

Principals' Leadership Styles and Teachers' Job Effectiveness in Secondary Schools in Ogun State, Nigeria

Fausat Abisoye ADENAIKE

Department of Educational Management,
Tai Solarin University of Education, Ijagun, Ogun State, Nigeria

Abstract

This study investigated the relationship between principals' leadership styles and teachers' job effectiveness. The research was guided by five research questions and one research hypothesis. An extensive literature review was carried out and descriptive survey research design was adopted. The design was adopted basically because the information required is already in existence. The population of this study comprised principals and teachers of all the secondary school in Ogun State, Nigeria and 400 respondents (including principals and teachers) from 20 selected secondary schools were involved. The selection was done to ensure even geographical spread in the three senatorial zones in Ogun State and coverage. A Likert scale of four points was used in rating the opinions of the respondents. Cronbach Alpha technique was used to determine the reliability of the instrument and a commutative coefficient of 0.83 was obtained. Mean, standard deviation, frequency counts and percentages were used to answer the research questions while regression analysis was used to test the hypothesis at 0.05 level of significance. The results revealed that there are significant relationships between leadership styles and teachers' job effectiveness. It was also found that leadership styles had significant composite and relative contributions to teachers' job effectiveness. Therefore, it was recommended that Principals should use leadership styles that can positively influence teachers' job effectiveness.

Keywords: Principals, Leadership Styles, Teachers, Job Effectiveness, Secondary Schools, Ogun State, Nigeria.

INTRODUCTION

One of the problems confronting many educational sectors and organizations in the world today is the leadership styles of the leaders. The issue of leadership in government and business is a general problem common to all in the developed nation of the world. Successful organization has major attribute that set it apart from unsuccessful once. To many, leaders are made not born. This is because a leader must have the skills to negotiate and work with others to achieve a goal. Ajanaku (2012), described a leader as someone who must possess the ability to plan, control, direct, coordinate and organize the activities of others in the organization or school. Leading is a very concrete function of a leader as it involves working directly with people with different needs and influencing them to achieve the set goals. It is therefore an aspect of leader's job that

is visible as it involves guiding and supervising of the subordinates. Thus, leaders are required to inspire workers to work better for their personal gain, as well as the gain of the organizations. From the prospective of employee, leadership is comprised of everything a leader does that affects the achievement of objectives and wellbeing of employees and the organization (Abbasialiya, 2010).

Trust worthiness is often a key to the position of leadership as trust is fundamental to all manners of organized human groups, whether in education, business, the military, religion, government or international organizations. In this view, it then means that leadership is conceived with directing functions of the staff to achieve a goal in an organization. Thus, when leaders lead, they influence, stimulate and motivate the action of people towards the achievement of the organizational goals. To achieve this, the school principals must apply the correct style of leadership and making sure that discipline is maintained (Zakaria, 2010; Ajanaku, 2012). This implies that a leader should be someone who the employees can look up to, someone who can guide them, help them to cross hurdles on the job, control them when required and enable them to attain their own career goals. Creating this powerful combination of leadership should be the goals of every leader. However, when this function is lacking in a leader, the consequences could be that there would be no end results, chaos, confusion, conflict and frustration. It could then imply that the problem of secondary school today is not the lack of people to fill administrative positions, but scarcity of people who are willing to assume significant leadership roles.

Leadership involves a type of responsibility aimed at achieving particular ends by applying the available resources (human and materials) and ensuring a cohesive organization in the process (Ololube, 2013; Agi & Adiele, 2011). Usually, leadership is a position of dominance and prestige accompanied by the ability to direct, to motivate and to assist others in achieving a specified purpose. Among the role of a leader is to bear in mind that he or she must achieve the goals of the organization and this call for effective and efficient decision-making (Wei, 2009). The decision-making competence of the leader will depend to a large extent on the leadership qualities and styles which he or she exhibits. These decisions will affect the workers and it will go a long way in influencing and managing crises that may evolve as a result of misunderstanding of performing the official responsibilities. Leadership is arguable one of the most observed function of a leader, yet very few people understood its phenomena on earth (Abbasiahiya, 2010). Over time, researchers have proposed many different styles of leadership as there is no particular style of leadership that can be considered universal. Despite many diverse styles of leadership, a good or an effective leader inspires, motivate and directs activities to help achieve group or organizational goals. Conversely, a good leader contributes to organization progress and can in fact direct the activities of staff to an organizational goals accomplishment (Ibara, 2010).

Effective educational leadership is very essential to school effectiveness and improvement (Ololube, Egbezer, Kpolovie & Amaele, 2012; Ekundayo, 2010). There are many challenges faced by secondary school principals such as poor attitude of teachers. The poor attitude of teachers to work can be attributed to frustration, discouragement, leaders' behaviour, poor end of the year results, indiscipline among students, etc. Unmotivated teachers are demoralized and this has contributed to poor academic performance of students in secondary schools in Ogun State. Poor attitude of teachers to work may be contributing to the poor performance of students in examinations due to improper leadership styles adopted by some school principal (Wei, 2009). The activities of the leader is directed towards people, they inevitably include among other things, relationship, encouragement, mentoring, motivating and many other people based

activities (Lewis, 2003). Thus, leadership is not the same as a leadership style. Amanchukwu and Ololube (2015) and Carroll, Lester and David (2008) described leadership as a process of social influence in which one person can enlist, aid and support others in the accomplishment of a common task. In a glance, leadership is the ability to enlist the cooperation of other people and work together towards the achievement of a common goal while leadership style is the behaviour of the leader or a pattern of behaviour adopted by the leader to influence the behaviour of the subordinates towards the attainment of organizational goals. Leadership styles are how a leader acts to influence the subordinates. There are many contributory factors that make the leader to behave in a particular way, such as; the leader perceptions of the followers, the leader's upbringing, parental influence of the leader, leaders understanding of what is at stake, the leaders experience with previous activities, etc.

Several arguments has been put forward concerning the importance of leadership style, and many contributions have shown that leadership style play very important roles in organization's growth and development (Wei, 2009; Yang, Huang and Wu, 2011; Hellriegel, Jackson, Slocum, Staude, Amos, Klopper, Louw & Oosthuizen, 2011). Yang, etal (2011) said that the style influence the performance of a team and also the overall effective implementation of tasks. Wei (2009) reported that the type of leadership style and the competence of the leader are key determinants of the successful management of an organization. While, Jowah (2013), opined that a leader will perform better in position, if his or her personal characteristics meet the requirement at the time of the position. He concluded that the key ingredient for the successful implementation of a project is to have the right people on the job and managing them appropriately. Lewis (2003), said leaders are held responsible and accountable for the performance of students in every academic endeavour. It is against this background that different forms of leadership styles are evaluated in order to investigate their effect on teachers' job effectiveness in senior secondary schools in Ogun State, Nigeria. The styles include autocratic leadership style, democratic leadership style, laizzes-fair leadership style, bureaucratic leadership style and charismatic leadership style.

CONCEPTUALIZATION

Democratic Leadership Style

Democratic leadership style is the leadership style that allows for decision making to be shared by the leader and the group. Here, the leader's primary role is assisting a group to reach its goal. The leader shares responsibilities with the followers by involving them in planning and execution of tasks; therefore promotes staff morale. Thus, employees and team members feel in control of their own destiny because they are included in the decision-making process. The leader defines the limit and asked the group to make decisions, and usually majority of the decision made together are been utilized. The democratic leader stimulates self-direction on the part of all his members. He offers both praises and criticism, and tries to influence the group but does not attempt to dominate his thinking or behaviour. The leader leads mainly by persuasion and examples rather than by force, fear or power. The danger of democratic leadership is that it can delay the speed or efficiency of decision-making. During crises for instance, a team can waste valuable time gathering inputs (Ololube, 2017).

Autocratic Leadership Style

Autocratic leadership style is another form of transactional leadership, where leaders have complete power over staff. The staff has little opportunity to make suggestion. Thus, the behaviour and thinking of the group is dominated by the leader. This implies that group's involvement and influence in decision-making are minimized or severely restricted under this leadership style. The style does not take into consideration the feelings of the subordinates or the contributions that a subordinate can make through his initiatives. The leader decides which topic; issue or problem the group will consider and makes the final decision in all policy matters. He tends to give order because his goal is to control the thinking and behaviour of group members so that the purpose which he believes are important can be accomplished. He feels that he is the only one who should give order, and insists that his order be carried out without questioning. Autocratic leaders often view themselves like automobile engines that drive people under their command.

Laissez-Faire Leadership Style

From time to time, people assumed that this type of leadership is not common in organization because a laissez-faire leader has a nonchalant attitude over matters and has no confidence in himself or the subordinate when decisions are made. This is the type of leadership style in which leader hands-off and allows group members to make decisions because the leader has no clear vision in his leadership ability and he is not interested in getting goals for the group. However, he provides the teams with resources and advice, if they are needed. The resultant effect is that things are hardly done under him as he may give team members complete freedom to do their work and set their own deadlines. This leader permits the members of the group to do what they want to do because he is neither creative nor resourceful. Thus, he makes no attempt to evaluate or regulate the members of the group towards achieving their objectives. Researchers (Ololube, 2013; Amanchukwu, Stanley & Ololube, 2015) have found that this is generally the leadership style that leads to the lowest productivity among group members.

Bureaucratic Leadership Styles

Bureaucratic leadership style is one of the oldest forms of leadership. Here, the leaders create rules, regulations and hierarchies that are easily replicable. The leaders in this style rely on rules and regulations, and clearly defined position within the organization. Employees in this context are promoted based on their ability to conform to the rules (Ololube, 2017). Bureaucratic leadership is also based on strict hierarchies and often depends on written job descriptions and organization charts to explain the hierarchy and their relationships. This type of leadership style follows rules rigorously and ensures that teachers follow procedure of their work duty. It is useful in organization where employers do routine tasks (Schaefer, 2005).

Charismatic Leadership Style

Charismatic leadership style is characterized by a leader who is particularly persuasive, who has the power to arouse deep emotion in his subordinates and who possess a charming exemplary features that is widely admired by others. The leadership style is based on the ability of the leader to inspire and motivate followers to achieve results. A charismatic leader uses powerful

oratory, an engaging personality, and unwavering commitment to positive change in the lives of millions of people. What set charismatic leader apart is that they are essentially skilled communicators who communicate to followers on a deep emotional level (Ezekiel, 2014). The charismatic leader tends to inspire eagerness in their teams and they are energetic in motivating employees to move forward. The team feels happy and does their job as specified, hence productivity and goal achievement.

Job Effectiveness

Drucker's idea in Schoderbek, Cosier, and Aplin (1988) and Ololube (2006) distinguished between effectiveness and efficiency on the job, where they tolled their line of reasoning that:

“Effectiveness is the foundation of success, efficiency is a minimum condition for survival, efficiency is concerned with doing things right, effectiveness is doing the right things” (Ololube, 2006, p. 82).

This distinction between effectiveness and efficiency is important. Effectiveness is making sure that the functions that influence success are carried out. Efficiency is related to the number of outputs versus the number of inputs (productivity). Of the two, effectiveness is more important. Thus the bases of this research work. The ultimate goal of formal organizations is effectiveness to the extent to which organizations achieve their objectives with minimum expenditure of time and money (Griffin, 2001). Thus, the effectiveness of an educational institution is the extent to which the students are achieving, the teachers are satisfied, the staff morale is high, the students' drop-out rate is low, etc. In public utility it is the extent to which services are rendered promptly and satisfactorily; and for business organizations, it is the extent to which profit is maximized. Public utilities in Nigeria in general are said to be ineffective because they fail to satisfy public expectations by not rendering services promptly and adequately (Ololube, Ingiabuna, and Dudafa, 2017).

Research Questions

This study provided answer to the following research questions:

- What is the relationship between principals' autocratic leadership style and teachers' job effectiveness in secondary schools in Ogun State?
- To what extent does principals' democratic leadership style have relationship with teachers' job effectiveness in secondary schools in Ogun State?
- How does principals' laissez-fair leadership style have relationship with teachers' job effectiveness in secondary schools in Ogun State?
- Does principals' bureaucratic leadership style has relationship with teachers' job effectiveness in secondary schools in Ogun State?
- Does principals' charismatic leadership style has relationship with teachers' job effectiveness in secondary schools in Ogun State?

Research Hypothesis

This hypothesis was tested to guide this study:

- **H₀₁:** There is no significant composite and relative correlation of principals' leadership styles (autocratic, democratic, laissez-faire, bureaucratic, charismatic leadership styles) and teachers' job effectiveness.

METHODS

This study used descriptive survey research design. The design was adopted basically because the information required is already in existence. Since no further manipulation is required on the variables the researcher simply elicits the information that is nominal in nature from the principals and teachers that are in secondary schools in Ogun State.

The population of this study comprised principals and teachers of all the secondary schools in Ogun State, Nigeria. Simple random sampling technique was used in the selection of principals and the teachers. The sample comprised of 400 respondents from 20 secondary schools.

Questionnaire was used to collect data for this study. The questionnaire was titled "Principals' leadership style and teachers' job effectiveness" (PLSTJE). The questionnaire was designed by the researcher to contain two sections A and B. Section A of the questionnaire consists of demographic information of the respondents while the section B contained items that elicit information on principals' leadership styles and teachers' job effectiveness. A four point Likert scale of 4=Strongly Agree (SA), 3=Agree (A), 2=Disagree (D), and 1=Strongly Disagree (SD) was used in rating the scales. The questionnaire has 29 items.

Validity of the instrument was determined by two experts on item construction. A test-retest reliability technique was adopted. Fifty (50) copies of instrument were administered to respondents outside the selected sample schools. After a period of two weeks another set of the same instrument was administered on the same respondents. The two results obtained from these same respondents were then correlated using Cronbach Alpha technique to determine the reliability of the instrument, and a commutative coefficient of 0.83 was obtained.

Data were analysed using mean, standard deviation, frequency counts and percentages to answer the research questions. Regression analysis was used to test the hypothesis at 0.05 level of significance. The criterion for acceptance and rejection is based on the Likert scale of $4+3+2+1=10/4=2.50$. Thus, any mean that is equal to and greater than 2.50 was accepted as positive, while any mean that is less than 2.50 was not accepted. For the hypothesis, any significance score that is equal to or less than .05 was rejected and any score that is greater than 0.05 significance level was accepted.

RESULT OF FINDINGS

Respondents Demographic Variables

Table 1: Descriptive statistics for respondents' demographic variables

Respondents Demographic Variables		Frequency (N)	Percentage (%)
Gender	Male	228	57.0
	Female	172	43.0
	Total	400	100.0
Age	20 – 30	104	26.0
	31 – 40	199	49.8
	41 – 50	83	20.8
	Above 50	14	3.5
	Total	400	100.0
Qualification	Bachelor's degree	303	75.8
	Master's degree	97	24.2
	Total	400	100.0
Status	Principals	112	28.0
	Teachers	288	72.0
	Total	400	100.0
Length of Service	5 - 10 years	117	29.2
	11 - 20 Years	162	40.5
	21 - 30 years	94	23.5
	Above 31 Years	27	6.8
	Total	400	100.0

The information in Table 1 revealed that male are 228 (57%), while female are 172 (43%). Data on respondents age showed that 104 (26%) were between 20-30 years, 199 (49.8%) were 31- 40 years, 83 (20.8%) were between 41-50 years, while 14 (3.5%) were above 50 years. For respondents' qualification, 303 (75.8%) hold bachelor's degree, while 97 (24.2%) hold Master's in degree. Based on respondents status, 112 (28%) were principals, while 288 (72%) were teachers. Data on respondents length of service revealed that 117 (29.2%) have worked for between 5-10 years, 162 (40.5%) have worked for 11-20 years, while 94 (23.5%) have worked for between 21-30 years, and 27 (6.8%) have worked for more than 31 years.

Research Question 1: What is the relationship between principals' autocratic leadership style and teachers' job effectiveness in secondary schools in Ogun State?

The reason for this research question is to determine the relationship between principals autocratic leadership style and teachers job effectiveness. Information in table 2 revealed that principals' autocratic leadership style places high emphasis on goal achievement, strict adherence to work rules, reliance on reward and punishment to secure compliance, tends to be repressive and withholds information other than that which is absolutely necessary and does not give room for suggestions from teachers even if the input is in the best interest of the school, as such it improves teachers' job effectiveness. These answers are seen in the grand mean score of 3.06 and standard deviation of 0.80. Thus respondents accepted that principals' autocratic leadership style is related to teachers' job effectiveness in secondary schools in Ogun State.

Table 2: Descriptive statistics for principals' autocratic leadership style and teachers' job effectiveness

s/n	Items	Mean	Std. dev.	Remark
1	Principals' autocratic leadership style places high emphasis on goal achievement, as such it improves teachers' job effectiveness.	3.1400	.84093	Agree
2	Principals' autocratic leadership style places strict adherence to work rules, as such improves teachers' job effectiveness.	3.1850	.93164	Agree
3	Principals' autocratic leadership style places reliance on reward and punishment to secure compliance, as such it improves teachers' job effectiveness.	2.9750	.75551	Agree
4	Principals' autocratic leadership style portrays lack of relationship or a very low level leadership as such affects teachers' job effectiveness.	3.1525	.78472	Agree
5	Principals' autocratic leadership style tends to be repressive and withholds information other than that which is absolutely necessary for teachers' job effectiveness.	2.8900	.74450	Agree
6	Principals' autocratic leadership style does not give room for suggestions from teachers even if the input is in the best interest of the school.	3.0325	.75689	Agree
Grand Mean		3.0625	.802365	Agree

Research Question 2: To what extent does principals' democratic leadership style have relationship with teachers' job effectiveness in secondary schools in Ogun State?

Table 3: Descriptive statistics for principals' democratic leadership style and teachers' job effectiveness

s/n	Items	Mean	Std. dev.	Remark
7	Principals' democratic style of leadership encourages teacher participation in decision making, as such improves their job effectiveness.	3.4975	.72547	Agree
8	Principals' democratic leadership style is suitable for skilled and educated people, and professionals, as such improves teachers' job effectiveness.	3.3400	.64842	Agree
9	Principals' democratic leadership style permits a climate of general control and supervision that enhances teachers' job effectiveness.	3.2000	.60075	Agree
10	Principals' democratic leadership style encourages creativity and participation; thereby making teachers to have high job satisfaction leading to job effectiveness.	3.2275	.76302	Agree
11	Principals' democratic leadership style helps to develop teachers' job effectiveness.	3.0925	.98812	Agree
12	Principals' democratic leadership style does not encourage speedy decision-making, especially during crisis.	2.5775	.88654	Agree
Grand Mean		3.1558	.76872	Agree

The rationale for this research question is to evaluate if principals' democratic leadership style have relationship with teachers' job effectiveness in secondary schools in Ogun State. The data in Table 3 has it that depicts that principals' democratic style of leadership encourages teacher participation in decision making, and it is suitable for skilled and educated people, and

professionals, as such improves their job effectiveness. The results further showed that principals' democratic leadership style permits a climate of general control and supervision that enhances teachers' job effectiveness; encourages creativity and participation; thereby making teachers to have high job satisfaction leading to job effectiveness and helps to develop teachers' job effectiveness. However, this study found that principals' democratic leadership style does not encourage speedy decision-making, especially during crisis. The score of the grand mean (3.16) and that of the standard deviation (0.77), revealed that respondents accepted that principals' democratic leadership style have relationship with teachers' job effectiveness in secondary schools in Ogun State.

Research Question 3: How does principals' laissez-fair leadership style have relationship with teachers' job effectiveness in secondary schools in Ogun State?

Table 4: Descriptive statistics for principals' laissez-fair leadership style and teachers' job effectiveness

s/n	Items	Mean	Std. dev.	Remark
13	Principals laissez-faire style describes a leader whose teachers work on their own with or without minimal interference from the leader	3.2350	.80398	Agree
14	Principals' laissez-Faire leadership style encourages teachers' job effectiveness in the school.	1.9575	.91531	Agree
15	Principals' laissez-Faire leadership style allows for carefree attitude to work, as such does not encourage teachers' job effectiveness.	3.3025	.73984	Agree
16	Principals' laissez-faire leadership style may be good for professional people who seek independence to enhance performance, such as teachers.	2.7700	.99477	Agree
17	Principals' laissez-faire leadership style may be disastrous if teachers' are unable to function effectively.	3.0400	.83974	Agree
Grand Mean		2.8610	.85872	Agree

This research question is to ascertain whether principals' laissez-fair leadership style has relationship with teachers' job effectiveness in secondary schools in Ogun State. The data in Table 4 revealed the descriptive statistics of respondents answer to principals' laissez-fair leadership style and teachers' job effectiveness. Respondents were of the opinion that principals' laissez-faire style describes a leader whose teachers work on their own with or without minimal interference from the leader, allow for carefree attitude to work, may be good for professional people who seek independence to enhance performance, but may be disastrous if teachers' are unable to function effectively. However, respondents were of the belief that principals' laissez-Faire leadership style discourages teachers' job effectiveness in the school (Mean=1.96, SD=0.92). On the whole, the grand mean score (2.86) and the standard deviation score (0.86) revealed that relationship exist between principals' laissez-fair leadership style and teachers' job effectiveness in secondary schools in Ogun State.

Research Question 4: Does principals' bureaucratic leadership style has relationship with teachers' job effectiveness in secondary schools in Ogun State?

Table 5: Descriptive statistics for principals' bureaucratic leadership style and teachers' job effectiveness

s/n	Items	Mean	Std. dev.	Remark
18	Teachers' job effectiveness is influenced by principal's bureaucratic leadership style.	3.3050	.63874	Accepted
19	Principals' as bureaucratic leaders like rules and regulations to be followed regimentally as handed down without recourse to teachers' job effectiveness.	3.1000	.75261	Accepted
20	Principals' bureaucratic leadership style does not create room for individual differences as such teachers' job effectiveness are affected.	3.1950	.60654	Accepted
21	Principals' bureaucratic leadership style portrays setback that does not support flexibility, creativity and innovation as such teachers' job effectiveness is influenced.	2.8850	.98956	Accepted
22	Principals' bureaucratic leadership style is dependent on hierarchy of authority, as such does not encourage teachers' initiatives for job effectiveness.	2.8900	.98250	Accepted
23	Principals' bureaucratic leadership style employment is based on professional competences and expertise; as such it influences teachers' job effectiveness.	2.9050	.70157	Accepted
Grand Mean		3.0466	.77858	Accepted

This research question was intended to find out if principals' bureaucratic leadership style has relationship with teachers' job effectiveness in secondary schools in Ogun State. The data in Table 5 showed that relationship exist between principals' bureaucratic leadership style and teachers' job effectiveness in secondary schools in Ogun State. Respondents were of the view that teachers' job effectiveness is influenced by principal's bureaucratic leadership style. Principals' as bureaucratic leaders like rules and regulations to be followed regimentally as handed down without recourse to teachers' job effectiveness (Mean=3.10, SD=0.75). The information further revealed that principals' bureaucratic leadership style does not create room for individual differences and as such teachers' job effectiveness is affected. The leadership style is dependent on hierarchy of authority, as such does not encourage teachers' initiatives for job effectiveness. The respondents therefore concluded that principals' bureaucratic leadership style encourages employment based on professional competences and expertise; as such it influences teachers' job effectiveness. These evidences are supported by the result of the grand mean (3.05) and the standard deviation (0.78).

Research Question 5: Does principals' charismatic leadership style has relationship with teachers' job effectiveness in secondary schools in Ogun State?

The purpose of this research question is to determine whether principals' charismatic leadership style has relationship with teachers' job effectiveness in secondary schools in Ogun State. Information in Table 6 showed that relationship exists in principals' charismatic leadership style and teachers' job effectiveness in secondary schools in Ogun State.

Respondents were of the view that principals' as charismatic leaders are asset for teachers' job effectiveness and goal achievement. They elicit and inspire eagerness in team work and stimulate teachers' job effectiveness, place much emphasis or confidence on the leader rather than teachers' job effectiveness. The adverse effect of principals as charismatic leaders could collapse the entire school system including teachers' job effectiveness. Above all, they see themselves as the sole source of inspiration and take the whole glory concerning teachers' job

effectiveness. The grand mean of 2.91 with a standard deviation of 0.72 reflects the answer of the respondents to principals' charismatic leadership style and teachers' job effectiveness.

Table 6: Descriptive statistics for principals' charismatic leadership style and teachers' job effectiveness

s/n	Items	Mean	Std. dev.	Remark
24	Principals' as charismatic leaders are asset for teachers' job effectiveness and goal achievement.	3.5375	.56070	Agree
25	Principals' charismatic leadership style elicits and inspires eagerness in team work and stimulates teachers' job effectiveness.	3.2025	.54058	Agree
26	Principals' as charismatic leaders place much emphasis or confidence on the leader rather than teachers' job effectiveness.	2.8650	.71628	Agree
27	The adverse effect of principals as charismatic leaders could collapse the entire school system including teachers' job effectiveness.	2.7250	.81918	Agree
28	Charismatic leaders assume wrong notions about themselves, as people that cannot commit any wrong or mistake even when their misdeeds are quite glaring, as such teachers' job effectiveness if influenced.	2.7975	.79250	Agree
29	Charismatic leaders see themselves as the sole source of inspiration and take the whole glory concerning teachers' job effectiveness.	2.3575	.91476	Agree
Grand Mean		2.9141	.72400	Agree

Hypothesis Testing

There is no significant composite and relative correlation of principals' leadership styles (autocratic, democratic, laissez-faire, bureaucratic, charismatic leadership styles) and teachers' job effectiveness.

Table 7: Regression analysis of respondents' answers to the hypothesis

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.474 ^a	.225	.215	.43911		
ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	22.070	5	4.414	22.892	.000 ^b
	Residual	75.970	394	.193		
	Total	98.040	399			
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.388	.155		8.946	.000
	Autocratic Leadership styles	.121	.037	.223	4.389	.000
	Democratic Leadership styles	.134	.035	.252	8.881	.000
	Laissez-fair Leadership styles	.016	.037	.082	2.514	.000
	Bureaucratic Leadership styles	-.036	.047	-.058	-2.779	.006
	Charismatic Leadership styles	.051	.046	.177	3.099	.003

a. Dependent Variable: Job effectiveness

b. Predictors: (Constant), Autocratic, Democratic, Laissez-fair, Bureaucratic, Charismatic Leadership styles.

Table 7 above revealed significant contribution of the predictor variables to teachers' effectiveness ($F = 22.892$; $p < .05$). Therefore, the postulated null hypothesis is rejected in favour of the alternative hypothesis. This means that all the predictor variables (autocratic, democratic, laissez-faire, bureaucratic, charismatic leadership styles) made significant composite contribution to teachers' job effectiveness. The results also revealed co-efficient of regression $R = .474$ and $R^2 = .225$ indicating that 22.5 percent of the variance in teachers' job effectiveness are caused by the principals' leadership styles.

Moreover, the table revealed the relative contribution of the autocratic, democratic, laissez-faire, bureaucratic, charismatic leadership styles to the prediction of teachers' job effectiveness. Democratic leadership style (Beta = .252, $t = 8.881$; $p < .05$) was found to be the most potent predictor of teachers' job effectiveness, followed by autocratic leadership style (Beta = .223, $t = 4.389$; $p < .05$); followed by charismatic leadership style (Beta = .177, $t = 3.099$; $p < .05$); followed by Laissez-fair Leadership styles (Beta = .082, $t = 2.514$; $p < .05$) while bureaucratic leadership style (Beta = -.058, $t = -2.779$; $p < .05$) was the least potent and it has negative relationship with teachers' job productivity suggesting that if bureaucratic leadership is high, teachers' job productivity is likely to be low.

DISCUSSION

This study evaluated principals' leadership styles and teachers' job effectiveness in secondary schools in Ogun State, Nigeria. The results found that principals' leadership styles had significant composite and relative correlation with teachers' job effectiveness. The results found in this study are in line with the study of Ololube (2017) and Amanchukwu, Stanley and Ololube (2015). Ololube (2013) asserted that there are many benefits of democratic leadership. Team members often tend to have high job effectiveness and are productive because they are more involved. This style also helps develop employees' skills. The study exposed to view in line with the study of Good-night (2011) and Chaudhry and Javed (2012). It is averred that Laissez-faire leadership style describes leadership that allows people to work on their own. This type of leadership avoids making decisions, they may give team members complete freedom to do their work and set their own deadlines. Laissez-faire leaders usually allow their subordinates the power to make decisions about their work. Furthermore, the findings revealed in line with the study of Bell (2013) and Ololube (2013, 2017) that charismatic leaders inspire eagerness in their teams and they are energetic in motivating employees to move forward.

CONCLUSION

This research has highlighted important findings regarding the consequences of leadership styles and teachers job effectiveness. Over 82% percent of the respondents are of the view that Nigeria's educational systems are weak and cannot propel teacher's job effectiveness because of the leadership styles leaders employ. The results of this study support the findings of previous studies (see Bell, 2013; Ololube, 2013, 2017)). This study concludes that one of the most common causes of ineffectiveness in teaching is the leadership style of the principals. A well-articulated leadership style is useful for effective implementation, monitoring and control of teachers' job effectiveness.

Effective leadership style are in essence about ensuring that relevance and all aspects of teaching in school systems are organized and well-coordinated to achieve the desired goals. To keep pace in line with global trends in teacher's job effectiveness, it is imperative that principals

adopt and become proficient in the leadership style that will significantly change the speed and depth of teachers for job effectiveness.

Recommendations

The following recommendations were made:

- Principals should use autocratic leadership style and how best it will positively influence teachers' job effectiveness.
- Principals should use democratic leadership style and how best it will positively influence teacher's job effectiveness.
- Principals should use laissez-faire leadership style and how best it will positively influence teacher's job effectiveness.
- Principals' should use bureaucratic leadership styles and how best it will positively influence teachers' job effectiveness.
- Principals' should use charismatic leadership styles and how best it will positively influence teachers' job effectiveness.

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