

**EFFECT OF LEADERSHIP QUALITIES OF SECONDARY SCHOOL PRINCIPAL  
ON THE TONE OF SCHOOLS**

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## ABSTRACT

The study focused on some leadership qualities such as motivational skills. Decision making skills. Communication skills, Guidance and counseling skills, Recording-Keeping skills and ability to delegate authority. The objective of the study is to find out the effect of leadership qualities of secondary school principal on the tone of the school. Specifically the researchers ascertained whether gender factors has any influence on leadership qualities effectiveness.

The research design employed for the study was a descriptive research design. The sample of the study comprised of twenty (20) secondary schools, which were using a purposeful sampling technique. The instrument used for data collection purposes was a questionnaire (PLESTQ). This instrument consists of 30 items designed to evaluate the leadership qualities of principal secondary schools. The data for the study were analyzed through the use of simple percentages and Z-test was use in analyzing the research questions stated for the research study .

From the result of the findings of the study, the following conclusions were reached that male principals' method of administration differed significantly from that of female principals. That the experienced principals have administrative advantages over fresh principals and this brought about a significant difference. That the administrative styles of the principals of large schools are different from the principals of small school.

It is therefore recommended that government should promote management education among all categories of principals through seminars, workshop, conferences etc. No matter their Sex, experience and size of the schools.

**Keywords: administrative style, management, principal, effectiveness, gender.**

Word count: 287

## INTRODUCTION

### BACKGROUND OF THE STUDY

School improvement effort rely heavily on quality leadership Educational leaders are tasked with establishing a collective vision for school improvement and initiating change to spur innovation, ensure student learning increase achievement. The task of effective academic leadership in school is such that demand that the heads be creative and effective. The quality of work and learning in secondary school system and environment depend to a large extent on the school principal's capabilities, leadership styles and organizational climates of the school.

The principal is the person directly in charge of the secondary level of education. It Otoh cited in Ojikutu (2005) stated that "the principal is one who unquestionably bears the brunt of the study specification from the ministry through the various educational agencies to the actual organization of school for the purpose of effectuating the teaching of the prescribed curriculum".

The principal as the accounting officer occupies a king-pin position in the operation of the system; he is the boss because he is expected to put into effect in a detailed and effective way all the complexities of secondary program (Ojikutu 2009), Nwaogu (1994) opined the title of a principal is a very appropriate sub-designation for the chief administrator of a school and that he is the architect of the quality of work in the school. It is clear that the responsibility of ensuring good quality education in any secondary school rests with the principal of such school.

The above expression justifies some if the reason why the education authorities should appoint the right men and women of proven integrity and find leadership qualities to be principals of secondary schools. There is no doubt that school Boards have their own criteria for selection of principals. However, there is need to have a general idea of the qualities, skills, understanding and competences that should be possess by such caliber of officials, especially in the recent times when student riot, cultism, and demonstrations are exerting much pressure on the Nigerian social life. In Lagos today principal are expected to have passed a prescribed examination tagged "Duty Post Examination" before being appointed as principal either to the Junior Secondary School or Senior Secondary School. In spite of that, a

careful observation of principal of secondary schools would show that they are not too different from those who are unilaterally appointed by the powers that be.

Ndu and Ohikhema in reviewing the professional need of Nigerian Principals and others caliber of teachers cited in Ojikutu (2009) stress the importance of the Principals leadership qualities, role and competencies as that which can make or mar any educational institution. In term of educational development, the administrative styles of leadership qualities displayed by male and female principals in the running of the school system might be of interest in educational management.

In Nigeria, especially in Lagos State Schools, a glaring insinuated shortfall in the competence level of some of the administrators in the belief that there exist lack of emphasis on training of incumbent and would be administrators by the educational planner. The consequences is that most of schools principals grope around and often use trial an error method in the days running of their schools. (Onyejiaku 1991).

The shallow knowledge of leadership qualities by most principals tend to affect negatively the morale, job perception, work attitude of members of staffs and the tone of the schooling general.

Another point of considerable importance to this study is an acknowledgement fact that differences exist in human attributes. A salient aspect of this subtle perception of principal's effectiveness is the sex of such principals. The extent to which the sex of the leader has impact on leadership effectiveness has however not been established, especially now that the educational sector is moving toward being female dominated especially in Lagos State. Effort is still being made to ascertain where there is a gender factor in leadership qualities in relation to the tone of the schools.

The tone of school in this research work refers to the quality of work, organization, attitude to school rules and regulation, respect for the constituted authorities by the staff and student, the quality of the set-up of the school system in term of discipline of both staff and students. Discipline in this sense is seen in terms of the individual ability to conform to the expected norms of behavior even in the face of an inner urge to do otherwise.

The level of discipline in any school will to a large extent determine the rate and level of success of students in examination. Where little is done to discipline students, most of the

time will be devoted to less profitable matters. The tone of school is a determinant factor of effectiveness of principals in the schools. The school climate where the interpersonal relationship of the member of staffs is cordial, mutual understanding among the staff, sense of responsibility in individuals are encouraged by the head, creativity and dedication e. t. c. the tone of such school is said to be high or good.

However, a close look at our public secondary schools today reveals that all the expected ingredient that makes the tone of the school to be high and conspicuously absent. Our schools are full of unnecessary and unhealthy rivalry between teachers and principals, among teachers, non-teaching staff and between the Vice-Principals and his bosses. This unhealthy rivalry brings lack of trust among the staff and between the head and the subordinate.

When this one happens the sense of responsibility of individual staff vanishes. Creativity and the willingness to serve disappear, everyone does things as they please, there by ignoring the objective of education. A school like this cannot claim to have good tone or climate.

The quality of the relationship in the school among the members of staff, their attitude to work even in the absence of the principals, their manner of approach, neatness and mode of dressing of both students and teachers, the neatness of the compound, all these have an effect on the tone of the school. If all these are positively achieved the tone of the school, managerial competence of the principal and scholastic environment worthy to boast of by the students and staff of such a school. This can only be achieved when qualities expected of a good leader is adopted and put to use by the principal of a secondary school.

It is therefore the intension of the researchers to look into the leadership qualities of principals in the secondary school, and its effect on the tone of the schools, specifically in Ibeju-Lekki and Epe. Local Government areas with the bid to making suggestion that will assist in the appointment of the right caliber of people to man the post of principals of Secondary Schools.

## **OBJECTIVES OF THE STUDY**

The objective of the study is to find out the effect of leadership qualities of secondary school principal on the tone of the school. Specifically the researchers will ascertain whether gender factor has any influence on leadership effectiveness. In addition to this the researchers work will assess whether the leadership qualities of experienced principals is at variance with that

of their newly appointed counterparts. It will also determine whether the size of the school has any effect on leadership qualities of principals.

### **STATEMENT OF THE PROBLEM**

Leadership effectiveness in our schools is of paramount importance especially since the society is continually lamenting on the “dwindling” standard of education. Despite the multiple factor affecting the educational system, there is no doubt that effective leadership will enable optimal harnessing of educational process to achieve result. A leadership identity has been isolated with the gender dimension as a necessary variable responsible for the poor goal realization in our school. In secondary school system the principal performs the leadership function.

The principal’s level of mastering and application of leadership competence and style will determine the nature of the followership by the teaching and non-teaching staff that constitutes avenues for implementation of the curriculum.

The study therefore is to look into the effect of leadership qualities of secondary school principals on the tone of schools in Ibeju-Lekki and Epe Local Government.

### **HYPOTHESES**

The following hypotheses were formulated to guide the study.

- (1) There is no significant difference in the leadership qualities of male and female principals on the tone of school.
- (2) There is no significant difference in the leadership qualities of experienced principals and newly appointed principals on the tone of school.
- (3) There is no significant difference in the leadership qualities of principals of large schools and small schools on the tone of school.

## **SCOPE OF THE STUDY**

The study focused on some leadership qualities such as Motivational skills, Decision making skills, Communication skills, Guidance and counseling skills, Record-Keeping skills and Ability to delegate authority.

Factors like types of leadership, style of leadership was not included. This is because many researchers have extensively studied such factors in the recent part. The study was carried out in Ibeju-Lekki and Epe Local Government of Lagos State.

## **SIGNIFICANCE OF THE STUDY**

One of the most important things expected of a school head either male or female is to possess the expected qualities that will make him or her good leader. The availability of such qualities in the leader will enable him to perform effectively thereby accomplishing the school development programs, objectives and in a wider sense the educational goals.

From the above statement, it is hoped that the findings of this study will assist Government to work towards improving the quality of secondary education by giving support, to steps and measures that will ensure effective administration courses for newly appointed principals.

The findings will also help educators, Educational Agencies (Ministry of Education and Secondary Schools Education Management Board) to organize from time to time workshops and seminars for principal on leadership styles and qualities.

## **REVIEW OF RELATED LITERATURE**

### **Leadership**

Leadership in all sector of the economy has been of concern to school especially in the quest to enhance effectiveness. The term leadership has been defined in more different ways than almost any other concept related to group structure. Leadership and Leadership behavior (qualities) has been of concern to scholars hence the varied theories on it (Ojikutu, 2009 citing Onyewu, 1991). However, one element common to all definitions of leadership is that it is concerned with the implementation of those policies and decision which assist in directing the activities of an organization towards its specified goals.

Consequently, Ehiozuma (1997). Defined leadership as a process of influencing the activities and behavior of an individual or group towards goal achievement in a given situation. Also, Adesina (1990) conceives leadership as the ability to get things done with the assistance and cooperation of other people. Leadership however is more than an attempt to influence others; its presence is indicated by the changes that take place, subsequently like any other organization, the school is a collection of human beings. The major concern of leadership in such situations is how to best coordinate efforts of each individual towards the achievement of the established goals.

In education, the enhancement of productive teaching and learning constituted the main purpose of leadership. Odor (2000) maintain that the term leadership as it is used in social science literature has three major meanings: an attribute of a position, a characteristic of a person, and a category of behavior. In most discussions, the three meanings are employed simultaneously. Olele (1995) cited in Odor (2000) opined that the nature of the followers and that of the society or situation in which the leader is operating determine leadership.

Leadership performance depends on the situation as well as the attributes of the leader himself. While it is not possible for a leader to be permanently autocratic, a good leader must be able to move along the leadership continuum as situation demands (Ijaya, 2000).

Peretomode (1991) Claimed that the basic concepts emerging from the varied definition of leadership were.

Leadership involves other people-followers or subordinates (No leader without followers). Leadership involves the use of influence. It is a process and the process involves unequal distribution of power among leaders and group members. It focuses on accomplishment of goals.

According to Business Dictionary (2016) Leadership involves

- (1) Establishing a clear vision
- (2) Sharing that vision with others so that they will follow willingly
- (3) Providing the information, knowledge and methods to realize that vision, coordinating, balancing the conflicting interest of all members and stakeholders.



As explained by Fafunwa (1990), leadership is the process of influencing group activities towards goal setting and goal achievement. Oderinde (1991) declares that it is international influence experienced in a situation and directed through the communication process.

Mulins (1993) stated that the leader is the individual group who is responsible for the tasks of directing and coordinating the task related activities of the group. To Ukeje and Okorie (1990) Leadership is the process of influencing, directing and coordinating other people in an organization. All these goes to show that leadership involves taking initiatives to achieve a group purpose, influencing, directing, and coordinating activities toward the achievement of group goals; possession of some power and some personal characteristics; and the ability to get thing done through the cooperation of other people in the group.

As Okorie (2000) puts it, leadership helps others to arrive at a better understanding of themselves, of others, of issue at hand, and to use this greater understanding to accomplish whatever goal that brought the group together. Coleman (1994) sees leadership as a force that can initiate action among people, guide activities in a given direction; maintain such activities and unity efforts towards common goals. It is of prime Importance to administration once people are a part of organization for it demands understanding of fellow workers and their inter-relationships to accomplish the objective of the organization.

School administration is generally the art of organizing and managing the affair of a school in line with laid down policies practices and procedures for the benefit of the student or pupils and the satisfaction of the proprietors who may be private individual or government. The tasks involved are for those titled principal. Those who manage secondary school and colleges, whether the principal is male or female, what is critical are effective leadership.

According to Ajayi and Oni. (1992) leadership is about getting results, through others that are supposed to always perform to their best. It is not about types; it is about upholding enviable values and not yielding to the temptation engineered by human vices. Values build and strengthen institution, vices demolish them. Principal with enviable values are the one who solve problems effectively while those with vices compound them. Whenever two or more persons come together, there is no such thing as uncontrolled, unrestricted or uninfluenced behavior. Therefore, leadership qualities are necessary, since a leaderless society does not exist. The fact that a group exists implies that its members are willing to work together rather than work alone as individuals.

Working together is a give and take business and the leader is catalyst of the process. Without leadership, the connection between the individual and the group goal may be strenuous. This could lead to a situation of sub optimization in which individual want to achieve their own goals while the overall group becomes inefficient in achieving its objectives. For any educational system to be efficacious there is need for an efficient and effective school principal, there is the need for an administrator who will coordinate both human and material resources of the school through planning, organizing, controlling and directing in order to attain school goals (Adegoke, 2002)

Administration is primarily coordinating activity when a person perform an administrative role, he is chiefly concerned that various interacting element under his jurisdiction harmonize into a workable goal directed unit. The leader is successful when the members find the group accomplishment greater than those, which could have been accomplished by individuals. Peter (2016) asserted that when management is doing things right, leadership is doing the right things. Great leaders possess dazzling social intelligence, a zest for change, and above all, vision that allows them to set their sights on the things that truly merit attention. A leader steps-up in times of crisis and is able to think and act creativity in difficult situations (Drucker, 2016)

Leadership therefore, gives direction to the efforts of all workers towards accomplishing their set goal. It is the human factor which binds a group together, and an ultimate, which brings to success all the potentials that are in an organization and its people. According to Bounds (1995) a successful school administrator does not just make decision and issue orders, he has to check to see if the orders are carried out. He then went further to say that the administrator enables, empowers and motivates his staff to fulfill their roles.

Indeed, it is clear that the responsibility of ensuring good quality education rest with the principal. The one that plans, organizes, directs, controls and coordinates all the resources for effective learning within the secondary school environment is called the principal (Adegoke, 2001). The principal is the chief administrative officer of the secondary school. He is the one in charge of all the school activities. However, there is no normative or best style of leadership but that successful leaders are those who can adopt their leadership qualities to meet the needs of their followers and the particular situation. It is very obvious that to ensure effective smooth running and good tone in secondary schools rests with the principal and the leadership style and qualities he or she put into practice. Okebukola (1995) expressed his

view that most functions of principals fall into four categories - professional, administrative, pastoral and public relations roles.

### **Leadership Qualities**

Leadership is not only difficult to define but there is also no agreement on what the qualities of leadership are. Adesina (2002) asserts that there is a consensus, however, that leadership should revolve around a person as well as what a person does. He then categorized qualities of leadership under two major headings; namely tangible and intangible qualities. Included in the former are acquired skills, demonstrated or demonstrable techniques and other cognitive qualifications such as educational qualifications and experience. The latter includes leaders imagination, love, consideration for others, progressiveness, motivation, techniques, respect for subordinate, good intension and courage.

Adegoke (1998) asserted that quality management in education possesses the following attraction:

- A. It encourages organizational and personal development
- B. It encourages pro-active rather than retroactive processing based on systematic and analysis of problem and possible solutions.
- C. It is a more effective way of harnessing the abilities, energies and effort of people.
- D. It encourage more honest and effective two way communication and allows all to be involves in the planning and decision – making processes which directly impinge on what they are required to do. In addition to most of the above qualities Peretomode (1995) believed that effective leaders are people with a purpose and vision, friendly, knowledgeable and are good follower. He posited that true leaders are not drifters, neither do they drive their followers but gain their goodwill and loyalty by helping, motivating and guiding them.

Mulford (2003) stated that school directors (principals) are responsible for the quality of their school as well as for all personnel, promoting an atmosphere of caring and trust among staff setting the tone for the school. An effective leader must be ready to stimulate his staff intellectually, provide them with individualized support and provide them with an appropriate model. Cole (1996) found that effective leaders have higher laughter achievement needs,

power needs, self-confidence, motivation, originality and stress tolerance than less effective leaders.

Okorie (1990) highlighted two fundamental leadership styles, namely leadership oriented towards the task as well as leadership oriented toward social-emotional relationship with the follower. The task oriented leader according to Onyejiaku and Nwadinigwe (1991) contributes ideas to the group seeks and give information and opinions, coordinates group activities energizes the group and evaluated group performance. The socio- emotional leader give praise, mediates conflites, encourages participation and provides feedback to the group (Stephen and Stephen 1990).

A leader has to have a strong emotional component. He has high level of self- awareness maturity and self – control. He must be able to withstand heat, handle setbacks and when those lucky moments arise; enjoy success with equal parts joy and humility (Welch, 2011).

### **Leadership Effectiveness**

In an attempt to define leadership effectiveness in relation to goal achievement, some of the qualities mentioned that an effective leader should possess are subordinates' satisfaction and motivation. These may result to passive or active resistance by subordinates .Ehiozuma (1997) stated that effectiveness refers to the organization's success in achieving its goals Ojikutu (2012) sees motivation as a constructive reinforcement, a tool for effective management. Mullins (1993) evaluates leader effectiveness entirely in terms of the group's (school) performance of its primary tasks, while Carson (1995) describes effectiveness, as the extent to which a leader achieves the output required by his position or role.

Similarly, Ijaiya (2000) views effectiveness as the extent to which the leader improve his acceptance.

Therefore, effectiveness in leadership has to do with the possession of desirable qualities and the ability to exercise these qualities appropriately in relation to a particular problem and to the people involved. In the light of this, leadership effectiveness is the degree to which the group (school) performs its task so as to positively raise the tone of the school to a higher level.

## **Communication Skill**

Communication is one of the essential elements/ qualities of leadership. Without communication in the process of transmitting ones thoughts, ideas wishes attitudes and emotions to others. Osunneye (1991) while suggesting what he believes every supervisor should know while communicating with others he recommended the following:-

1. Discipline your subordinate in private
2. Don't attack the employee's personality
3. Get the facts first before confronting subordinates.
4. Don't act while angry, for only very few people can act sensible and objectively while they are angry.
5. Get the other side of the story- it is always a good idea to let your subordinate fully explain what happened and why it happened.

Similarly, Okorie (2002) sees communication as an art, which leads to share understanding. He went further to say one of the aspects of the good quality that every leader should possess is art of listening which he claimed that most leaders do poorly. Udoh and Akpan (1990) in the same vein suggested some strategies for effective active listening for leaders. These are:-

- (1) Encouraging other to talk –friendly facial expressions and an attentive relaxed attitude that encourage others to talk.
- (2) Reflective summarizing – try to summarize and restate what you believe the other is trying to say.
- (3) Listening emphatically try to hear how the person is feeling as well as what he or she is saying (put yourself in the person's shoes).
- (4) Avoiding arguments it conveys to others that you want to persuade them of the rightness of your position rather than listening to the validity of theirs.
- (5) Avoid premature judgment
- (6) Avoid armchair analysis.

The purpose of leadership (principal) communication is to support understanding by individuals as they strive to achieve and maintain the cooperation needed to meet the goals of the school. The most effective communication results will be achieved when the leader moves from defensive to supportive communication (Okorie, 2000)

### **Decision Making Skills**

Leader take action or make decisions which influence the behaviors of others possibly, every person in the organization. Ukeje, Okorie and Nwagbara (1992) asserts that decision making is one of the basic function of the leader. To Adesina (1990) it is the central function of administration and for Peretomode (1995) it is the crux of administrative action.

Decision- making is the process of choosing from among alternative courses of action in order to achieve the desired results. The choice is goal directed. Olele (1995) attests to this goal orientation of decision making when he opined that decision making simply involves a choice of goals, and means of attaining some objectives usually selected from a range of alternatives. In the same vein, Ukeje et.al. (1992) added that decisions reflect the organization's plans and that the totality of decisions gives direction to the Organization itself.

According to Okorie (2000) if decisions have to be implemented by subordinates, they will be highly motivated if they have a voice in making the decision.

Osunneye (1991) added that.

- a. Participation increases the morale of teachers and their enthusiasm for the organization (school)
- b. Teacher prefer principals who involve them in decision making
- c. Participation increases teachers' satisfaction with teaching of as a profession

A leader that adopts participation in decision making encourages growth and development of organizations. It also encourages members to accept greater responsibility for effectiveness of the school organization. These will eventually raise the standard and tone of the school.

### **Record Keeping Skills**

For effective and efficient administration, the principal must take record keeping as one of his priorities (Akinpelu, 2000). The leader should have a chart showing the records to be kept and these responsible for keeping the various records. There should equally be provisions for others to whom records could easily be delegated if need be, this does not mean that the principal should abdicate his responsibilities in this direction.

Adequate keeping and updating of records affords the school many benefit or advantages. Record keeping could readily serve as a source of vital information upon which performance evaluation and other decision making tools could be validated (Akinpelu, 2000). Records if and when properly collated and analyzed would enable the leader (principal) to manage, supervise and inspect the organization (school) in all its facet thoroughly.

### **Guidance Counseling Skills**

The principal, because of his position as the head and maker of the ultimate decisions in the school is the most singularly important person in the development of the guidance program in the school (Akinpelu, 2000). The success of programs in the school depends on what the principal permits other staff members. i.e. vice-principal, classroom teacher, house master/mistress and the counselor to do.

Oderinde (1991) asserted that administrative support is of permanent importance in the establishment and development of school guidance program. It is therefore quite obvious from the aforementioned when that principal's support and participation are crucial to the school guidance program.

The principal should recognize the needs of his staff and then direct his efforts towards meeting such, thus furthering job satisfaction and removing frustrations. Aluwong (1994) stated that "frustration" is the result of tension arising in work place through dissatisfaction with the jobs concerned, the physical conditions or the people working there". It is imperative for the principal as the school administrator to make adequate provisions for welfare and professional needs of his/her staff and teachers. That is the principal should encourage and motivate his teachers by looking after their welfare and by giving educational and academic leadership.

Some of the welfare needs of teachers include promotions, staff development through study leave, in- service training, special training workshop and seminar, annual leave matters, maternity leave, housing loan, request for transfer, car-loan and furniture loan. The principal can motivate teachers by assisting in processing their application for the above welfare needs promptly.

## METHODOLOGY

**DESIGN:-** The research design employed for the study was a descriptive research design.

**POPULATION:** - The population of this comprised of all principals, vice-principals and teachers of secondary schools in Ibeju-Lekki and Epe Local Government areas of Lagos state. Vice-principals and teachers were included since they are the best evaluator of their principal's leadership qualities.

**SAMPLE AND SAMPLING TECHNIQUES:** - The subject of the study comprises of 200 vice-principals and teachers. The sample of the study comprised of twenty (20) secondary schools, which were selected using a purposeful sampling technique. The schools were selected from Ibeju-Lekki and Epe Local Government areas of Lagos state. Ten (10) respondent were selected from each of the sampled schools, using a simple random sampling techniques.

**INSTRUMENTATION:-** The instrument used for data collection purposes was a questionnaire (PLSTQ). This instrument consists of 30 items designed to evaluate the leadership qualities of principals in the secondary school. The instruments consist of two sections. Section A, contains the personal data of each of the respondents. Section B Contains 30 items that the respondents were required to provide answers to

**DATA ANALYSIS:-** The data for the study were analyzed through the use of simple percentages and Z-test was use in analyzing the research questions stated for the study. Z-test was used to analyze all the hypotheses formulated for the study. The acceptance or rejection of the hypothesis was done at 0.05 level of significance. Thus the Z calculated value was



compared with the Z critical value at 0.05 level of significance to determine the rejection or acceptance of each of the stated hypotheses.

## RESULTS

The purpose of this study was to determine the effect of leadership qualities of Secondary school principals on the tone of schools. Three hypotheses were formulated and tested.

When the calculated value is greater than the critical or tables values, the null hypotheses (Ho) is rejected but if otherwise the null hypothesis (Ho) is accepted. The result of the findings was presented as follows:

### HYPOTHESIS 1

The first hypothesis which states that there is no significant differences in the leadership qualities of male and female principals on the tone of school was tested with z-test at 0.05 level of significant and the result obtained is summarized in table 1.

**Table 1**

Text for significant difference in leadership qualities of school with male and female principals.

Variables Compared	N	- X	S.D	Standard error	D.F	Z - cal	z-crit	*S
Male principal	130	103.98	7.23	1.05	198	2.33	1.96	
Female principal	70	101.53	6.47					

Degree of freedom (DF)  $N_1 + N_2 - 2 = 130 + 70 - 2 = 198$

Since the calculated value of z (2.33) is greater than the critical or table value of z(1.96) the null hypothesis that states that there is no significant difference in the leadership qualities of

male and female principals on the tone of school was therefore rejected. The implication of this is that there is a significant difference between the male and female principal’s leadership quality and it had a significant effect on the tone of the school.

## HYPOTHESIS 2

The second hypothesis which states that there is no significant difference in the leadership qualities of experienced principals and freshly appointed principals on the tone of schools was tested with z-text at 0.05 level of significance and the result obtained is summarized in table 2

**TABLE 2**

Test for significant difference between schools with experienced principals and schools with fresh principals.

Variables Compared	N	- X	S.D	Standard error	D.F	Z - cal	z-crit	*S
Male principal	140	105.02	7.02	1.10	198	2.5	1.96	
Female principal	60	101.53	7.20					

Degree of freedom (DF)  $N_1 + N_2 - 2 = 140 + 60 - 2 = 198$

An observation of table 2 shows that the value of z-calculated (2.5) is greater than the z-critical (1.96) at 0.05 alpha level. As a rule, if the calculated value of the test statistics is greater than the critical value or table value, the null hypothesis is rejected, but if otherwise, the null hypothesis is accepted. Since the calculated value of z (2.5) is greater than the critical or table value of z (1.96), the null hypothesis that states that there is no significant difference in the leadership qualities of experienced principals and freshly appointed principals on the tone of school was rejected. The implication of this was that there is a significant difference.

### HYPOTHESIS 3

There is no significant difference in the leadership qualities of principals of large and small schools on the tone of schools was tested using the z test at 0.05 level of significant and the result obtained is summarized in table 3

**TABLE 3**

Test for the significant difference between principals of large and small schools.

Variables Compared	N	X	S.D	Standard error	D.F	Z - cal	z-crit	*S
Male principal	100	105.77	6.78	0.988	198	3.38	1.96	
Female principal	100	102.40	7.44					

Degree of freedom (df)  $N_1+N_2 -2=100+100-2=198$

A look at table 3 showed that the value of z-calculated (3.38) is higher than the z – critical (1.96) at 0.05 alpha level. As a rule, if the calculated value of the statistics is greater than the critical or table value, the null hypothesis is rejected. Since the calculated value of z (3.88) is greater than the critical or table value of z (1.96), the null hypothesis that states that there is no significant difference in the leadership qualities of principals of large and small schools on the tone of schools was rejected. The implication of this is that there is a significant difference between the leadership qualities of principals of large and small schools in relation to the tone of school.

### DISCUSSION, CONCLUSION AND RECOMMENDATIONS

This chapter deals with the discussion of the results presented in the preceding chapter. This discussion centers on the main issue addressed in the study. Also stressed in the chapter are the conclusion, implication of the findings, recommendations and suggestions for further research.

## DISCUSSION

The first hypothesis, which states that there is no significant difference in the leadership qualities of male and female principals in relation to the tone of school, was rejected. The implication of this finding is that there is a significant difference between male and female principals in relation to the tone of school.

The rejection of this hypothesis agrees with Akpan (1997) who concluded in her study that sex (genders) has a significant influence on the leadership styles of principals. The rationale for the rejection of the above hypothesis was because in each case, leaders tend to score themselves higher on what their subordinates would wish for, quite apart from the reality persistent in such circumstances. Odo (1992) supportive of the above views noted that leaders especially the female ones always rated themselves higher than their subordinates.

Another probable explanation for the emphasis on female principals that sex has a significant relationship is that, female principals were found to be aggressive because of intensive use of the autocratic leadership style. This finding is consistent with previous researches Bogdrinor (1991) and Ehinzuwa (1997) in their studies observed that there is a general belief that women make poor supervisors that they are too emotional and take things personally; they cannot command the loyalty and respect of their subordinate. Comparing the mean score of male principals and their female counter parts, Nwaogu (1994) found that men showed more effectiveness in leadership types and organizational ability than the women.

Similarly, during conflict, the task of the manager is not to suppress the conflict but to manage it (Lawal, 1993). However, it has been observed that female principals are always engulfed with anxiety during crisis by seeking for transfer from such schools or for the teacher who in causing the conflict.

Freeman (1997) suggested that perceived acceptance or rejection particularly influence women by others for their achievement. Most female principals in such situations are usually not in the mood for competition. These are the advantages male principals have over their female colleagues.

However, this observation is at variance with the study of Enaohwo (1990) which reveals that the administrative styles of male and female principals are the same. In other words, female principals are as good as their male colleagues in this respect.

The second hypothesis, which states that there is no significant difference between the leadership qualities of experienced principals and freshly appointed principals on the tone of school, was rejected. The implication of this is that there is a significant difference between experienced principals and the freshly appointed principal's leadership qualities in relation to school tone. The rejection of this hypothesis agrees with Nwadinigwe (1997) who concluded that the shallow knowledge of managerial methodologies by most principals tend to affect negatively the morale, perception and work attitude of member of staff. This is applicable to the freshly appointed principals who are yet to possess all the managerial skills necessary for effective leadership and management of school so as to meet the objective of education.

It is often said that experience is the best teacher. This is also applicable to the issue of experienced principals. Before this experience is acquired, freshly appointed principals operate in a situation described by Onyejiaku and Nwadinigwe (1991) as a period where in most of the fresh and inexperienced principals grope around and often use trial and error method in the day to day running of their schools. Experienced principals contribute ideas to the group, seek and give information and opinions, coordinate group activities, energize the group and evaluate group performance. He gives praises, mediates in conflict, encourages participation and provides feedback to the group.

However, Sziagy (1991) concluded that effective leadership depends not so much on who the leader is but on what he does and how well he/she is able to adapt to the varying requirement of the different situation. This idea is buttressed with the findings of Enaohwo (1990) which reveals that the characteristics, enthusiasm of newly appointed principals which compels them to be task-oriented and effective, like the older and more experienced principals.

The third hypothesis, which states that there is no significant difference between principals of large and small schools in terms of leadership qualities and its effect on the tone of schools, was rejected. The implication of this was that there is a significant difference between the principals of large schools and the principals of small schools in relation to the tone of school.

The managerial techniques adopted in a large school, which makes the administration of such a school easier for the principal to administer, cannot be used in a smaller school. The principal of a large school has supportive hands such as the vice-principals (admin and academic) HODs and others. Large schools have more staff and in addition to this they have

more buildings and equipment under the control of the principal. It is possible to adopt the principle of division of Labor. The principal has people to assist in supervision, while his own duties, is mainly that of a general overseer and chief accounting officer. However in school with few staff, the principal becomes the sole administrator in the school.

Contrary to the expectation in the result of Enaohwo (1990) who concluded that there is a similarity between principals of small and large school. In the same vein, Arogbofa (1990) claimed that no matter how small a school might be, there must be an assistant to the head of that school who sees to the smooth running of the school in the absence of the head. Hence, the size and location should not determine the efficiency and effectiveness of any school administration. On the whole, all principals showed a tendency towards task orientation and utilized different styles to cope with the different situations.

## **CONCLUSION**

From the result of the findings of the study, the following conclusions were reached:

1. That male principals' method of administration differed significantly from that of female principals.
2. That the experienced principals have more administrative advantages over fresh principals and this brought about a significant difference.
3. That the administrative styles of the principals of large schools are different from the principals of small schools.

## **RECOMMENDATION**

Based on the findings and conclusion of this study, the following recommendations were made:

1. That all categories of principals have the same need for training for the purpose of effective management of education. It is therefore recommended that government should promote management education among all categories of principals through seminars, workshops, conferences etc. No matter their Sex, experience and size of the schools.
2. For the objective of education to be achieved in schools, the right type of leadership

with the needed qualities, efficient and effective teachers among other consideration must be appointed for the post of principal ship.

3. As definers of reality in their various schools, the secondary school principals have a good opportunity to use their professional ingenuity, resourcefulness, creativity and above all leadership qualities stated I this study, in facing challenges and forging ahead through exemplary performance and systematic dialogue with the authorities.

### **SUGGESTION FOR FURTHER RESEARCH**

One of the limitations of the current study is the fact that its findings are based on a small sample from schools located in two local governments areas. Based on the importance of the study and the significance of the findings on the field of education in general and educational management in particular, there is need to extrapolate for the rest of the country. Therefore a study of a wider scope is no doubt imperative.

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