrative effectiveness).

Research Question Four: What is the relationship between transactional leadership style of principals of secondary schools in Rivers State and their administrative effectiveness?

Table 4: Pearson Product Moment Correlation on the relationship between transactional leadership style and administrative effectiveness

Teachers	n	r	Decision
Transactional leadership style	588	0.77	Positive high relationship
Administrative effectiveness			

Table 4 revealed that the Pearson Product Moment correlation coefficient of the relationship between transactional leadership style and administrative effectiveness of administrators was calculated to be 0.77. The result showed that there is a high positive relationship between transactional leadership style and administrative effectiveness as determined by the coefficient of 0.77 in secondary schools in Rivers State. This implies that an increase in the independent variable (transactional leadership style) leads to a corresponding increase in the dependent variable (administrative effectiveness).

Research Question Five: How does transformation leadership relate with principals’ administrative effectiveness in secondary schools in Rivers State?

Table 5: Pearson Product Moment Correlation on the relationship between transformational leadership style and administrative effectiveness

Teachers	n	r	Decision
Transformational leadership style	588	0.68	Positive high relationship
Administrative effectiveness			

Table 5 revealed that the Pearson Product Moment correlation coefficient of the relationship between transformational leadership style and administrative effectiveness is 0.68.

leadership style and administrative effectiveness of administrators was calculated to be 0.68. The result showed that there is a high positive relationship between transformational leadership style and administrative effectiveness as determined by the coefficient of 0.68 in secondary schools in Rivers State. This implies that an increase in the independent variable (transformational leadership style) leads to a corresponding increase in the dependent variable (administrative effectiveness).

Test of Hypotheses

HO₁: There is no significant relationship between democratic leadership style of principals of secondary schools in Rivers State and their administrative effectiveness.

Table 6: Pearson product Moment Correlation analysis on the relationship between democratic leadership style of principals of secondary schools in Rivers State and their administrative effectiveness

Variables	n	Df	r	r ²	Sig. (2tailed)	Level of Sig.	Decision
Democratic leadership style	588	2	0.667	0.44	0.039	0.05	Reject HO ₁
Administrative effectiveness		586					

From the result of the data in table 6, the correlation coefficient (r = 0.667) between democratic leadership style of principals and administrative effectiveness is strong and positive. The coefficient of determination (r² = 0.44) indicates that 44% of administrative effectiveness can be explained by democratic leadership style of principals. With degree of freedom of 586, the significant value of 0.039 (p < 0.05) reveals a significant relationship. Based on that, the null hypothesis was rejected.

Therefore, there is a significant relationship between democratic leadership style of principals of secondary schools in Rivers State and their administrative effectiveness.

HO₂: There is no significant relationship between autocratic leadership style of principals of secondary schools in Rivers State and their administrative effectiveness.

Table 7: Pearson Product Moment correlation analysis on the relationship between autocratic leadership style of principals of secondary schools in Rivers State and their administrative effectiveness

Variables	n	Df	r	r ²	Sig. (2tailed)	Level of Sig.	Decision
Autocratic leadership style	588	2	0.734	0.54	0.007	0.05	Reject HO ₂
Administrative effectiveness		586					

From the result of the data in table 7, the correlation coefficient (r = 0.734) between autocratic leadership style of principals and administrative effectiveness is strong and positive. The coefficient of determination (r² = 0.54) indicates that 54% of administrative effectiveness can be explained by autocratic leadership style of principals. With degree of freedom of 586, the significant value of 0.007 (p < 0.05) reveals a significant relationship. Based on that, the null hypothesis was rejected.

Therefore, there is a significant relationship between autocratic leadership style of principals of secondary schools in Rivers State and their administrative effectiveness.

HO₃: There is no significant relationship between laissez-faire leadership style of principals of secondary schools in Rivers State and their administrative effectiveness.

Table 8: Summary of Pearson product moment correlation analysis on the relationship between laissez-faire leadership style of principals of secondary schools in Rivers State and their administrative effectiveness

Variables	n	df	r	r ²	Sig. (2tailed)	Level of Sig.	Decision
Laissez-faire leadership style	588	2	0.361	0.13	0.06	0.05	Accept HO ₃
Administrative effectiveness		586					

From the result of the data in table 8, the correlation coefficient ($r = 0.361$) between laissez-faire leadership style of principals and administrative effectiveness is weak and positive. The coefficient of determination ($r^2 = 0.13$) indicates that 13% of administrative effectiveness can be explained by laissez-faire leadership style of principals. With degree of freedom of 586, the significant value of 0.06 ($p > 0.05$) reveals no significant relationship. Based on that, the null hypothesis

was accepted. Therefore, there is no significant relationship between laissez-faire leadership style of principals of secondary schools in Rivers State and their administrative effectiveness.

HO₄: There is no significant relationship between transactional leadership style of principals of secondary schools in Rivers State and their administrative performance.

Table 9: Pearson Product Moment correlation analysis on the relationship between transactional leadership style of principals of secondary schools in Rivers State and their administrative effectiveness

Variables	n	df	r	r ²	Sig. (2tailed)	Level of Sig.	Decision
Transactional leadership style	588	2 586	0.771	0.59	0.01	0.05	Reject HO ₄
Administrative effectiveness							

From the result of the data in table 9, the correlation coefficient ($r = 0.771$) between transactional leadership style of principals and administrative effectiveness is strong and positive. The coefficient of determination ($r^2 = 0.59$) indicates that 59% of administrative effectiveness can be explained by transactional leadership style of principals. With degree of freedom of 586, the significant value of 0.01 ($p < 0.05$) reveals a significant relationship. Based on that, the null hypothesis

was rejected. Therefore, there is a significant relationship between transactional leadership style of principals of secondary schools in Rivers State and their administrative effectiveness.

HO₅: There is no significant relationship between transformational leadership style of principals of secondary schools in Rivers State and their administrative effectiveness.

Table 10: Pearson Product Moment correlation analysis on the relationship between transformational leadership style of principals of secondary schools in Rivers State and their administrative effectiveness

Variables	n	df	r	r ²	Sig. (2tailed)	Level of Sig.	Decision
Transformational leadership style	588	2 586	0.67	0.46	0.03	0.05	Reject HO ₅
Administrative effectiveness							

From the result of the data in table 10, the correlation coefficient ($r = 0.67$) between transformational leadership style of principals and administrative effectiveness is strong and positive. The coefficient of determination ($r^2 = 0.46$) indicates that 46% of administrative effectiveness can be explained by transformational leadership style of principals. With degree of freedom of 586, the significant value of 0.03 ($p < 0.05$) reveals a significant relationship. Based on that, the null hypothesis was rejected. Therefore, there is a significant relationship between transformational leadership style of principals of secondary schools in Rivers State and their administrative effectiveness.

leadership style always suggests two or more alternative procedure of doing things in order to permit group choice, gives teacher sense of belongings, delegates duties, allows for information decentralization, allows for feedback in information sharing, allows for community involvement in school administration, considers individual need of the teaching, allows for freedom of expression and allows for joint goal setting. The finding is in agreement with the findings of Chris and Abeh (2016) who agreed that managers or leaders with democratic inclination's account for more variance in performance. This implies that under a democratic setting, principal teacher relationship will be enhanced thereby leading to administrative effectiveness of the school.

IV. DISCUSSION OF FINDINGS AND IMPLICATIONS

The discussion of findings was presented as shown below:

Principals' Democratic Leadership Style and Administrative Effectiveness in secondary schools

The findings revealed a significant relationship between democratic leadership style and administrative effectiveness. Also, respondents agreed that democratic

Nadeem, Ghulam, Naveed, Hashmi and Shaikh (2012), also found that democratic leadership style has a positive impact on teachers job performance and organizational performance. the implication of the above finding is that leaders who adopts a democratic style of leadership is determine to involve his subordinate in decision-making and other activities of the school which will in turn

enable him to enjoy the benefit of improved staff participation, commitment and increased collaboration that will lead to the enhancement of better organization.

Autocratic Leadership and Administrative Effectiveness in Secondary Schools

The result revealed a significant relationship between autocratic leadership style and administrative effectiveness. Also, respondents agreed that autocratic leadership style does not allow individual initiatives, this style is domineering, determines policies and procedure with little or no group participation, allows for little or no communication flow between him and subordinates, dictates all techniques of doing things, dictates the particular work task, always personal in his praise and criticism of the work of each member, stresses importance of hierarchical structure and emphasizes on self-interest with no or little emphasis on group goals.

Okorie (2012) identified the following as some of the basic preoccupations of autocratic leadership; the leader determines all the policies of the organization, dictates all the techniques, procedure and activities of the organization, sometimes tends to be personal in his praise and criticism of the work of his subordinate and stands aloof from active group participation except when he is demonstrating. Okorie (2012) further added that such leader maintains a one way communication system that does not allow for feedback. He engages in constant supervision of students and his staff. He hardly calls for staff meeting to discuss vital issues affecting the school. The above assertion is in line with the present study and agrees with the findings.

Laissez-faire Leadership Style and Administrative Effectiveness of Secondary Schools

From the study, the findings revealed that no significant relationship between laissez-faire leadership style and administrative effectiveness. Also, respondents agreed that laissez-faire leadership style supplies information and advice only when asked, supplies materials only when asked, takes no part in assigning work or allocating time, maintains no pressure towards goal achievement and intervenes in disorder only when there is personal danger involved or pushed. This finding is in consonance with the findings of Madu (2014) which found that laissez-faire leadership style had a negative and non-significant impact on organizational performance of a transport company as it decreases the employee performance in the organization. Hoy and Miskel (2008) stated that an example of a laissez-faire leader would be a principal who stays in the office encourages staff and students as little as possible, shows minimal concern for the learning and development of students or needs of the teacher and allows schools structures and processes continue in the same way. This implies that administrative effectiveness of principals who practice laissez-faire leadership is usually poor. They seem to allow things happen any how they want.

Principals' Transactional Leadership Styles and Administrative Effectiveness

The findings revealed a significant relationship between transactional leadership style and administrative effectiveness. Also, respondents agreed that transactional leadership style stresses organizational demand, emphasizes individual needs, ensures that staff have good facilities, renders assistance to members who are in need, encourages students to go on field trip, pre-occupied with personal issues and problems, recognizes the importance of institutional roles and expectations, stresses the requirement of institutions, balances staff need and organization demand, expects subordinate to be complaint via reward and punishment, monitors and rewards performance and pragmatic in solving problems. This finding is in agreement Pradeep and Prabhu (2011) who showed that leadership was positively related with employee performance for both transactional and contingent reward leadership behaviour.

Transformational Leadership and Administrative Effectiveness of Secondary School

The findings revealed a significant relationship between transformational leadership style and administrative effectiveness. Also, respondents agreed that transformational leadership style attributes power to any subordinate that is able to inspire higher level of personal commitment and school goal, encourages and raises institutional members, a visionary leader, considers the intrinsic motivation and confidence of subordinates, provides a stimulus for change and innovation, provides a supportive school climate where personal needs and differences are acknowledged, builds trust and respect for subordinates and opportunities into account why handling issues and values self-interest as ultimate goal. According to Goddey (2017) transformational leaders set clear vision for the organization and the subordinates, and also clear channel of communication and puts on a leadership behavior that can be emulated by the subordinate.

V. CONCLUSION

From the finding of this study, the researcher concluded that principals leadership styles such as democratic, autocratic, transactional and transformational leadership style have significant positive relationship with administrative effectiveness whereas laissez-faires has no significant relationship with administrative effectiveness in public senior secondary schools in Rivers State. Leadership styles have joint significant positive relationship with administrative effectiveness in secondary schools in Rivers State, Nigeria.

VI. RECOMMENDATIONS

The study made the following recommendations based on the findings.

1. School principals should adopt the use of democratic, autocratic, transactional and transformational leadership styles as they have significant relationship

- with administrative effectiveness in secondary schools.
2. Principals should desist from the use of laissez-faire leadership as it does not add value to their administrative effectiveness.
 3. Based on the contingency perspective inherent in this study and also because of situational variable always present in the school system, principals of secondary schools should vary their leadership style in line with the ones in this study except laissez-faire in order to enhance their administrative effectiveness.
 4. The principals should avail themselves for leadership courses and training in order to improve their leadership skills.
 5. The principals should be appointed based on a certain required number of leadership conferences, seminars and workshops attended.
 6. The principals should make use leaderships styles based on the morale of the teachers and the condition of the tasks at hand.

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