# ASSESSMENT OF PRINCIPALS' LEADERSHIP STYLES IN THE MANAGEMENT OF FEDERAL UNITY COLLEGES IN NORTH-CENTRAL GEO-POLITICAL ZONE, NIGERIA

**BY**

**Stephen Rotimi,ADEYEMI**
**MED/EDUC/22918/2012-2013**

**NOVEMBER, 2016**

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**BY**

**Stephen Rotimi,ADEYEMI**
**B.Ed EDUCATIONAL MANAGEMENT (UNILORIN)**
**MED/EDUC/22918/2012-2013**

**A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES,AHMADU BELLO UNIVERSITY, ZARIA**
**IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF A MASTER OF EDUCATION DEGREE IN EDUCATIONAL ADMINISTRATION AND PLANNING,**
**DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM, FACULTY OF EDUCATION, AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA**

**NOVEMBER, 2016**

## DECLARATION

I declare that the work in this Dissertationentitled **"Assessment of Principals' Leadership Styles in the Management of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria"** has been carried out by me in the Department of Educational Foundations and Curriculum. The information derived from the literature has been duly acknowledged in the text and a list of references provided. To the best of my knowledge, no part of this Dissertation was previously presented or submitted either in part or whole for any degree or diploma at this or any institution.

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**Stephen Rotimi, ADEYEMI** **Date**

## CERTIFICATION

This Dissertation entitled "Assessment of Principals' Leadership Styles in the Management of Federal Unity Colleges in North-Central Geo-political Zone, Nigeria" by Adeyemi, Stephen Rotimimeets the regulations governing the award of the Master of Education (M.Ed) in Educational Administration and Planning of the Ahmadu Bello University, Zaria and is hereby approved for its contribution to knowledge and literary presentation.

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**Dean, School of Postgraduate Studies** **Date**

**Prof. K. Bala**

## DEDICATION

This study is dedicated to my wife- OluwatoyinBilikis and our beloved children- Adeleke and Adeleye

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My profound gratitude goes to the Lord, God Almighty, for Him to allow me acquire sound education from this great Citadel of Education and Learning founded by and named after one of the three founding fathers of modern Nigeria, His Excellency, Right Honourable, Alhaji Sir Ahmadu Bello, Sardauna of Sokoto. Also for God's love, goodness and mercy which followed me throughout the period of this research.

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## ABBREVIATIONS

| | |
|---|---|
| ABU | Ahmadu Bello University |
| ANOVA | Analysis of Variance |
| B.C | Before Christ |
| FCT | Federal Capital Territory |
| FEQA | Federal Education Quality Assurance |
| FGA | Federal Government Academy |
| FGBC | Federal Government Boys' College |
| FGC | Federal Government College |
| FGGC | Federal Government Girls' College |
| FME | Federal Ministry of Education |
| FSTC | Federal Science and Technical College |
| FUC | Federal Unity College |
| LPC | Least Preferred Co-Worker |
| MGT | Management |
| NECO | National Examinations Council |
| NPE | National Policy on Education |
| POSDCORB | Planning, Organising, Staffing, Directing, Coordinating, Reporting and Budgeting |
| SSCE | Senior School Certificate Examinations |

## DEFINITION OF TERMS

**Assessment:** An opinion about somebody that has been thought about very carefully.

**Principal:**The person who is the head of a college (secondary school).

**Leadership**: The position of being a leader.

**Style:**The particular way in which something is done.

**Leadership Style:** The way in which a person uses available power in order to lead others.

**Management:** The act of running and controlling an organisation.

**Organization**: A structured Education Institution/School.

**Subordinate**: The subject or co-workers in management.

**Federal Unity College:** The Federal Government College/ Unity School.

## ABSTRACT

*This study assessed principals' leadership styles on the management of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria. Seven research questions were formulated and seven null hypotheses were stated and tested to answer the research questions. The research design adopted was descriptive survey carried out ex post facto. The study population schools comprised all the 24 Unity Schools in the Zone. Out of this population, a sample of 12 Unity Schools was taken and selected through the systematic sampling technique. Out of the 2,345 staff (including principals) in the sampled schools, a sample size of 245staff was selected using stratified proportional random sampling techniques. The sample size was made up of 36 management staff (including principals), 132 academic staff and 77 non-academic staff.For the data collection, only the primary data collection technique was used by the researcher. Questionnaire was given to sample schools in order to get needed data. The seven null hypotheses were tested using one-way Analysis of Variance (ANOVA) to determine the difference in the opinions of the management staff, academic staff and non-academic staff. From the findings of this study, three hypotheses were retained while four were refused to be retained. It was, however, discovered that principals in the study area commonly adopted autocratic and nomothetic leadership styles in performing their leadership role in the Colleges against democratic, idiographic and transformational leadership styles. On this basis, the researcher recommended that autocratic style, nomothetic style and laissez- faire style are not suitable in the school environment rather democratic style, idiographic style and transformational style should be encouraged. Finally, the Federal Ministry of Education should rescued the various colleges in the study area by providing training and re-training, give room to further studies, organise refresher courses,workshop and seminars for principals on effective leadership styles in the school system so as to strengthen their professional competences and enhance their efficiency in the management of their schools.*

# CHAPTER ONE

# INTRODUCTION

## 1.1 Background to the Study

Education in Nigeria is an instrument for effecting National Development. The country's educational goals have been set out in the National Policy on Education (NPE) in terms of their relevance to the needs of the individual and the society (Federal Republic of Nigeria, 2013). Towards this end, the NPE sets up certain aims and objectives which were to facilitate educational development in the Country. In fostering these aims and objectives, the school Principals have important roles to play. Among these roles is to provide Effective Leadership in secondary schools, thereby enhancing better job performance among staff and improving the academic performance of their students. How effective the Principal is in performing this role has been a matter of concern to many educationists (Olubadewo, 1992; Aghenta, 2000; Ige, 2001). It needs to be mentioned that Federal Government Colleges (Secondary Schools Education) in Nigerian schools are for a period of 6-years and for students who had successfully completed the Basic 1 to 6 education programme and passed the Federal Common Entrance Exams conduct by National Examination Council (NECO). Admissions to these schools were based on the quota system, making it representative throughout the country (Akpa&Udoh, 2004).

It is therefore not surprising that there is a mounting pressure on effective leadership among Principals of Federal Unity Colleges in Nigeria. It seems however that many Principals have not considered their styles of leadership as determinants of staffs' job performance in their schools. Hence, some of them seem to find it difficult to effectively

administer their schools (Gronn, 2000; Adeyemi, 2004). As such, leadership style occupies an important position in school management in Federal Unity Schools, Nigeria. The Principal is in a unique position as the manager or administrator who controls schools' resources for the purpose of attaining organisational goals.

Today, there are 104 Federal Government Colleges cut across the six Geo-political zones in Nigeria. Although since independence, according to Fafunwa (2004), "Education in Nigeria has been recognized as a veritable tool for socio-economic and political changes in the country, resulting to greater part of the national budget accrued to the sector. Yet the rate of performance in the sector is decline". The gradual decline in performance of the educational sector as an industry in the process of socio-economic and political development of Nigeria, according to Okeke (1986) "is as a result of different issues and problems whose roots can easily be traced to leadership in efficiency". This revelation receives high support from Ovwigho (2006), Tijjani&Shehu (2007),Igunnu (2008) andMaina (2008)who unanimously affirmed that "the main problem of Education in the 21st Century is Leadership". This of course had made leadership education of recent to be the most fascinating and highly discussed aspect of educational administration in Nigeria.

Many studies on leadership have attempted to understand what makes a leader effective. Are leadership skills born with the people? Or can they be taught and learnt from the characteristics of effective leaders?Or does leadership depend entirely on the situation? What personal characteristics distinguish leaders from non-leaders? What leadership behaviours distinguish effective leaders from non-effective leaders? What role do followers play in leadership? Is each leader equally suited to influence all types of followers? What role does the context or situation play with respect to leadership? Do all situations

involving group effort require leadership? This of course, prompts Nwachukwu (2004) to reveal that "of all the hazy and compounding areas in social psychology, a leadership studies undoubtedly contends for top nomination". He however added that "more had been written and less known about the concept of leadership". It is on this regard therefore, that management scientists since the beginning of 21st Century became curious on developing a dependable solution to the question of: who a distinct leader is, his traits and styles of leadership in order to resolve high pending issues of administrative inefficiency in a productive and competitive society.

Differentials in perceptions on leadership studies by different management scientists such as Adesina (1990), Harvart (1997), Nwachukwu (2004), Ngu (2005), Creighton(2004), Demmock&Walkeer (2005), Hoyte (2002), Snowden & Gorton (2002), Obamiro (2011), and Lunenburg & Ornstein (2012) among others gave rise to diverse views on the concept such as, that leadership can be perceived as: a set of personality characteristics; the exercise of influence;afocus on group process; the act of inducing compliance;an act or behaviour;a form of persuasion;an effect of interaction; an instrument of goal achievement;differentials in roles; or the initiation of structures.

It is fallacious to assume that all leaders will behave the same to subordinates or subjects in all situations in an organization. In fact, some leaders may be found utilizing their authority or trait in most extreme cases while others may tend to be moderate as upheld by Ngu(2005). Therefore, each leader develops his own styles of leadership or motivating his staff depending on his philosophy of management. According to Barbara (2005), "a mark of a good Principal is to be able to provide consistent motivation to staff and students, encouraging them to attain excellence and quality in their performance. A

good Principal is always looking for ways to improve job performance and the academic standards in a school". One would be left with such questions as: What is the best leadership style in a school system? What is the common leadership style of Principal in a school?Are all leadership styles suitable for school management? In attempt to provide viable responses to the above questions, the focus might be an assessment of various principals' leadership stylesin the school. Indeed, the aim of this research work is to provide an objective answer to issues ofprincipals' leadership styleson the management ofFederal Unity Colleges in Nigeria using an instrument titled = Questionnaire on Assessment of Principals' Leadership Stylesin the Management of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria.

## 1.2 Statement of the Problem

The educational system world over is undergoing relentless change, transformation and reform. Student populations are more diverse, single parent and disadvantaged families are on the rise, numbers of special needs students are increasing and educational policies and societal changes have placed more demands and pressures on Principals. Almost every aspect of a school's management, leadership and governance structure has become increasingly complex, dynamic and demanding. As a result of the evolution of education in the 21st Century, a teacher's role, a principal's responsibilities and the overall expectations on students have been transformed. However, Duze (2012) asserted thatsome of the Federal Government Colleges(Unity Schools) are riddled with serious problems linked to leadership styles of the school principals, these problems included internal squabbles between principal and subordinates, taking of vital decisions without the notice of other management staff, negligence, purposeful lethargy, and lack of dedication, zeal, and poor

attitude to teaching which goes on unsolved incolleges. Others are absence of leadership prestige by the Principals, inconsistency of policies and decisions in the colleges, low rate of students' academic performance in public examinations, absence of staff motivation, training and development among others.

The Principals, who are the executive administrative, the chief accounting officers and also the instructional leaders of their colleges, are to execute developments in terms of providing effective leadership styles in management of their colleges that would improve staff' job performance and students' academic standards in the colleges. Staff in this study comprises the management staff (the principal, vice principals, head of departments and bursar), academic staff (teachers) and the non-academic staff (supportive staff). These categories of staff are expected to work with the principals to deliver the goals and objectives of education at this level effectively and efficiently. The supportive staff includes the executive officers (admin), executive officers (account), librarians, typists and computer operators, security staff, matron and patron in the hostels, maintenance staff and medical staff. How principals perform leadership role of motivating and coordinating staff towards the attainment of predetermined school objectives has been a matter of concern to many educational engineers in Nigeria (Duze, 2012; Nwangwu, 2007; Okigbo, 2007; Adeyemi, 2006; Obioma, 2005; Ogbodo, 2002; Aghenta, 2001; Nwadiani, 1998).

Duze(2012) opined that Federal Government Colleges (Unity Schools) at present are going through a reality check. Many Nigerians have lost faith in the lofty ideals of the schools as a result of poor leadership in management of these institutions. That these schools no longer serve the purpose and intent for which they were established of recent, a lot of issues have come to the fore to elucidate the descent the Unity Colleges have gone,

prompting most Nigerians to question the relevance of their continued existence. The biggest problem of those schools, apart from the perennial admission racketeering which has given credence to mediocrity rather than meritocracy, is that they have been embroiled in allegations of various misdemeanours ranging from commercialisation of the schools, outright ineffective and inefficient leadership role and embezzlement of funds by the principals. There is also exploitation and extortion of parents by levies which is too much to bear by principals, thereby making the colleges tantamount to being run like private schools. At independence and especially after the devastating civil war, government said the establishment of Unity Schools as one of the measures to recreate the spirit of nationhood shattered in the three-year violent orgy. To ensure they do not discriminate on the basis of religion, ethnicity and class, they were heavily subsidised. Principal as leader of school has been identified as the one who must held accountable for poor performance in school (Gunter, 2001). This is because Principals have a poor perception of their jobs with respect to their leadership and instructional roles which relate with their job performance, all of which can defeat the most successful school activities and lead to probable demise of schools. It is in the light of this that this study is being carried out to assess principals' leadership styles on the management of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria.

## 1.3 Objectives of the Study

The general objective of this study was to assess principals' leadership styles in the management of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria. The specific objectives were to:

1. examine the prevalence of principals' autocratic leadership style in the management of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria;
2. assess the prevalence ofprincipals' democratic leadership style in the management ofFederal Unity Colleges in North-Central Geo-Political Zone, Nigeria;
3. determine the prevalence of principals' laissez-faire leadership style in the management of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria;
4. verify the prevalence of principals' nomothetic leadership style in the management ofFederal Unity Colleges in North-Central Geo-Political Zone, Nigeria;
5. ascertain the prevalence of principals' idiographic leadership style in the management of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria;
6. establish the prevalence ofprincipals' transactional leadership style in the management ofFederal Unity Colleges in North-Central Geo-Political Zone, Nigeria; and
7. find out the prevalence ofprincipals' transformational leadership style in the management ofFederal Unity Colleges in North-Central Geo-Political Zone, Nigeria.

## 1.4 Research Questions

This study answered the following questions:

1. How does the opinion of the respondents (management staff, academic staff and non-academic staff)differ on the prevalence ofprincipals' autocratic leadership style in the management of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria?
2. To what extent does the opinion of the respondents differ on the prevalence ofprincipals' democratic leadership style in the management of Federal UnityColleges in North- Central Geo-Political Zone, Nigeria?
3. Is there any difference in the opinions of the respondents on the prevalence of principals' laissez-faire leadership style in the management of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria?
4. How does the opinion of the respondents differ on the prevalence of principals' nomothetic leadership style in the management of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria?
5. Isthere any difference in the opinions of the respondents on the prevalence of principals' idiographic leadership style in the management ofFederal Unity Colleges in North-Central Geo-Political Zone, Nigeria?
6. To what extent does the opinion of the respondents differ on the prevalence of principals' transactional leadership style in the management ofFederal Unity Colleges in North-Central Geo-Political Zone, Nigeria?
7. How does the opinion of the respondents differ on the prevalence of principals' transformational leadership style in the management ofFederal Unity Colleges in North-Central Geo-Political Zone, Nigeria?

## 1.5 Hypotheses

Based on the research questions, the following null hypotheses were formulated:

1. There is no significant difference in the opinions of the respondents (management staff, academic staff and non-academic staff) on the prevalence ofprincipals' autocratic leadership style in the management of Federal UnityColleges in North-Central Geo-PoliticalZone, Nigeria.
2. There is no significant difference in the opinions of the respondents on the prevalence of principals' democratic leadership style in the management of Federal Unity Colleges in North- Central Geo-PoliticalZone, Nigeria.
3. There is no significant difference in the opinions of the respondents on the prevalence of principals' laissez-faire leadership style in the management of Federal UnityColleges in North-Central Geo-PoliticalZone, Nigeria.
4. There is no significant difference in the opinions of the respondents on the prevalence of principals' nomothetic leadership style in the management of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria.
5. There is no significant difference in the opinions of the respondents on the prevalence of principals' idiographic leadership style in the management of Federal Unity Colleges in North-Central Geo-PoliticalZone, Nigeria.
6. There is no significant difference in the opinions of the respondents on the prevalence of principals' transactional leadership style in the management of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria.

7. There is no significant difference in the opinions of the respondents on the prevalence of principals' transformational leadership style in the management ofFederal Unity Colleges in North-Central Geo-Political Zone, Nigeria.

## 1.6 Basic Assumptions

For the purpose of this research work, therefore, the following assumptions were made:

1. The principals in the Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria adopt autocratic leadership style in the administration of their colleges.
2. That principals in the Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria adopt democratic leadership style in the administration of their colleges.
3. The principals of Federal UnityColleges in North-Central Geo-Political Zone, Nigeria often adopt laissez-faire leadership style in the management of their colleges.
4. That principals in the Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria adopt nomothetic leadership style in the administration of their colleges.
5. The principals of Federal UnityColleges in North-Central Geo-Political Zone, Nigeria adopt idiographic leadership style in the management of their colleges.
6. The principals of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria adopt transactional leadership style in the administration of their colleges.
7. The principals of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria adopt transformational leadership style in the management of their Colleges.

## 1.7 Significance of the Study

The significance of this study lies in the fact that its outcome will enhance better management of Federal Unity Colleges in North-Central Geo-Political Zone and other Geo-Political Zones in Nigeria. In this regard, this study will assist principals to improve on the quality of their job performance in Federal Unity Colleges in North-Central Geo-Political Zone. The improvement will help in solving the nonchalant attitude of their staff towards their jobs and the falling academic performance of students through the adoption of effective leadership styles in the management of their schools.

The study shall also be a professional tool for all heads of educational organizations from basic to tertiary levels. Hence, the success or otherwise of every organization depends greatly on the adoption of effective leadership styles.

The Federal Ministry of Education and other Governmental Organizations in North-Central Geo-Political Zone or elsewhere will also have an idea of effective leadership styles and their impact on virtual positive harmonization of human and material resources of educational organizations.

Finally, this would serve as a base for further research works on ways of improving the performance of principals inthe management ofFederal Unity Schools and other Secondary Schools in Nigeria.

## 1.8 Scope of the Study

The study covered all the Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria numbering up to 24 as at the period of this study. A study of this nature will have covered the entire zone, however due to time limit, financial constraints and other logistics; therefore, the focus of this study was delimited to12Unity Schools in the zone using systematic sampling technique.

Moreover, the study covered a review of leadership styles which were commonly adopted by the principals in the management of their colleges.

Furthermore, it covered only data and information collected within the selected Federal Unity Schools in North-Central Geo-Political Zone, Nigeria.

This study wasrather a descriptive work, it was not the intention of this study to unrealistically merit or demerit any principal or any person that was a subject in the study. In attempt to produce viable response to the research questions, the opinions of management staff (including principals), academic staff and non-academic staff (supportivestaff)of the various colleges in the zone were sited using questionnaires. However, the study was delimited to principals' leadership stylesin the management ofFederal Unity Colleges in North-Central Geo-Political Zone, Nigeria.

CHAPTER TWO

# REVIEW OF RELATED LITERATURE

## 2.1 Introduction

This chapter treated the review of related literature on the "Assessment of Principals'Leadership Styles in the Management of Federal UnityColleges in North-CentralGeo-Political Zone, Nigeria". Therefore, the chapter covered the following topics:

i. The Conceptual Framework of the Study;
ii. Brief Historical Background of Federal Unity Schools in Nigeria;
iii. Determinant Factors for Leadership Style Selections;
iv. Ways to Become a Better Leader;
v. Developing Leadership Characteristics;
vi. Empirical Studies; and
vii. Summary.

## 2.2 Conceptual Framework of the Study

This section focused attention on the conceptual framework of the study. The concepts related to the research, therefore, were clarified and put into the context of the study. The study looked at:the Concept of Leadership Style and Various Leadership Studies where most Styles emerged such as: Authoritarian Leadership Style; Democratic Leadership Style; Laissez-faire Leadership Style; Nomothetic Leadership Style; Idiographic Leadership Style; Transactional Leadership Style; and Transformational Leadership Style.

### 2.2.1 The Concept of Leadership Style

Leadership seems to be the most operational tool of influencing people so that they strive willingly and enthusiastically towards the accomplishment of goals. Leader is a person who leads a group of people, especially the head of an organisation while style is the particular way in which something is done. Leaders design motivation system not only to encourage employees to perform in the most effective way but to draw potential candidates.Leadership style could be described in various ways. It refers to the underlying needs of the leader that motivate his behaviour (Okeniyi, 1995). It is the manifestation of the dominant pattern of behaviour of a leader (Olaniyan, 1999; Okurumeh, 2001). It is also a process through which persons or group influence others in the attainment of group goals (Akinwumiju&Olaniyan, 1996; Adeyemi, 2006). Leadership style is seen as a network pattern of control emanating from hierarchy of bureaucratic control which employs the use of workers in making organisational decisions to resolve technical difficulties. That is, leadership styles are the various pattern of behaviour favoured by leaders during the process of directing and influencing workers (Stoner *et al.*, 2002).Leadership styles are based on how a leader uses authority and the relationship with subordinates (i.e. degree of consultation) when taking decisions. It is also the behaviour leader's show while managing organisational members to achievepre-determined goals.Leadership style is a manner in which a person uses available power in order to lead others. Having known that, leadership style is the patterns of behaviours which a leader adopts to influence the behaviours of his or her followers. On the other hand, Principal's leadership style refers to the pattern or way of doing things by the principal in pursuit of his or her leadership role. People have been leading people as long as there have been people. Surely at one time or another every

possible method of leading has been tried, from screaming and threatening to pleading and begging to bribing and promising.

As such, Ibukun (1997) argued that the main task of the principal is to create conducive atmosphere for the staff to be able to achieve desired changes in students. Supporting this argument, Ijaiya (2000) remarked that teachers in Nigeria express a desire for more participation in decision- making. According to her, the way the principal relates with his or her staff could contribute immensely to their effectiveness or otherwise.

The study of leadership has a long history, dating back to Plato's Republic in 400 B.C. Many attempts have been made to define leadership. Unfortunately, almost everyone who studies or writes about leadership defines it differently.Leadership is the process of influencing the activities of a group of people by a leader in efforts towards goals achievement (Nworgu, 1991). It involves a force that initiates actions in people and the leader (Nwadian, 1998). It could be described as the ability to get things done with the assistance and co-operation of other people within the school system (Edem, 2011; Dare, 2009;Peretomode, 2003; Aghenta, 2001; Mouton & Blake, 1994). It evolves selfless sacrifice as affirmed by Yabo (2007). Therefore, leadership is meant to give and not to take, which implies that leadership involves investment in the act of decree provision for the people of the society (Adesina, 1990 and Ojidele, 2000).

These days, leadership studies have been an area of attention to administrative scholars probably because of its speculation which usually leads to empirical studies and theories, as affirmed by Lunenburg & Ornstein (2012). However, leadership to Tannenbaum& Schmidt (1958) is perceived to consist of interpersonal influence, exercised

in a situation and directed by means of communication process towards the attainment of a specified goal. This reveals that leadership always involves attempts by a person (leader) to influence the behaviour of follower(s).

The effective leader therefore, gets others or followers to act. He may impel them to action by any of numerous devices, persuasion, influence, power, threat or force and appeal to legitimate right. In line with the above, Beach (2005) remarked that "a person who occupies leadership position must transmit his feelings and exhortations to his followers through the process of communication which involves both the sending of messages and its understanding by the receiver". Therefore, a successful leader should be such person(s) who can appeal to his constituents in a meaningful way as revealed by Jide (2005), meaning that an efficient leader is one who speaks the language of his followers.It is crucial to note that school system effectiveness is a function of leadership. Leadership as used here refers to that quality which makes it possible for a person within a given environment or situation to think, act, motivate and inspire others to adopt, achieve and maintain organisational and individual goals.

## Important of Effective Leadership are as follows:

1. Leaders establish and define goals clearly for subordinates/followers.
2. Effective leaders create vision and set direction for the organisation.
3. Leaders foster innovation and the attainment of long term organisational goals.
4. They acquire and manage human resources.
5. Leaders influence and motivate employees to put in their best and move them towards their ideal future.
6. They help in setting disputes among employees.

7. Effective leaders maintain sound disciplinary measure in work places.
8. They provide effective performance appraisal and good compensation for employees.
9. Leaders improve the communication skills of his followers for a better interpersonal relationship.
10. Leaders create cohesive groups and teams that are required to meet the stated goals. (Obamiro, 2011).

Effective leadership in organisation creates a vision of the future that considers the legitimate long-term interests of the parties involved in the organisation, develops a strategy for moving towards that vision, enlists the support of employees to produce the movement and motivates employees to implement the strategy (Rue & Boyars, 2005). The ability to lead effectively, then, will set the excellent managers from the average ones (Bateman & Snell, 2004). A person can be called a manager when appointed where there is an organised structure, but there can be a leader in a group. The leader may either emerge or appointed from within the group such as a school system.

Bagobiri&Kassah (2006) in their study reflected that "leadership makes things happen as they are supposed to". Hence, a critical look at the word "Leadership" one would discover that it contains two Phenomena, which are, a LEADER and SHIP. A leader, therefore, is a person with personality position and functions to execute in an organisation along with his followers or subjects who are recognized as ship. Thus the combination of the two Phenomena LEADER and SHIP gave birth to LEADERSHIP which acts as catalyst that binds together all plans of the organisation and the subordinate effort towards

accomplishment of the defined goals and vision of the organisation as affirmed by Bagobiri&Kassah (2006) and Kochhar (2007).

Social scientists have studied leadership for only a few decades. At first, the hope was for some simple model that was easy to understand, teach, learn, and practice. For a long time people clung to the model that "leaders are born, not made" finding someone with the right traits was the key. Later, the philosophy was "leaders are made, not born". According to this model, anyone could be thrown into a situation and become a leader. Many people hold the assumption that "leaders are born not made". The belief in destiny that whatever you are today and would be tomorrow or years to come are predetermined by God philosophically is no longer an accepted notion. Because many scholars like Ezeh (2007),Nwachukwu (2004), and Ngu (2005) conducted research on the subject leadership, but concluded that leaders are made - not born. This is based on the fact that each society, organisation and programmes determines the nature, calibre and personality of who is to be accepted as a leader in such a place. Which Ngu (2005) asserted that once appointed and accepted, the leader goes further to determine his style of leadership. Leadershipwhich connotes personality, position and function deserves training and education on the needs of the organisation, individual and the society which it is meant to serve. Research has shown that numerous factors affect a manager's choice of the proper leadership style. This selection process is represented by the following equation:

Leadership style = f (the leader, subordinates, situation)

Leadership is a function (f) of the leader, subordinates, and the situation.

However, three extensive reviews of the leadership literature by Bass (2010), Yukl (2010), and Bennis (2010) have provided a clearer understanding of the phenomenon. While some conceptual disagreements prevail, one definition of leadership accepted by many experts is the following: leadership is the process whereby one individual influences other group members toward the attainment of defined organisational goals (Yukl, 2010). This definition contains three important aspects: (a) Leadership involves influence; (b) Leadership involves goal attainments; and (c) Leadership requires followers.

Leadership is an influence process. The influence process is one in which a leader changes the action or attitudes of several group members or subordinates. For example, leader influence the organisation's structure, follower's group culture; levels of motivation; performance, absenteeism and turnover; and the quality of their decision making; communication patterns; and their receptivity to change; curriculum implementation; and group learning.Leadership involves goal attainments. Leadership involves the exercise of influence for a purpose to attain defined group or organisational goals. That is, leaders focus on changing the actions or attitudes of group members that are related to specific goals. The leaders of a group or organisation are the individuals who exert such influence. An effective leader helps a group or organisation to achieve its goals; an ineffective leader does not.Leadership requires followers. The influence process implies that leadership is reciprocal. In other words, leaders influence followers in various ways, and leaders also are influenced by the followers. Furthermore, it may be safe to say that leadership exists only in relation to followers: one cannot lead without followers.

At this juncture therefore, leadership can be viewed as a basis for the provision of basic needs of the people in life. Peretomode (2003); Kareem &Guga (2006); and

Edem(2011), however, opined that "a good leader thinks about others and followers not self" and concluded that it is a powerful tool for the development of the society. The fourth Republic Senate President in his farewell address on 30th June, 2007 who added that "a successful leadership is not an individual effort but the collective effort of the subjects" as affirmed by Enermani (2007), meaning that leadership seizes to exist in the absence of the subjects.

Performance could be described in various ways. It could be an act of accomplishing or executing a given task (Robert & Tim, 1998). It could also be described as the ability to combine skilfully the right behaviour towards the achievement of organisational goals and objectives (Olaniyan, 1999). Workers' Job Performance could be described as the duties performed by a worker at a particular period in the school system in achieving organizational goals (Obilade, 1999).It could also be described as ability of workers to combine relevant inputs for enhancement of teaching and learning process (Akinyemi, 1993; Okeniyi, 1995). However, Meindl (1995) argued that job performance is determined by the worker's level of participation in the day to day administration of the organization.Academic performance, on the other hand, is the level of attainment of a person in an examination, that is, how an individual is able to demonstrate his or her abilities in an examination. Orji (2007) found that there was a decline in students' performance in Senior School Certificate Examinations (SSCE) and especially with topics with high difficulty indices. Buttressing this point, Onipede (2003) reported that students performed below expectation in SSCE in both science and art-oriented subjects as a result of Poor Leadership Styles of Principals. Academic performance has been described as the

scholastic standing of a student at a given moment. This scholastic standing could be explained in terms of the grades obtained in course or groups of courses (FME, 2012).

### 2.2.2 Trait Model

The scientific study of leadership began by concentrating on personal traits that distinguish leaders from non-leaders and effective leaders from ineffective ones. The assumption is that certain physical, social and personal characteristics are inherent in leaders and such makes them to be distinct from their subjects. Those key traits as revealed by Nwachukwu (2004), Bagobiri&Kassah (2006), and supported by Lunenburg & Ornstein (2012) which usually command for commitments from their followers include: Drive, Integrity, Leadership motivation, Self-confidence, Intelligence. Task-relevant knowledge, Emotional maturity, Flexibility, Appearance, Judgement, Perseverance, Initiative, Honesty, Truthfulness, Open mindedness, Social skills, Economic background, Age and social, Curiosity, andTolerance to mention but a few.

The proponents of trait model attributes leadership as influence on the subjects to the above elements of personality and thus calls it the personality "Trait Model" based on the revelations of Galton and Selzulkssupported byJiya (2009). A study of personality traits and leadership effectiveness in education is consistent with urgency, agreeableness, conscientiousness, and emotional stability and intellectual, although the model was later criticized for lack of universality and deficiency of separations of a potential leader from the followers using the traits elements (Dale, 2006).

### 2.2.3 The Behavioural Model

After the deficiency of the trait model was discovered, other dimension of research procedures were shifted to leadership behaviour as characteristics of administrative effectiveness. It was believed that leader's behaviour and the style in which he relates with other people affect his effectiveness. A leader's personal traits and characteristics probably influence his leadership behaviour or style. For example, an individual who feels adequate and feels comfortable with people will ordinarily adopt a people-oriented behaviour or style. On the contrary, a person who feels inadequate and feels threatened by people will probably adopt a production-oriented behaviour or style.

Three widely known studies of classic behavioural models of leadership were conducted at the University of Iowa, Ohio State University and the University of Michigan (Lunenburg & Ornstein, 2012).The Iowa researcher manipulated three leadership styles to determine their effects on the attitudes and productivity of subordinates. Leadership was classified into three different types, according to the leader's style of handling several decision-making situations during the experiments:

**Authoritarian Leadership:** Leaders were very directive and allowed no participation in decisions. They structured the complete work situation for their subordinates. Leader took full authority and assumed full responsibility from initiation to task completion.

**Democratic Leadership:** Leaders encouraged group discussion and decision making. Subordinates were informed about conditions affecting their jobs and encouraged to express their ideas and make suggestions.

**Laissez-Faire Leadership:** Leaders gave complete freedom to the group and left it up to subordinates to make individual decisions on their own. Essentially, leaders provided no leadership.

**Table 1:Difference in Leader Behaviour/ Style as identified by the Iowa Researchers**

| *Behaviour* | *Autocratic* | *Democratic* | *Laissez-Fair* |
|---|---|---|---|
| Policy determination | Solely by leader | By group's decision | No policy, complete freedom for group or individual decision |
| Establishment of job techniques and activities | Solely by leader | Leadersuggests group chooses | Up to individual |
| Planning | Solely by leader | Group receives sufficient information to obtain perspective needed to plan | No Systematic Planning |
| Establishment of division of labour and job assignment | Dictated by leader | Left to group decision | Leader uninvolved |
| Evaluation | Leader personal in praise and critism | Evaluation against objective standards | No appraisal |

**Source:Kurt Lewin, Ronald Lippitt, and Robert K. White (1939). Patterns of Aggressive Behaviour in experimentally created 'Social Climates'. Journal of Social Psychology Vol. 10: P.271-299. Adapted from Lunenburg and Ornstein, (2012) Educational Administration P.107**

The second group of researchers on leadership styles at Ohio State University aimed to identify leader behaviours/styles that were important for the attainment of group and organisational goals. From the factor analysis came two dimensions that characterised the behaviour of leaders in the numerous groups and situations investigated: Initiating structure (Task-Oriented) and consideration(People-Oriented).

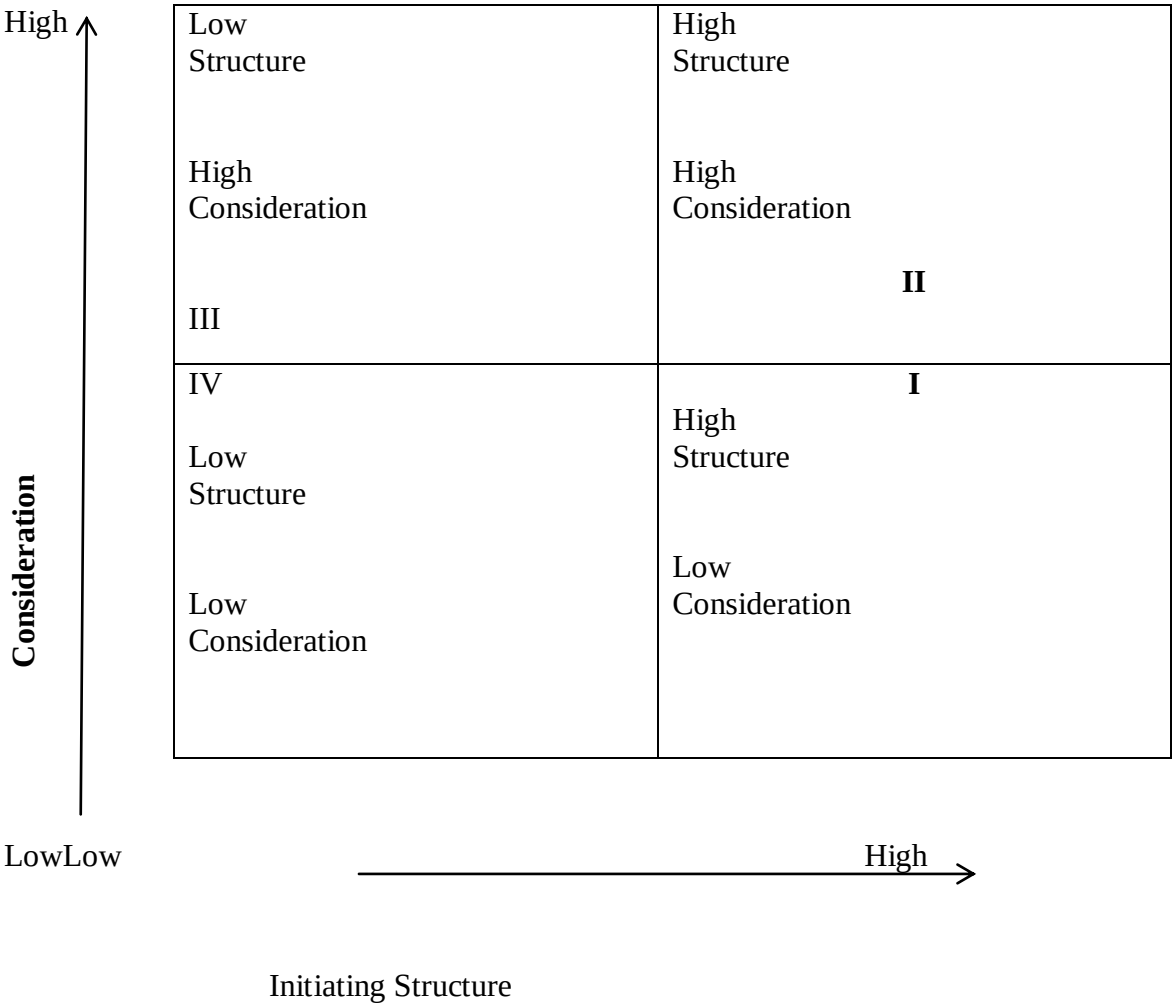
**Initiating Structure:** This refers to the extent to which a leader focuses directly on organisational performance goals, organises and defines tasks, assigns work, establishes

channels of communication, delineates relationships with subordinates, and who initiate structure assign staff members to particular tasks, maintain deadlines, encourage the use of uniform procedures, let staff members know what is expected of them, and see to it that members are working up to capacity.

**Consideration:** This refers to the extent to which a leader exhibits trust, respect, warmth, support, and concern for the welfare of subordinates. Leaders, who manifest consideration listen to staff members' ideas, are friendly and appreciable, treat all staff members as equals, and frequently use employee ideas.

A high consideration score indicates psychological closeness between leader and subordinate; a low consideration score indicates a more psychologically distant and impersonal approach on the part of the leader. The result was a two-dimensional leadership model. These dimensions are seen as being independent, thus resulting in four leadership behaviours/styles provided in figure 1:

**Figure 1:TheOhio State Leadership Grid**




**Source: Adapted from Lunenburg and Ornstein (2012). Educational AdministrationP.108**

**Consideration** had a strong positive relationship with perceived leader effectiveness, employee motivation, and employee job satisfaction.

**Initiating Structure** had a strong positive relationship with employee motivation and moderate positive relationships with perceived leader effectiveness, employee job satisfaction, and overall unit performance (Judge, 2004).

The following leadership styles were identified by Ohio researchers:

i. **High Structure -Low Consideration leadership Style**

ii. **High Structure-High Consideration leadership Style**

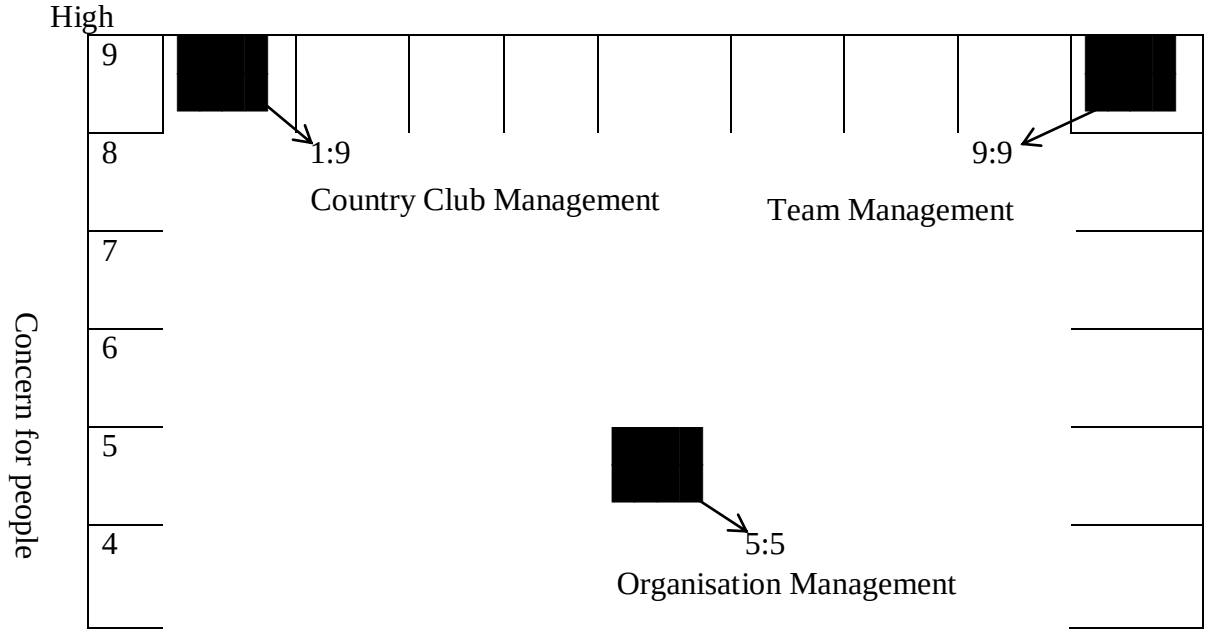
iii. **Low Structure-High Consideration leadership Style**

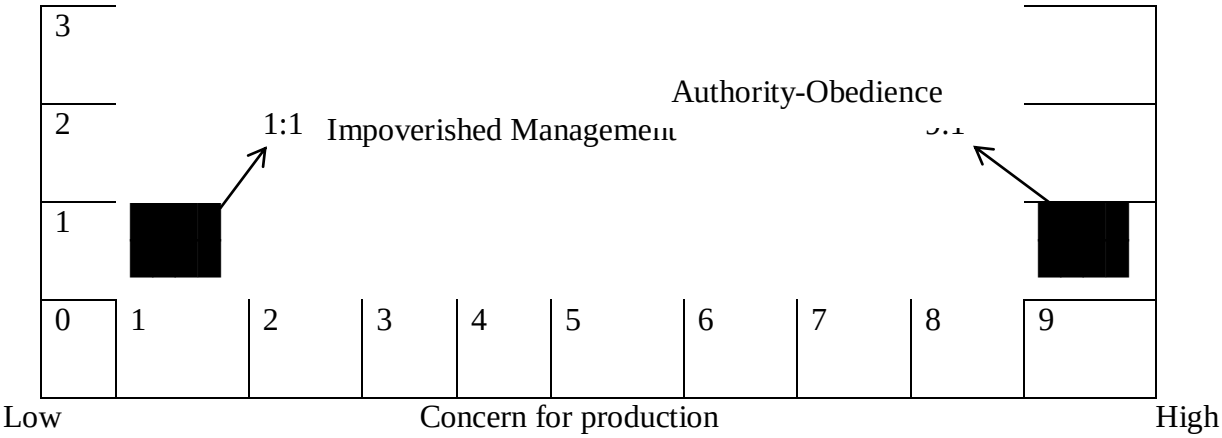
### iv. Low Structure-Low Consideration leadership Style

Evidence from Ohio State study has shown that effective leadership is characterised by high initiation of structure and high employee consideration than one who rated low on either consideration or initiating structure or both (Obamiro, 2011).

The third group of researchers from the University of Michigan developed the leadership Grid (formerly the Managerial Grid) as a tool for identifying a leader's style (Mouton & Blake, 1994). They laid emphasis on **people-oriented** and **production-oriented** aspects of leadership effectiveness which essentially mirrors State Studies' dimensions of **Initiating Structure** and **Consideration**.

**Figure2: The Michigan University Leadership Grid**






**Source:Robert R Blake and Anne Adams McCanse (1991). The Leadership Grid: Leadership Dilemmas – Grid solutions Houston: Gulf publishing. P.29. Adapted fromLunenburg and Ornstein(2012) Educational AdministrationP.110.**

Although there are eighty-one possible styles in the Grid, the Grid portrays five key leadership styles concern for production is rated on a 1 to 9 scale on the horizontal axis, while concern for people is rated similarly on the vertical axis.

They were, however, able to discover the following leadership styles:

1. **9, 1 Authority-Obedience Leadership:** Leaders concentrate on maximizing production through the use of power, authority, and control.
2. **1, 9 Country Club Management (Leadership):** Leaders place primary emphasis on good feelings among colleagues and subordinates even if production suffers as a result.
3. **1, 1 Impoverished Management (Leadership):** Leaders do the minimum required to remain employed in the organisation. Less concern for production and people.
4. **5, 5 Organisation Man Management (Leadership):** Leaders concentrate on conforming to the status quo and maintaining middle-of-the-road or "go-along-to-get-along" assumptions.

5. **9, 9 Team Management (Leadership):** Leaders use a goal-centered approach to gain high-quantity and high-quality results through broad involvement of group members: participation, commitment, and conflict resolution.

In support of the discoveries on leadership behaviour model, Michigan University further took a research on leadership behaviour and discovered the following leadership styles using the parameters of people, authority and productivity i.e.

1. **The Exploitative Autocratic leadership Style**
2. **Benevolent Autocratic leadership Style**
3. **The Consultative leadership Style**
4. **The Participative leadership Style**

**Exploitative Autocratic leadership Style:** The bulk of decisions and the goal setting of the organisation are made by leaders at the top and issued down the chain of command.**Benevolent Autocratic leadership Style:** The bulk of decisions and goal setting of the organisations are made within a presented framework at lower levels. An informal organisation usually develops, but it does not always resist formal organisational goals.**Consultative leadership Style:** Leaders consult with subordinates before setting goals and making decisions about work. Broad policy and general decisions are kept at the top, but employees are allowed to make more specific decisions at lower levels.**Participative leadership Style:** This is highly favoured and recommended style of management. This is an employee-centred leadership which induces commitment to results. Decision making is widely spread throughout the organisation although well integrated. Communication flows not only up and down the hierarchy but among peers. Workers are

motivated by participation and involvement in developing economic rewards, setting goals, improving methods, and appraising progress toward goals.

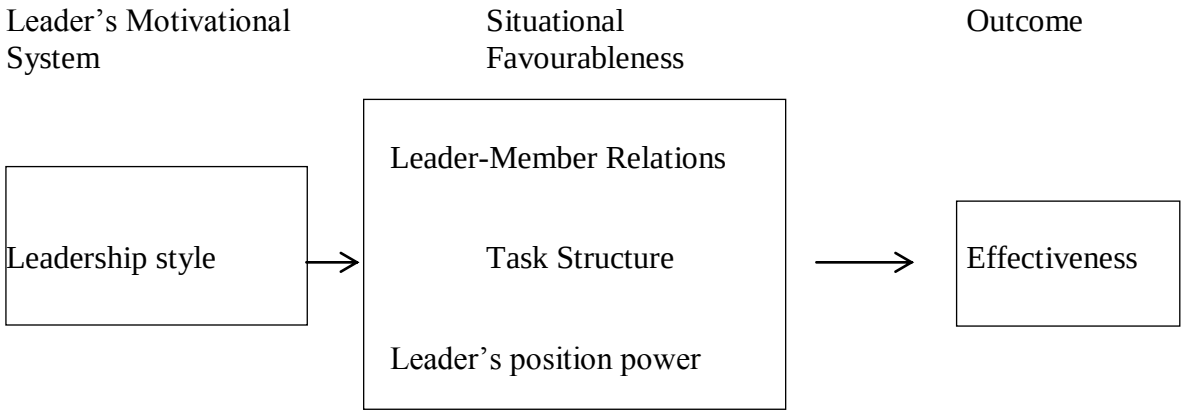
### 2.2.4 The Contingency Leadership Model

Efforts to discover the one best set of leader traits and the one best set of leader behaviours in all situations have failed. Contemporary researchers and school administrators are more likely to believe that the practice of leadership is too complex to be represented by a single set of traits or behaviours. Instead, the idea that effective leadership behaviour is "Contingent" on the situations is more prevalent today.

The popular proponent of this model is Fiedler &Chemers (1984). They hold the opinion that leadership behaviour is greatly determined by the effectiveness of his subordinate workers in the organisation. Therefore, the ability of the leader to discover, fit-in and promotes those functions, would greatly determine his efficiency and effectiveness in the organisation (Nwachukwu, 2004). This means that leadership effectiveness is greatly guaranteed by high level of interaction between the leader and his subordinates as well as effective harmonization of situational factors in the organisation.

According to the model, the effectiveness of a leader in achieving high group performance is contingent on the leader's motivational system and the degree to which the leader controls and influences the situation (Lunenburg & Ornstein, 2012). The three situational factors include leader-member relations, task structure, and the leader's position power.

## Figure3: Major variables in Fiedller's Contingency Theory




**Source:Adopted from Lunenburg and Ornstein (2012) Educational Administration P.111**

**Leader – Member Relations:** refer to the quality of the relationship between the leader and the group. The degree of confidence, trust, and respect subordinates have in the leader, assess it good or bad classifies leader – member relations. The assumption is that if subordinates respect and trust the leader, it will be easier for the leader to exercise influence in accomplishing tasks.**Task-Structure:** refers to the nature of the subordinate's task – whether it is routine (structured) or complex (unstructured). Task structure can be operationally defined by:

i. The extent of goal clarity;
ii. The multiplicity of goal paths;
iii. The extent of decision verifiability; and
iv. The solution specificity.

When the task to be performed is highly structured, the leader should be able to exert considerable influence on subordinates. Clear goal, clear procedures to achieve goals and objective performance measures enable the leader to set performance standards and hold subordinates accountable. On the other hand, when the task is unstructured, the leader may

be in a poor position to evaluate subordinate performance because the goals are unclear, there are multiple paths to achieve them, and the leader may possess no more knowledge about the task than the subordinates.**Position Power:** refers to the extent to which the leader possesses the ability to influence the behaviour of subordinates through legitimate, reward, and coercive power. The more position power held by the leader, the more favourable the leadership situation. In general, democratic elected leaders have weak position power while schools principals have strong position power (Lunenburg & Ornstein, 2012).

Fiedler's objective was not only to discover factors which influence leadership behaviour alone but to determine the best leadership style for a given leadership position. As such, Fiedler was highly admired and referenced by other management scientists most especially for reducing various leadership styles to two (2) categories viz:

i. **Task-Motivated Leadership Style**
ii. **People-Relation Motivated Leadership Style**

Fiedler (1984) was able to develop an instrument for measuring leadership effectiveness and style which contains the continuum to least favourable which today is known as questionnaire (continuum) for leadership effectiveness as can be seen in the table given below:

## Figure 4: Sample of items from the Least Preferred Co-worker (LPC) Scale

Scoring

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Pleasant | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Unpleasant _____ |
| Friendly | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Unfriendly _____ |
| Rejecting | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Accepting _____ |
| Tense | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Relaxed _____ |
| Distant | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Close _____ |
| Cold | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Warm _____ |
| Supportive | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Hostile _____ |
| Boring | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Interesting _____ |

**Source:Fred E. Fiedler and Martin M. Chemers (1984). Improving Leadership Effectiveness: The Leader Match Concept, 2nd ed. New York: Wiley & Sons, Inc-P19. Adapted fromLunenburg and Ornstein (2012) Educational Administration P.112**

Fiedler interprets a leader's LPC score to be a personality trait that reflects the leader's motivational system or behavioural preferences. A high LPC score indicates a relationship-motivated (employee-centred) leader whose interpersonal relationship needs have first priority, and a low LPC score indicates a task-motivated (production-centred)) leader who task achievement needs have first priority.

## Figure 5: Fiedler's Contingency Model

| Leader member relations | Good | | Poor | |
|---|---|---|---|---|
| Task structure | Structured | Unstructured | Structured | Unstructured |
| Position power | Strong Weak | Strong Weak | Strong Weak | Strong Weak |
| Situations | I II | III IV | V VI | VII VIII |

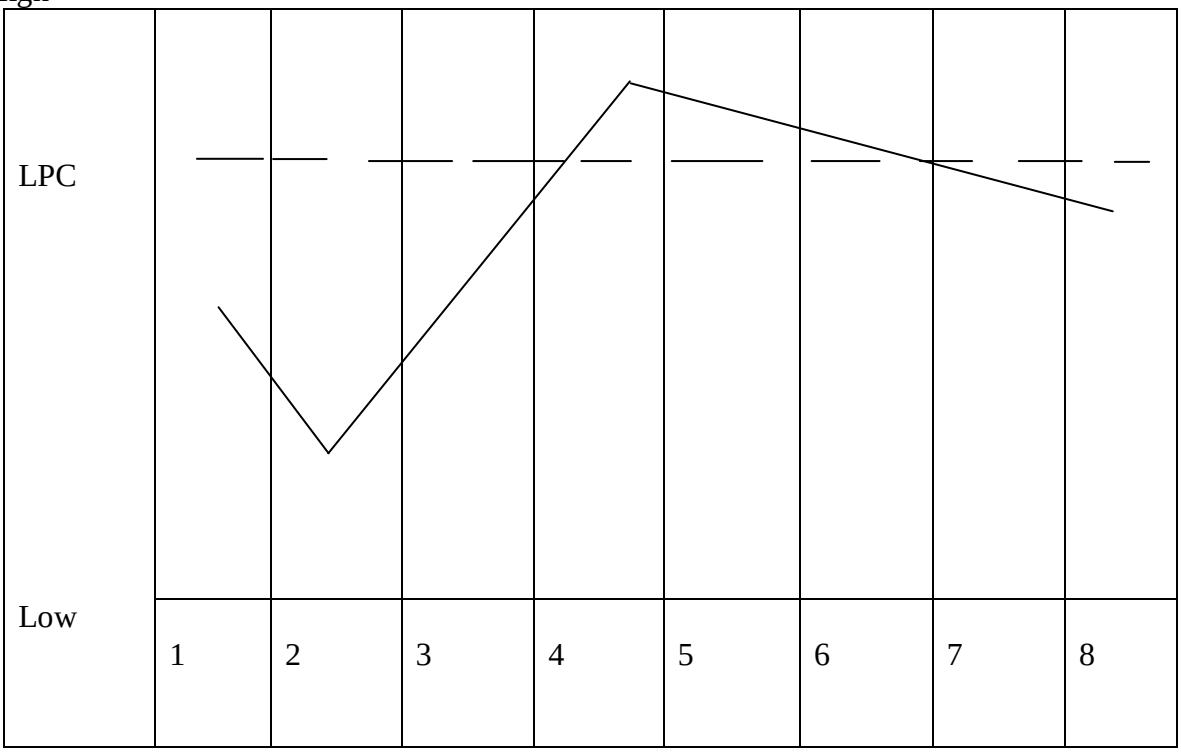
Favourable ⟷ Unfavourable

**Source:Fred E. Fiedler (1967) A theory of Leadership Effectiveness. New York: McGraw-Hill P.37. Adapted fromLunenburg and Ornstein (2012) Educational Administration P.113**

Leader-member relations, task structure, and position power determine the situational favourableness for the leader. To combine these factors in the simplest way, Fiedler simply split each into two categories and thus produced eight possible combinations. The eight situations vary in terms of their overall favourableness for the exercise of leadership. The most favourable situation (greater leader influence) is one in which leader-member relations are good, the task is highly structured, and the leader has

strong position power. The least favourable situation (least leader influence) is one in which leader-member relations are poor, tasks are unstructured, and leader position power is weak.

**Figure 6: Fiedler's Conceptualization of Contingency Model**



| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Leader-member Relations | Good | Good | Good | Good | Poor | Poor | Poor | Poor |
| Task structure | Structured | | Unstructured | | Structured | | Unstructured | |
| Leader position power | Strong | Weak | Strong | Weak | Strong | Weak | Strong | Weak |

Moderate Favourable ⟶ Situational favourableness ⟶ Unfavourable

**Source: Fred E.Fiedler and Martin M. Chemers, Leadership and Effective Management (Glenview, IL: Scott, Foresman, 1974, P.80) Adapted from Boone and Kurtz (1992) Management P.407**

The figure 6 matches leadership styles with a matrix of situational variables: leader-member relations, task structure, and leader position power. Relationship-motivated leaders perform better in scenarios 4,5,6 and 7, while task-motivated leaders perform better in situations 1,2,3 and 8.Fiedler contended that the favourableness of the situation with the leadership style determines effectiveness. This contingency leadership model would serve as a clue for the researcher in the process of collecting and analysis of facts on the research problem.

### 2.2.5 The Path-Goal Model of Leadership

Another widely known contingency model of leadership is the path-goal model of leadership effectiveness. Path-goal model is based on the expectancy theory of motivation

and emphasis the leader's effect on subordinates' goals and the paths to achieve the goals. Leaders have influence over subordinates' ability to reach goals, the rewards associated with reaching goals, and the importance of the goals.The proponent of the path-goal model, House (1971) and Evans (1970) revealed that leadership effectiveness consist of increase of personal pay-off for the subordinates which would eventually become the path that would reduce the road-block and pitfalls for personal satisfaction of workers in the organisation.The path-goal presents the following leadership styles based on their research finding:

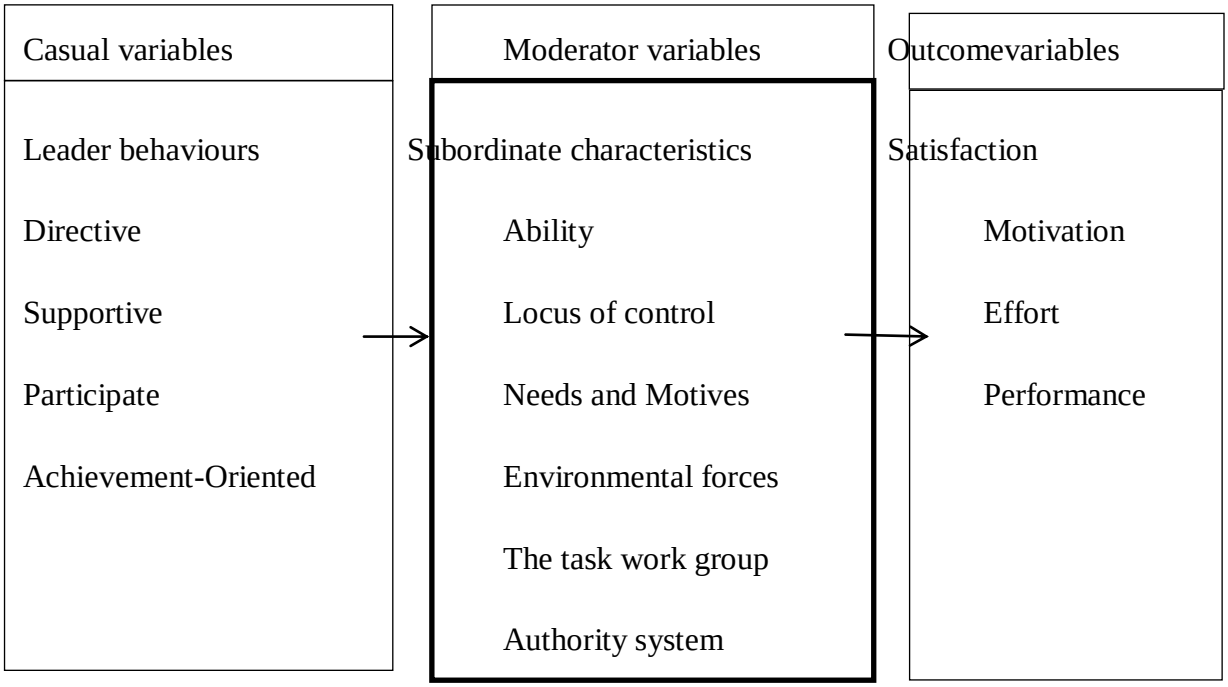
**Directive leadership:** A directive leader lets subordinates know what is expected of them, provides specific guidance concerning what is to be done and how to do it, sets performance standards, requests the subordinates follow standard rules and regulations, schedules and coordinates work, and explains his role as leader of the group. Directive leadership is similar to the Ohio State researchers' initiating structure.

**Supportive Leadership:** A supportive leader is friendly, approachable and concerned with the needs, status, and well-being of subordinates. A supportive leader treats subordinates as equals and frequently goes out of his way to make the work environment more pleasant and enjoyable. This leadership style is similar to what the Ohio State researchers called consideration.

**Participation Leadership:** A participative leader consults with subordinates concerning work-related matters, solicits their opinions, and frequently attempts to use subordinates' ideas in making-decisions

**Achievement-oriented Leadership:** An achievement-oriented leader sets challenging goals for subordinates, emphasises excellence in performance, and shows confidence in subordinates' ability to achieve high standards of performance.

**Figure 7: Relationships of Variables in the Path-Goal Theory**




**Source: Adapted from Lunenburg and Ornstein (2012)Educational Administration.**

**P.116**

The figure 7 summarizes the path-goal theory of leadership effectiveness. The figure shows, leader behaviour moderated by subordinate characteristics and environmental forces results in subordinate motivation, satisfaction effort, and performance (Lunenburg &Ornstein,2012).House concluded that for leaders to be effective in management situations, they have to ensure that:

i. Goals are jointly determined

ii. Cordial relationship exists between managers and subordinates

iii. Self and group goals are developed

iv. Joint effort of goal attainment prevails

### 2.2.6 The Leadership Style Continuum

Tannenbaum& Schmidt (1973) elaborated on two styles identified in the earlier trait and behavioural studies of leadership. They conceive of a continuum that runs between boss-centred leadership at one extreme and subordinate-centred leadership at the other. Between these extreme are five points representing various combinations of managerial authority and subordinate freedom.

The authors identify five typical styles of leadership from their model:

Telling Style**:** The leader identifies a problem, considers alternative solutions, chooses one of them, and then tells subordinates what they are to do. They may be considered but do not participate directly in the decision making. Coercion may or may not be used or implied.

Selling Style: The leader makes the decision but tries to persuade the group members to accept it. The leader points out how she has considered organisational goals and the interests of group members, and she states how the members will benefit from carrying out the decision.

Testing Style: The leader identifies a problem and proposes a tentative solution, asking for the reaction of those who will implement it, but making the final decision.

Consulting Style: The group members have a chance to influence the decision from the beginning. The leader presents a problem and relevant background information. The

group is invited to increase the number of alternative actions to be considered. The leader then selects the solution she regards as most promising.

Joining Style: The leader participates in the discussion as a member and agrees in advance to carryout whatever decision the group makes.

### 2.2.7 Three-Dimensional Leadership Styles

Reddin(1970) developed another useful model for identifying the leadership styles of practising school administrator by adding an effectiveness dimension to the task behaviour and relationship behaviour dimensions of the earlier Ohio State leadership models. Reddin has attempted to integrate the concepts of leadership style with the situational demands of a specific environment, when the style of a leader is appropriate to a given situation, it is term effective; when the style is inappropriate to a given situation, it is termed ineffective.

In the centre grid, the four basic leadership styles in the model are related, integrated, separated, and dedicated. Reddin proposes that any of the four basic leadership styles may be effective or ineffective depending on the situation. These effective and ineffective equivalents result in eight operational leadership styles which are:-

**Effective Styles:**

1. **Developer:** A leader using this style gives maximum concern to relationships and minimum concern to tasks. The leader is seen as having implicit trust in people and concerned mainly with developing them as individuals.

**2. Executive:** A leader using this style gives a great deal of concern to both tasks and relationships. The leader is seen as recognizing individual differences, and using team management.

**3. Bureaucrat:** A leader using this style gives minimum concern to both tasks and relationships. The leader is seen as conscientious and is interested mainly in rules and wants to maintain and control the situation by the use of rules.

**4. Benevolent Autocrat:** A leader using this style gives maximum concern to tasks and minimum concern to relationships. The leader is seen as knowing exactly what she wants and how to get it without causing resentment.

**Ineffective Styles:**

**5. Missionary:** A leader using this style gives maximum concern to people and relationships and minimum concern to tasks in a situation in which such behaviour is inappropriate. The leader is seen as a "do-gooder" who values harmony as an end in itself.

**6. Compromiser:** A leader using this style gives a great deal of concern to both tasks and relationships in a situation that requires emphasis on only one or on neither. The leader is seen as a poor decision maker, easily affected by pressure.

**7. Deserter:** A leader using this style gives minimum concern to tasks and relationships in a situation where such behaviour is inappropriate. The leader is seen as uninvolved and passive.

**8. Autocrat:** A leader using this style gives minimum concern to tasks and minimum concern to relationships in a situation in which such behaviour is inappropriate. The leader

is seen as having no confidence in others, as unpleasant, and as interested only in the immediate job.

Reddin's model incorporates three theoretical bases namely leader traits and behaviours, groups and situational factors. This Three-Dimensional Model of leadership has not been the object of much empirical research. Instead, it has become a popular technique for use in training administrators in numerous organisational contexts.

### 2.2.8 Vroom – Yetton Leadership Model

The degree of participation in the decision-making process is another important issue in the study of leadership. Two researchers, Victor Vroom andPlulipYetton, have developed a normative model of leadership behaviour (Vroom &Yetton, 1973).

According to Boone & Kurtz (1992), it is normative in the sense of specifying the manner in which managers should make decisions. The Vroom-Yetton model identifies five (5) leadership styles based on the degree of participation by subordinates in choosing an alternative. The five leadership styles are as follows:

a. Leaders make the decision themselves, using the information available at the time.
b. Leaders obtain information from subordinates, and then make the decision themselves.
c. Leaders discuss the problem with subordinates as a group, but make the decision themselves.
d. Leaders discuss the problem with subordinates on an individual basis, but make the decision themselves.

e. Leaders share the problem with subordinates as a group. Alternatives are generated and evaluated jointly by leaders and subordinates and the decision is made by consensus. Leaders accept and implement any solution that has the support of the group.

### 2.2.9 The Situational Leadership Styles

Another well-known as useful framework for analysing leadership behaviour is Paul Hersey and Kenneth Blanchard's situational leadership model. Situational leadership theory identifies two key leadership behaviours: task behaviour and relationship behaviour. **Task Behaviour:** The leader engages in one-way communication by explaining what each subordinate is to do, as well as when, where, and how tasks are to be performed.**Relationship Behaviour:** The leader engages in two-way communication by providing socio-emotional support, "Psychological Strokes" and "facilitating behaviours"

The key for leadership effectiveness in Hersey and Blanchard model is to match the situation with the appropriate leadership style. Four basic leadership styles are in the model: Telling, Selling, participating and delegating.

Telling Style:This is a high-task, low relationship style, and is effective when subordinates are low in motivation and ability.

Selling Style: This is a high-task, high-relationship style and is effective when subordinates have adequate motivation but low ability.

Participatory Style: This is a low-task, high-relationship style and is effective when subordinates have adequate ability but low motivation.

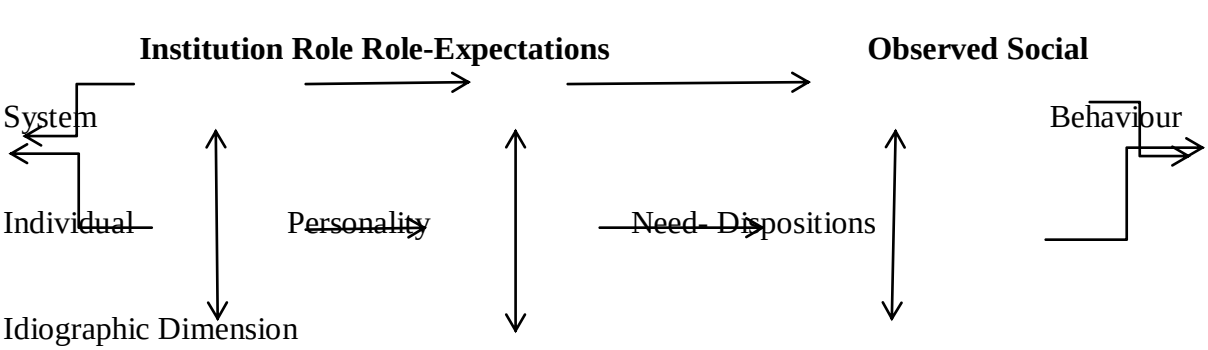
Delegating Style: This is a low-task, low-relationship style and is effective when subordinates are very high in ability and motivation.

In support of situational model of leadership effectiveness wasOvwigho (2006) and Igunun (2008), both with the view that societal forces such as environment and situation produce leadership of different kinds. Meaning that unpleasant environment obviously produce unpleasant leadership as affirmed by Ovwigho (2006) and Robin (2008)

### 2.2.10 Interactional Model of Leadership Styles

The interactional approach represents a compromise between the trait approach on the extreme and the situational approach on the other. This model sees Educational Organisations as quiet different from both Democratic Organisations and Military Organisations where groups elect their leaders, whose source of power derived from people or military decrees, acts of parliament or constitution as case maybe. Hence, Educational Organisation though formal organisation such as a School is seen as a Social System, the headship is appointed or emerged for being the most senior education officer and guided by bureaucratically rules and regulations.

**Figure 8: TheGetzels- Guba Social System Model**



**Source:Adapted from Lunenburg and Ornstein (2012) Education Administration, 6th Edition, p48.**

A social system refers to activities and interactions of group members brought together for a common purpose. Getzels and Guba in Lunenburg& Ornstein (2012) conceive the social system as involving two dimensions that are independent and interactive. First are institutions with certain roles and expectations that will fulfil the goals of the system. Second are individuals with certain personalities and need-dispositions in habiting the system, whose interactions comprise observed behaviour. Thus, observed behaviour can be understood as a function of these major elements: institution, role, and expectations, which together constitute the nomothetic, or normative, dimension of activity in a social system; and individual, personality, and need-dispositions, which together constitute the idiographic, or personal, dimension of activity in a social system. Translated into the school setting, this means that an organisation is designed to serve one of society's needs- **to educate**. In this organisation, according to them, there are positions, or roles, such as the roles of the students, academic staff, non –academic staff, management staff, principal, and the like. For each individual who occupies a given role, there are role expectations. Role expectations represent not only the duties and actions expected from each role player but also the expectations concerning the quality of performance. The various roles and role expectations constitute the nomothetic dimension of the social system.

The idiographic dimension includes individuals who occupy the roles and their personal needs. Schools as social systems must be 'peopled', and all kinds of individuals who have their own idiosyncrasies 'people' them. Thus, individuals chosen to occupy roles are different from one another in action and in reaction, and we can analyse those differences in terms of personality. Personality is determined in part by needs, which predispose a person to

behave in a certain way in a given situation. In other words, the individual who occupies a given role has needs he tries to fulfil. These are personalized needs may not be associated with the needs of the school.

Behaviour, according to them, can be stated in the form of the equation $B = f(R \times P)$, where B is observed behaviour, f is function, R is a given institutional role defined by the expectations attached to it, and P is the personality of the role player defined by his need-dispositions. The proportion of role and personality factors determining behaviour varies with the specific personality involved.

Furthermore, Getzels's models suggest three leader-followership styles: normative (nomothetic), personal (idiographic), and transactional (situational). The transactional style represents a balance of emphasis on the performance of the requirements of the organisation and the expression of personal needs of individuals. The school administrator moves alternatively toward the normative style or the personal style depending on the situation.

Getzels and Guba in Otu (2012) also provided this model for the classification of leadership styles on the basis of whether a leader's main consideration is (a) for the organisation or (b) for the individuals in the organisation or (c) for both the organisation and the individuals in the organisation. According to her, the model avoids using words such as "democratic" and "autocratic" which can be confusing because of their**political undertones**, thatGezels andGuba social systems model presents three dimensions which are Idiographic (the needs of individuals) and nomothetic (the goals of the organisation) and transaction (between the two). This model depicts the dynamics of balancing the needs and productivity of the organisation with the needs, personality, and dispositions of people doing the work.

**Nomothetic Leadership Style:** A leader is task-oriented, which means that he is excessively concerned with the organisational tasks to be performed. He places emphasis on the authority vested in him by virtue of his position and status. He emphasises the requirements of the individual, his personality and his need-disposition; instead, he stresses organisational goal achievement, rules and regulations. He demands absolute loyalty to the organisation, right or wrong. He sees rules and regulations as made to apply equally to people in order to ensure uniformity and fairness.

**Idiographic Leadership Style:**A leader who bases his leadership style on Idiographic foundations emphasises the goals of the individuals. He is more concerned with individual needs than with the institutional demands. He puts minimum emphasis on role and expectation as well as on rules and regulations and stresses decentralization of authority. While accepting the similarities among people, he tends to stress the uniqueness of each individual, and thus advocates treatment of each issue on its own merit.

**Transactional Leadership Style:** Transactional leaders attempt to balance initiating structure in order to get things done with meeting the needs of the people while things are getting done. This type of leadership requires the integration of organisational goals and expectations with the needs of the people doing the work. He recognises the important of institutional rules and expectations but hopes that individual can find fulfilment of their aspiration while meeting institutional expectations. In one circumstance, he may move toward nomothetic style and in another he may move toward the other end, that is, toward idiographic style. Transactional leadership reflects the reality of the workplace and continues to be the pre-dominant model in most organisations, including public schools (Lunenburg and Ornstein, 2012).

### 2.2.11Transformational Leadership Model

Of all the leadership models presented so far, none was able to reveal how best a leader can influence his followers. Emphasis had been on personality traits and leadership behaviours determined by contingency or situational factors, for the fact that the society is fast changing and therefore its exacting lot of pressures on management in every organisation. Based on this, many now believe that the type of leadership needed by top managers for our modern day organisation should be such that would serve as motivational factor for the subject which today is labelled "Transformational" as affirmed by Bagobiri&Kassah (2006) supported by Hinjari (2007).

To that end, Hellriegel& John (1996) perceived transformational leadership style as "leading by motivating". To them, transformational leaders provide extra ordinary motivation by appealing to follower's ideas and moral values and inspiring them to think about problems in a new way. The model tries to use great and successful leaders past and present as frame of reference and modelling our own personality traits and vision towards such leadership perceptions and dispositions e.g. great and successful leaders like Abraham Lincoln, J.F. Kenedy, Martin Luther King, OlusegunObasanjo, GoodluckEbele Jonathan and lots more whose success in leadership were guaranteed by the use of motivation.

The major elements in transformation model according to Idris (2006), Bagobiri&Kassah (2006), Lunenburg& Ornstein (2012) are creativity, goals, vision and commitment.

Creativity: Transformational leaders are more effective because they are more creative themselves. They are also more effective because they encourage their followers to be more

creative as well.Transformational leadersare proactive rather than reactive; creative rather than compliant; and audacious rather than adherent. Goals: Goals are another key element in how transformational leadership works. Followers of transformational leadership are more likely to pursue ambitious goals, understand and agree with the formal goals of the organisation, and believe that the goals they are pursuing will lead to their own self-fulfilment.Vision: Transformational leaders create a strategic vision that energies and unifies followers (Bennis, 2010). Not only do transformational leaders communicate a vision, they also model the vision. In other words, they "walk the talk" by doing things that enact the vision.Commitment: Making a vision a reality requires followers commitment transformational leaders build commitment to the vision through enthusiasm for every project they tackle; by being persistent in their follow-through on all projects; and by involving followers in the creation of the vision.

Leaders using this style create an environment where every person is empowered to fulfil his or her highest needs and becomes a member of a productive learning community. Transformational leaders are servants to others and guide them in creating and embracing a vision for the organisation that inspires and brings forth top performance and creates a belief system of integrity, a cause beyond oneself, diversity of thought, and inclusiveness for all races and gender.

The full range of leadership model (transactional and transformational leadership) shown that laissez faire is the least effective of the leader behaviours. Leaders using this style are rarely viewed as effective. Management by exception (active or passive) is slightly better than laissez faire, but it is still considered ineffective leadership. Leaders who practice management by exception leadership either search for deviations from standards and take corrective action or tend to intervene only when there is a problem, which is usually too late.

Contingent reward leadership can be an effective style of leadership. The leader attains follower agreement on what needs to be accomplished using promised or actual rewards in exchange for actual performance leaders are generally most effective when they regularly use each of the four transformational leadership behaviours idealized influence, inspirational, motivation, intellectual situation, and individualized consideration.

In summary therefore, the following leadership styles were revealed by most, if not all, the models discussed so far:

i. Authoritarian Leadership Style: Leader who adopts this style could be Exploitative or Benevolent Autocratic. Authoritarian leaders employ coercive tactics to enforce rules, use Machiavellian cunning to manipulate people and decision making, and reward loyalty over merit. Control is the primary management strategy employed by authoritarian leaders. This form of leadership emphasises objectivity in the workplace, tends to be imperious to human problems is insensitive to race and gender, and displays little emotion or affection toward employees.

ii. Democratic Leadership Style: Leader's power is derived from the group is to lead and that people can be self-directed and creative at work if properly motivated. Leader who adopts this leadership style is group-oriented. Leader encouraged group discussion and decision making. Subordinates were informed about conditions affecting their jobs and encouraged to express their ideas and make suggestions

iii. Laissez-faire Leadership Style: Leader grants complete freedom for decision to group or individuals without his direction. He leaves followers to act the way they like after providing materials because he has no time to think about what people are doing because he wants to avoid hunting other people's feelings or because he is after cheap

popularity for himself. Sometimes referred to as anarchic or absence of leadership, that is, no deliberate attempt to influence is involved. He sets goals and allows subordinates to decide how to achieve it. He gives group complete freedom, provide the required resources and participate only to answer questions.

iv. Nomothetic Leadership Style: Leader follows the rules and regulations of an organisation to the letter. Everything is by bureaucracy, that is, by official protocol. Hence, subordinates are expected to conform completely to bureaucratic processes. The leader perceives his office as a centre of authority and applied the same bureaucratic rules and procedures to all subordinates. A leader is task-oriented, excessively concerned with the organisational tasks to be performed.

v. Idiographic Leadership Style:Leaders strive to move away from the authoritarian boss led mode of leadership to the human side of the enterprise. The model found that productivity and human relationships were closely linked, and opened inquiry into informal structures and social systems. Here, leaders viewed organisations as social systems in which people's social needs were the most important factors in motivating workers to higher productivity. They also stressed share decision making and group participation in building productive organisation centered on people and their needs participative leadership, however, leads to delegation and communication about goals, processes of goal accomplishment, respect for diversity in team members, and a collective effort to seek quality in each task and final product. This collaborative process brings a family atmosphere to the workplace and creates respect for the contributions by each member.Leader expects subordinates to work things out for themselves. Leader focuses on individual needs rather than organisational needs. Hence, organisational demands are minimized. Authority is delegated while the

relationship to others is in line with individual's personal needs. Leader puts minimum emphasis on role and expectation as well as on rules and regulations and stresses decentralization of authority.

vi. Transactional Leadership Style: The transactional leadership behaviour/style is a hybrid between the nomothetic and idiographic leadership behaviours. It is situation – oriented. A leader moves from one to another in different situation.Situational Leadership Style focuses on the behaviour of leaders and their followers and various situations. It emphasises behaviour and environment as the main factors for effective leadership.However, unlike the idiographic leadership behaviour, which emphasizes individual's needs, the transactional leadership behaviour recognises the important of institutional roles and expectations. The leader assumes that pursing institutional goals could result in the fulfilment of individual personality drives. Transactional leadership allows for the practices of good human relationship.

vii. Transformational Leadership Style: Leaders demonstrate the elixir of human understanding. If applied with integrity, transformational leadership can reform organisations in magic ways. Leaders using this style create an environment where every person is empowered to fulfil his or her highest needs and becomes a member of a productive learning community. Transformational leaders are servants to others and guide them in creating and embracing a vision for the organisation that inspires and brings forth top performance and creates a belief system of integrity, a cause beyond oneself, diversity of thought, and inclusiveness for all races and gender.

## 2.3 Brief Historical Background of Federal Unity Colleges in Nigeria

Federal Government Colleges were conceived to be unifying institutions, bringing together young Nigerian teenagers from multi various ethnic and religious divides with a view to instilling high quality education into the students in an environment of academic and development excellence devoid of ethnic, religious or social stratification that rule Nigeria then and unfortunately continues to plaque Nigeria till today.Federal Government Colleges, or the Unity Schools, came into existence in Nigeria in 1966 with the establishment of three Federal Government Colleges (FGCs) in Sokoto, Warri and Okposi now in Anambra State. This was a vision of the TafawaBalewa Government which sought to use education as an integral tool for fostering National Unity by bridging the diversity gap amongst Nigerian youths.

The main objective was to create model secondary schools within a state. Other objectives were to:

i. foster national unity by bringing children from various backgrounds and various parts of the country together in their formative years;
ii. ensure appreciation of each other's culture and also ensure tolerance;
iii. bring people together from different cultures for the unity of the country, from which the colleges derived the name-Unity Schools;
iv. give girls an added advantage, increase enrolment and chances for girls to get admitted; and
v. create deliberate situations for people to acquire quality education by offering day and boarding house service with a minimum payment (Ogbonnaya, 2006).

According to FME (2015) in establishing these colleges, the founding fathers had the dream of among others, having institutions that will aim at:

i. raising intellectuals to serve Nigeria's need for high academic excellence in all spheres of human endeavour;
ii. fostering the spirit of oneness, national unity and integration amongst students;
iii. providing excellent environment for learning, with the best equipment and materials, to enhance pupils learning and experience;
iv. having teachers of highest quality from all round the world;
v. serving as models for States and Private Schools Proprietors in the provision of quality secondary education; and
vi. serving as institutions of pride for both the nation and its citizens.

The schools were called unity schools to emphasise the point that they were set up to raise Nigerians who will hold the unity of the country very dear to heart. That presumed vision to foster unity among Nigerian youths suffered some set back during the civil war. According to Adeseun (2003), after the civil war in the late '60's, the General Yakubu Gowon's government had an overriding passion to heal the wounds of the just ended Nigerian civil war, hence the 3R's declaration viz: Reconciliation, Restoration and Reconstruction. The essence of the 3Rs drive was to unify a nation whose fragmentation had been accentuated by a very divisive civil war. The principle was simple: build decent boarding schools, throw in young unpolluted minds from across the nooks and crannies of Nigeria, and ignore the vagaries of tribes and tongue, which were bound to differ, in a 250-strong multi- ethnic "Nation" hurriedly put together by some adventurous Lord Lugard.

Kings and Queens Colleges Lagos were about the only schools that had semblance of being National Schools, latter Federal Government Colleges were set up to provide high quality education to children from across the various areas of the country with teachers from across the world. To hike up the important process of reconciliation more Federal Government Colleges were established in all the States of the Federation, Christened "Unity Schools" (Akpa&Udoh, 2004). The architects of the Unity Schools chose an appropriate pay-off to reflect their motive hence the "**Pro-Unitate**" (For Unity) sign-off that was part of the logo of all Federal Unity Colleges. The first sets of FGCs were sited in true "Federal Character Spirit" with representation in the North, South, West and East. The Pan-Nigerian nature of the schools was enshrined in the replicated design of the hostels and classrooms that was undertaken by Dr Alex Ekwueme's architectural firm. Ekwueme has since then shown himself to be not just an architect of physical structure but also the political "architect" of the current day 6-zone geo-political entity now known as the North-East, North-West, North-Central, South-South, South-East and South-West still called Nigeria (Adeseun, 2003).

Some of the products of Unity Schools in the country include Joseph Makoju, Prof. OlugbemiroJegede, Mrs.ObiageliEzekwesili, Donald Duke, SaminuTuraki, Prof. TanureOjaide, Alhaji Ahmed Makarfi, Benjamin Oviosu, Alh. BuhariBala, Chief (Sir) Marc Wabara and host of other eminent Nigerians lecturers and Professors in Nigerian Universities of repute, Honourable Ministers, Officers and Gentlemen in the Armed forces, Entrepreneurs, Captains of Industry in the private sector, National Athletes dead and alive.

Federal Government Colleges have always been used by the Federal Government as a piloting school to effect changes in secondary education in Nigeria (Adeyegbe in

Ivowi&Ogunleye, 2011). Today, there are 104 Federal Unity Schools in the Federation including Federal Government Girls Colleges with each State having at least two. Admission is based on merit (60%), state quota (30%) and others (10%) (FME, 2015).

**2.4Determinant for Leadership Styles Selections**

i. **The size of the Organisation:** That is, the sizes and nature of the organisation determines the types of leadership it would require. This is based on the fact that more complex organisation demands for a highly intelligent, experienced reputable leadership whereby revise might be in situations of smaller organisations.

ii. **Degree of Interaction:** This usually influence leadership style most especially in organisations that depends greatly on the cooperation of the subordinates for task accomplishment, such as in educational institutions, would prefer an open communication channel that favour democratic approach to leadership style.

iii. **Personality of Members:** This implies that there is usually a differential in the personal traits of the subordinates in the organisation. Therefore, leadership styles ought to be such that would cater for the difference. Hence, followers with high urge for participation should be accorded the opportunity and those with less interest should be handled accordingly, in order to avoid clash of interest and failures in the discharge of duties and responsibilities.

iv. **Goal Congruency:** This call for the ability of the leadership styles in question to possess the capability of harmonizing the individual's goals with that of the organisation to enhance unity of direction and purpose. Meaning that differentials in goals of the subordinates with the management may create a rigid organisation climate.

v. **Level of Decision Making:** This is usually the technical level of the organisation. It involves the drafting and implementing of policies and decisions which determine the kind of leadership an organisation possess. As such, where the responsibility of decision making is vested on the leader and the followers are not carried along, then, misconceptions are bound to be created among the followers towards the leader.

vi. **The State of the System:** This implies that the level of the organisation success determines the style of leadership to be adopted. Because a complex organisation with low productivity would definitely demand for an autocratic leader in order to achieve high productivity, leaving the unproductive employees at risk of lay-off (Nwachukwu, 2004).

Whatever type of leadership style is chosen, its effectiveness will depend on its appropriateness in relation to the people who are being lead, the nature of the job itself, and the management support given to the leader from those higher up in the organisation. No leadership style will work unless it fits well with the manager's personal characteristics. All these factors work together to create a distinctive environment for leadership.

## 2.5Ways to Become a Better Leader

Literature reviewed clearly shows that transformational leaders -Leaders who are positive, inspiring and who empower and develop followers – are better leaders. They are usually described as enthusiastic, passionate, genuine and energetic. These leaders are not just concerned about helping the group achieve its goals; they also care about helping each member of the group reach his or her full potential.

The following tips are how to become a better leader and think about ways that you can implement these strategies in your daily life as a Principal:

1. **Learn More about Your Leadership Style:**Understanding your current leadership style is essential. What are your strengths? Which areas need some improvement? One way to start assessing your skills is to take the leadership style quiz to get a general idea of how you lead. Once you have completed the quiz, read about the major characteristics of your dominant style. Are these qualities helping or hindering your leadership? Some work, you can begin looking for ways to improve your leadership abilities.

2. **Encourage Creativity:** Intellectual stimulation is one of the hallmarks of transformational leadership. Followers need to be encouraged to express their creativity. Effective leaders should offer new challenges with ample support to achieve these goals. One way to foster creativity is to offer challenges to group members, making sure that the goals are within the grasp of their abilities. The purpose of this type of exercise is to get people to stretch their limits, but to not become discouraged by barriers to success.

3. **Serve as a Role Model:** Idealized influence is another of the four key components of transformational leadership. Transformational leaders exemplify the behaviours and characteristics that they encourage in their followers. They walk the walk and talk the talk. As a result, group members admire these leaders and work to emulate these behaviours. If you want to become a better leader, work on modelling the qualities that you would like to see in your team members.

4. **Be Passionate:** Would you look to someone for guidance and leadership if they did not truly care about the goals of the group? Of course not! Great leaders are not just

focused on getting group members to finish task! They have a genuine passion and enthusiasm for the projects they work on. Start by thinking of different way that you can express your zeal. Let people know that you care about the progress. When one person shares something with the rest of the group, be sure to tell them how much you appreciate such contributions.

5. **Listen and Communicate Effectively:**Another important characteristic of transformational leadership involves a focus on providing one-on-one communication with group members. Good leaders should express sincere care and concern for the members of their group both verbally and nonverbally. By keeping the lines of communication open, these leaders can ensure that group members feel able to make contributions and receive recognition for their achievements.

6. **Have a Positive Attitude:**Transformational leaders have an upbeat, optimistic attitude that serves as a source of inspiration for followers. If leaders seem discouraged or apathetic, member of the group are likely to also become uninspired. Even when things look bleak and your followers start to feel disheartened, try to say positive. This does not mean viewing things through rose-coloured glasses. It simply means maintaining a sense of optimism and hope in the face of challenges.

7. **Motivate your Followers:**Transformational leaders also provide inspirational motivation to encourage their followers to get into action. Of course, being inspirational is not always easy. Fortunately, you do not need motivational speeches to rouse your group members. Some ideas for leadership inspiration include being genuinely passionate about ideas or goals, helping followers feel included in the process and offering recognition, praise and rewards for people's accomplishments.

9. **Offer Rewards and Recognition:** A good leader knows that offering effective recognition and rewards is one of the best ways to help followers feel appreciated and happy. It may also come as no surprise that happy people tend to perform better at work. According to the researcher, leaders can help group members feel happier by offering help, removing barriers to success and rewarding strong efforts. Some of these strategies include listening without distraction, putting your praise in writing and publicly thanking people for their efforts.

10. **Keep Trying New Things:** Who says leadership is a one-way relationship? As you work toward honing your leadership skills, do not forget to look to your followers for feedback an inspiration. Pay attention to the things that have been effective in the past and always be on the look for new ways to inspire, motivate and reward group members.

## 2.6 Developing Leadership Characteristics

According to Otu (2012), instead of searching for the qualities of a good leader as if they were all inmate and hereditary, it is more profitable to identify those characteristics a person can develop if he is to be a successful leader. To her, such characteristics as identified by certain writers on leadership can be learnt by people with normal nature endowment. These include:

1. **Ability to Control one's Emotions:** A group of any kind is expected to consist of all sorts and conditions of people. Not all their patterns of behaviour will be perceived by the leader as acceptable. In the school setting, a principal is likely to find some of the staff's actions irritating. In certain cases, some of such staff may not be aware of the implications of their actions; in some others the actions might be calculated to annoy. The principal occupying

a leadership position should learn in all circumstances to control his emotions during crises and keep calm under pressure.

2. **Sense of Commitment:** A principal should learn to develop a sense of commitment to the achievement of the goals of his school. The principal's commitment and lack of interest are both contagious and they quickly infect their staff and students. Without commitment to the organisational goals, a person cannot lead an organisation. Without interest in the school and in what it stands for, a principal cannot motivate the staff to work hard and behave well; that means he cannot lead them.

3. **Ability to Capitalize on the Strengths of Others:** Great leaders of the world have always surrounded themselves with advisers. To be a successful leader of his school, the principal needs to use the strengths of his staff as building blocks of his administrative edifice, certainly, everybody has his own weakness and strengths. A leader should develop the habit of looking for strong points in his staff and making those strengths productive.

4. **Self Confidence:** To accept somebody's leadership is to repose confidence in him, but this cannot take place unless the person has confidence in himself; lack of self-confidence results in tension during crisis, uncertainty in unfamiliar situations, defensiveness and even hostility in the face of genuine criticisms. A person who is lacking in the self-confidence will not be willing to accept the responsibility of leading. To develop self-confidence, a leader has to be an authority in his job. He is not expected to know everything, but he should have enough knowledge to be able to identify where he can possibly find answers to questions relating to his job, which he cannot readily answer. This will involve keeping up professionally and academically.

5. **Capacity to Work with Others:**In good human relations, empathy and sympathy to together, with the former, a person uses himself as a franc person uses himself as a frame of reference, trying to feel what the others person would feel if they swap places in a given problem situation. With the latter, the person recognises that, as people are different, what he regards as a good situation might be regarded as an intolerable position by another person. Thus, a person in a leadership position needs to develop an individual insight into other people in order to be able to demonstrate sensitivity to their feelings and needs.

6. **Ability to Communicate:**This will include aptitude for using the oral and written forms of language skilfully. It will also include ability to listen and obtain feedback. Not everybody can be an orator but people can develop ability to make, their oral and written forms of communication clearly understood. In schools, semantics difficulties often create communication problems but social, psychological and emotional barriers to communicate are usually the actual causes of unnecessary conflicts.

## 2.7 Empirical Studies

The empirical studies of this research work centred on a critical appraisal of other peoples' work in relation to the present study. In a study byJiya (2009)titled"the Perceptions of Stakeholders on Leadership Styles and Performance of Heads of Tertiary Institutions in Niger State". The instrument used in collecting the data was questionnaire. Four null hypotheses were postulatedand tested using percentages and standard deviation as descriptive and chi-square test as inferential statistics to determine the difference in the perceptions of the respondents from the findings of the study, two hypotheses were accepted and two rejected. It was however discovered, that heads of Tertiary Institutions in Niger State often

adoptautocratic leadership style in their administration against the opinion of their employees who opted for a democratic style of leadership that would facilitate effective administrative control and cordial human relation in the various institutions.

Another related study was carried out by Adeyemi(2011) titled "Principals' Leadership Styles and Teachers' Job performance in Senior Secondary Schools in Ondo State Nigeria" The study population comprised all the 281 Secondary Schools in the state out of this population, a sample of 240 senior secondary schools was taken and selected through the stratified random sampling technique. Out of the 7460 teachers (includingprincipals) in the schools, a sample of 2040 teachers was selected through the stratified random sampling technique. The sample was made up of 240 principals and 1800 teachers. The instrument used in collecting data was questionnaire. The data collected were analysed using frequency counts, percentages, correlation matric and the t- test. It was found that the democratic leadership style was the most commonly used leadership style among principals of Senior Secondary Schools in the State. Teachers' job performance was found to be better in schools having principals using autocratic leadership style than in schools having principals using democratic or laissez-faire leadership styles. It was recommended that school principals should imbibe a mixture of autocratic and democratic styles of leadership in their school administration in order to enhance better job performance among teachers. The use of the laissez-faire leadership style should be discouraged among school principals, as it could not bring in better job performance among teachers.

Akut(2012) also carried out a research titled "Impact of Personal Qualities of Principals on the Attainment of Basic Administrative Tasks in Secondary Schools in Kaduna Metropolis". Six (6) null hypotheses were stated and tested to answer the research questions.

The research design adopted in the study was ex-post facto. The target population for the study was approximately put at 10,000 made up of public schools in Kaduna Metropolis. Questionnaire was employed in the collection of data from 830 respondents of public Secondary Schools in Kaduna Metropolis. Descriptive and inferential statistics were used in data analysis at 0.05 level of significant. The results of the study showed that all the hypotheses raised in the study were rejected. The study revealed that all the respondents' agreed to a significant difference on the intelligence of school principals' on their administrative tasks, inter-personal relationship of school principals were enhance by their sociability qualities amongst others. It was recommended that the school authority should establish an effective means of communication between the management, staff, and students; principals should be given a refresher course/training to improve their intelligence, self-confidence and modesty amongst other.

Ameh (2012) equally carried out a research titled "Assessment of Administration Role Performance of Principals of Secondary Schools in Kaduna Metropolis". Three null hypotheses were postulated and tested using two statistical techniques: Descriptive Statistics involving frequency and percentage, and t-test analysis as inferential statistics. From the findings of the study, the three nullhypotheses were retained. It was however discovered, that the frequency and percentage of agreement on administrative process of solving principals' administrative problems and improving their basic roles in administration of schools was highly applauded. All the respondents indicated high percentages against all the items on the questionnaire. However, a lot of similarities existed between the responses of all the respondents and that resulted to retention of the null hypotheses and the rejection of alternative hypotheses of a significant difference. Finally, the study recommended that government

should increase principals' remuneration, gives room to further studies, organises refresher courses, seminars, workshops amongst other.

Adeyemi&Bolarinwa (2013) also carried out a research titled "Principals' Leadership Styles and Students' Academic performance in Secondary Schools in Ekiti State, Nigeria". It was a correlational research by design. The study population composed of all the 175 Secondary Schools in the State. Out of these, a sample of 140 Secondary Schools was selected through the simple random sampling technique. Out of the 7,284 teachers' in the schools, 2,560 teachers were selected for the study through the stratified random sampling technique. Two instruments were used to collect data for the study. These were a questionnaire and an inventory. The data collected were analysed using frequency counts, percentages, mean and Pearson Product Moment Correlation. It was found that the democratic style of leadership was the prevalent leadership's style used by school principals in the state. The autocratic leadership style was found to be significantly related with students' academic performance. It was recommended that principals should endeavour to use the autocratic leadership style to enhance better academic performance of students in their schools.

## 2.8 Summary

Based on the studies of leadership styles so far, one would discover that the success or failure of any organisation depends greatly on her leadership effectiveness and efficiency. However, since every organisation is established with a focus on success, such demands that a leader adopts the appropriate styles that best fits the desires and aspirations as well as the situation of his organisation.

The chapter made a critical reviewed of related literature. This was with a view to have a proper guidance of the direction of the present research study. The study was interested on leadership styles commonly adopt by principals in the study area. The study looked at the conceptual framework of the study- the concept of leadership style examined and various leadership studies where most leadership styles emerged reviewed. A number of models were identified, discussed, analysed, and judgement passed as regards the most effective styles. The leadership styles identified were autocratic style, democratic style, laissez- faire style, nomothetic style, idiographic style, transactional (situational) style, and transformational style.

In this work, historical background of federal unity schools in Nigeria narrated and its objectives highlighted. The study also highlighted the determinant factors for leadership styles selection, ways to become a better leader, and how to develop leadership characteristics. A number of empirical studies were identified and discussed in relation to their differences with the present study on methodology, data collection and analysis, findings and recommendations.

# CHAPTER THREE

# RESEARCH METHODOLOGY

## 3.1. Introduction

This chapter provided the description of the process of research that involved in the study. The researcher therefore presented an explanation of the methodology that was used in conducting the research design, population, sample and sampling procedures, research instruments and their administration, the content validity and reliability of the research instrument, and methods of data analysis.

## 3.2 Research Design

The research design for this study was descriptivesurvey carried out 'ex post facto'.In line with the perceptions of scholars such as Ofor (2004), Oredin(2004), Ndiyo(2005), and Sambo(2008) who opined that descriptive research possess great relevance for adoption when a researcher intends to investigate conditions that already exist and intend to determine their prevalence. In this study therefore, Management Staff (principals inclusive),Academic Staff, and Non-Academic Staff werethe respondents and their opinions provided critical information on the prevalence of various principals' leadership styles on the management of Federal UnityColleges in North-Central Geo-Political Zone, Nigeria.

Thus, the primary focus of this research was on leadership styles commonly exercised by principals in the management of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria.Therefore, for the purpose of data collection for this study, questionnaires were used to elicit responses from the respondents. However, the questionnaire methodology which the

researcher adopted was not the only one that could be utilized for this study. Indeed, there were other alternatives, such as oral interview as opposed to the questionnaire. But the researcher discarded the oral interview method for only questionnaire method of approach guarantees uniformity of questioning as a viable tool for eliciting responses on issues that already exists such as in this area of study.

In this research therefore, data were collected, analysed and interpreted to answer the research questions and used as a test for the formulated hypotheses based on opinions of respondents on the prevalence of various principals' leadership styles on the Management of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria.

### 3.3 Population of the Study

The Population of the research included257 management staff (including principals),2,304Academic Staff and1,623 Non-Academic Staff, this thereby gave a total number of 4,184 Staff as actual population of the study as reflected in table 2:

**Table 2: Population of the Study**

| S/N | State | School | No of Mgt. Staff | No of Academic Staff | No of Non-academic Staff |
|---|---|---|---|---|---|
| 1 | KWARA | FGGC, OMU-ARAN | 10 | 58 | 58 |
| 2. | KWARA | FGC, ILORIN | 11 | 130 | 55 |
| 3. | KOGI | FGC, UGWOLAWO | 11 | 36 | 82 |
| 4 | KOGI | FGGC, KABBA | 11 | 57 | 46 |
| 5. | NIGER | FGGC, NEWBUSA | 11 | 37 | 63 |
| 6. | NIGER | FGC, MINNA | 11 | 139 | 88 |
| 7. | NIGER | FGGC, BIDA | 11 | 42 | 51 |
| 8. | NIGER | FGA, SULEJA | 11 | 109 | 96 |
| 9. | NIGER | FSTC, KUTA | 10 | 51 | 49 |
| 10. | FCT | FGBC, GARKI | 11 | 227 | 64 |
| 11. | FCT | FGGC, BWARI | 11 | 241 | 118 |
| 12 | FCT | FGC, KWALI | 11 | 172 | 102 |
| 13 | FCT | FSTC,OROZO | 11 | 243 | 92 |
| 14. | FCT | FGGC, ABAJI | 11 | 70 | 49 |
| 15. | FCT | FGC, RUBOCHI | 10 | 37 | 39 |
| 16. | BENUE | FGGC, GBOKO | 11 | 65 | 78 |
| 17. | BENUE | FGC, VANDEIKYA | 10 | 37 | 82 |
| 18. | BENUE | FSTC,OTUKPO | 10 | 55 | 72 |
| 19. | BENUE | FGC, OTOBI | 11 | 37 | 63 |
| 20. | NASARAWA | FGC, KEFFI | 10 | 157 | 47 |
| 21. | NASARAWA | FGC, DOMA | 10 | 52 | 8 |
| 22. | NASARAWA | FGGC, KEANA | 11 | 45 | 41 |
| 23. | PLATEAU | FGGC, LANGTANG | 11 | 53 | 83 |
| 24. | PLATEAU | FGC, JOS | 11 | 154 | 97 |
| | TOTAL | 24 | 257 | 2304 | 1623 |

**Source:Federal Ministry of Education, Headquarters, Abuja(2015).**

### 3.4 Sample and Sampling Techniques

A sample is a subset of a population from which data for a study is collected. The study area constitutes 24 Federal Unity Colleges which spread all over the North–Central Geo-Political Zone covering seven States: Kwara, Kogi, Niger, FCT, Nasarawa, Benue and Plateau. On this basis, therefore, the researcher reduced the sample colleges to 12 colleges using systematicsampling technique based on the opinions of Akuizuelu&Agu (2004),

Ofor(2004), Ndiyo (2005), Abdulsalami (2005), Abiola (2007) and supported bySambo (2008) that all the elements of a population are arranged in order and each element is assigned a serial number, then the researcher might decide to pick every fourth element, or every eighth element, or every tenth element to be included in the sample. Here, the researcher picked every second element for each state in the zone to be represented.

Sambo (2008) opined that the larger the sample size, the smaller the margin of error but larger sample sizes have cost implication of which a researcher must be conscious. As such, the researcher adopted stratified sampling technique in this study. The strata in the sampled Colleges were management staff (including principals), academic staff (teachers) and non-academic staff (supportive staff). Hence, sample were drawn from each of the groups based on the opinions of Uzoagulu (1998), Ofor (2004), Ndiyo (2005), Abdulsalami (2005), Abiola (2007), and Sambo (2008) on sample size determination using stratified proportional random sampling techniques. The researcher used ten percent (10%) proportion to mother population of each group with the exception of the management staff because they were few at random. The sample was so called stratified because the population has been broken down into strata. It was proportional because the number included in the sample from each stratum was proportional to the population of the group. The sample was random because the representatives of each group were selected at random. An opinion obtained from such a sample is more likely to reflect the opinions of all staff of the Federal Unity Colleges in the study area. The sampled colleges, population of each group and their sample size captured in Table 3:

**Table 3: Population of selected Federal Unity Colleges, number of Management Staff (including Principals), Academic Staff and Non-Academic Staff of each College and their Sample Size**

| S/N | School | Sample Frame ofMgt. Staff | Sample Size of Mgt. Staff | Sample Frame of Acad. Staff | Sample Size of Acad. Staff | Sample Frame Non-Acad. Staff | Sample Size of Non-Acad. Staff |
|---|---|---|---|---|---|---|---|
| 1. | FGC, ILORIN | 11 | 3 | 130 | 13 | 55 | 5 |
| 2. | FGGC, KABBA | 11 | 3 | 57 | 5 | 46 | 4 |
| 3. | FGC, MINNA | 11 | 3 | 139 | 13 | 88 | 8 |
| 4. | FGA, SULEJA | 11 | 3 | 109 | 10 | 96 | 9 |
| 5. | FGBC, GARKI | 11 | 3 | 227 | 22 | 64 | 6 |
| 6. | FGC, KWALI | 11 | 3 | 172 | 17 | 102 | 10 |
| 7. | FGGC, ABAJI | 11 | 3 | 70 | 7 | 49 | 4 |
| 8. | FGGC, GBOKO | 11 | 3 | 65 | 6 | 78 | 7 |
| 9. | FSTC, OTUKPO | 10 | 3 | 55 | 5 | 72 | 7 |
| 10. | FGC, KEFFI | 10 | 3 | 157 | 15 | 47 | 4 |
| 11. | FGGC,KEANA | 11 | 3 | 45 | 4 | 41 | 4 |
| 12. | FGC, JOS | 11 | 3 | 154 | 15 | 97 | 9 |
| | **TOTAL= 12** | **130** | **36** | **1380** | **132** | **835** | **77** |

**Source: Researcher's Sampled Information (2015)**

### 3.5 Instrumentation

The main instrument which is used for the collection of data for this study was structured questionnaire. It was designed by the researcher to collect responses from the respondents – management staff (including principals), academic staff (teachers) and non-

academic staff (supportive staff)in the study area as regards their opinions on common leadership styles of their principals in the Colleges.

The questionnaire therefore was classified into two parts, part-1 and part-2. Part-1 was designed to retrieve personal information from the respondents while part-2 was classified into seven sections – A, B, C, D, E, F and G. Section "A" was designed to retrieve information from the respondents on the prevalence of autocratic leadership style of principals, section "B" was on the prevalence of democratic leadership style of principals, section "C" was on prevalence of laissez-faire leadership style of principals, section "D" was on the prevalence of nomothetic leadership style of principals, section "E" was on the prevalence of idiographic leadership style of principals, section "F" was on the prevalence of transactional leadership style of principals, and section "G" was on the prevalence of transformational leadership style of principals in the study area.

In part-1, there were question items 1 to 6 to collect personal data of the respondents while in part-2, there were question items 7 to 76 designed to cover up the research Hypotheses raised earlier in chapter one in order to justify the credibility of the study.In line with the opinions of Ndiyo (2005) and Abiola (2007), the Likert's five (5) point rating scale which allows respondents to indicate the existence or non-existence of the items on the questionnaire in their various schools was adopted. However, for the purpose of recognizing the importance of those that agreed than undecided and disagreed on the questionnaire items, the weighing of points was modified as follows: Strongly Agreed (SA) 5 points, Agreed (A) 4 points, Undecided (U) 3 points, Disagreed (D) 2 points and Strongly Disagreed (SD) 1 point. Certain questions can be answered by YES, and NO, but most answers dealing with complex aspects of a problem, as in this area of study, are not

that clear-cut. The use of a five-point scale, such as SA, A, U, D and SD, frequently elicits more valid responses and is less frustrating to the respondent who wants to be truthful.

### 3.6 Validity of the Instrument

Validity is the appropriateness of an instrument in measuring what is intended to measure. In this study both face and content validity methods were used as the most suitable for verification of the questionnaire items. These methods had also the traits or the features to be measured and contained all the variables raised in the chapter one of this study. The purpose was to ascertain the face and content validity of the instrument, and directed towards the purpose of the study, and clarity of language used. The methods had also been found to be the most favourable among scholars such as Oredein (2004), Abdulsallami (2005), Ndiyo (2005), Abiola (2007) and Sambo (2008). These scholars opined that the validation of the face and the content of the research instrument by experts is an important obligation for every researcher to accomplish. In line with which, the instrument for this study was validated by experts in the fields of Educational Administration, Educational Planning, Research and Statistics including the researcher's supervisors as well as a Ph.D. student. Therefore, the opinions and agreement of the experts on the viability of five point likert-scale of questionnaire as used in this study is regarded to be valid.However, the researcher effected allthe necessary corrections and modifications based on experts' advice. Experts' comments were satisfactory with regards to the draft of the final instrument.

## 3.7 Pilot Study

Pilot study was conducted and used to further validate the instrument of the research which was conducted from 25 respondents, all of which were outside the main population and sample of the main study. The instrument for pilot study consist the same number of items as that of the main study. The pilot study instrument was grouped into three Categories for Management Staff (including principals), Academic Staff (Teachers) and Non-Academic Staff (Supportive Staff). The pilot study was conducted at Federal Government Girls' College (FGGC), Zaria, North-West Geo-Political Zone, Nigeria. Three questionnaire for Management Staff (including principal), 14 questionnaire for Academic Staff, while eight questionnaire for Non-Academic Staff (supportive staff) which brings the total respondents for the pilot study to 25in line with Connelly in Tappin(2014), that extend literature suggest that a pilot study sample should be ten per cent (10%) of the main sample projected for the larger parent study. He also maintained that ten per cent should be a minimum.

## 3.8 Reliability of the Instrument

The data collected from the pilot study was subjected to reliability test using Cronbach's Alpha Reliability Statistics. The reliability of the instrument helped to ascertain the consistency of the respondents in their opinions on the items in the questionnaire. Thus, the reliability Cronbach's Alpha obtained for the instrument was 0.642 which suggests high measure of reliability, as the closer the Cronbach Alfa to 0.1 the higher the interval consistency reliability. This is in line with Mukherjee (2000) who asserted that the

requirement interval consistency should be an average value of the correlation co-efficient which must be higher than 0.05.

### 3.9 Administration of the Instrument

The questionnaire was administered in order to generate adequate and objective data for the study.Therefore, the researcher distributed the questionnaire to the respondents personally in some Colleges and with the help of research assistants in a few Colleges in the study area as this method deemed the best, because it facilitated on the spot collection of the completed instrument.

### 3.10 Methods of Data Analyses

The data collected were computed, analysed and presented in tabular form and further converted to frequencies and percentages for easy and effective understanding.The overall frequencies and percentages for each of the 12 Unity Colleges was computed and shown in Tables in Chapter four specifically. The frequency and percentage distributions were used to show the respondents opinions on each item in a table.

Therefore, to effectively test the seven formulated Null Hypotheses, one-way Analysis of Variance (ANOVA) was used to determine differences in opinions of the three groups (strata) at 0.05, level of significance. This was in line with the opinion of Uzoagulu (1998) who upheld that when the groups are more than two, the z or t – test is no more to be used, rather another ratio or statistics is used, known as ANOVA, supported by Oso&Onen (2008) that ANOVA be adopted when assessing whether the means of three or more groups are statistically different from each other. Here, where significant different

exist the Post Hoc Test- Scheff's Procedure was employed to determine the extent of the significant different.

# CHAPTER FOUR

# RESULTS AND DISCUSSION

## 4.1 Introduction

This chapter presents the data collected, the analysis carried out and the discussion of the results obtained. The first section of the chapter covers the rate of return of the questionnaire from the respondents in the sampled colleges in North-Central Geo-Political Zone, Nigeria. These are explained in form of frequencies and percentages in each case. The second section discusses the responses of the respondents as staff of Federal Unity Schools with emphasis on the information about their schools and personal information which are also presented in tabular form with their frequencies and percentages. The third section deals with the analysis of questionnaire items 7 to 76 which were grouped as "Agreed", "Disagreed" and "Undecided" in a tabular form with frequencies and percentages. Lastly, the fourth section constitutes the testing of the hypotheses using parametric statistical tool of Analysis of Variance(ANOVA) and discussion on the findings.

## 4.2 Presentation of Data

A total of 250 copies of questionnaire were administered in 12 sampled Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria, five copies extra above the sampled size of 245 respondents. This was done to cover up wastages and missing copies. However, only a total of 240 copies which represents 96per cent of the total distributed copies or 98per cent of the sampled size were recovered.

## 4.3 Summary of Bio-Data

This reflects the frequencies and percentages of the respondents with reference to their location, gender, status, qualification and years of experience presented in the table 4below.

**Table 4:Socio-Demographic Variables of the Respondents**

| Demographic Characteristic of Respondents | Categories | Frequency | Percent | Cumulative Percent |
|---|---|---|---|---|
| Location | Rural | 104 | 43.3 | 43.3 |
| | Urban | 136 | 56.7 | 100.0 |
| | Total | 240 | 100.0 | |
| Gender | Male | 117 | 48.8 | 48.8 |
| | Female | 123 | 51.3 | 100.0 |
| | Total | 240 | 100.0 | |
| Status | AcademicStaff | 130 | 54.2 | 54.2 |
| | Non-Academic Staff | 75 | 31.3 | 85.4 |
| | Management Staff | 35 | 14.6 | 100.0 |
| | Total | 240 | 100.0 | |
| Qualification | NCE | 12 | 5.0 | 5.0 |
| | Degree | 132 | 55.0 | 60.0 |
| | Masters | 47 | 19.6 | 79.6 |
| | Ph.D. | 10 | 4.2 | 83.8 |
| | Others | 39 | 16.3 | 100.0 |
| | Total | 240 | 100.0 | |
| Years of Experience | No Response | 2 | .8 | .8 |
| | 1-5yrs | 51 | 21.3 | 22.1 |
| | 6-10yrs | 21 | 8.8 | 30.8 |
| | 11-15yrs | 62 | 25.8 | 56.7 |
| | 16-20yrs | 49 | 20.4 | 77.1 |
| | 21-30yrs | 41 | 17.1 | 94.2 |
| | 31yrs & above | 14 | 5.8 | 100.0 |
| | Total | 240 | 100.0 | |

Table 4reveals that out of 240 respondents in 12 Federal Unity Schools in North-Central Geo-Political Zone, Nigeria. 104 representing 43.3% of the sampled schools were in rural area while 136 representing 56.7% of the sampled schools were in urban area.

The table also shows that 117 representing 48.8% of the respondents were male staff while 123 representing 51.3% of the respondents were female. This gives a total of 240 respondents representing 100% respondents for the study.

Under the status, the table showed that 130 representing 54.2% were academic staff, 75 representing 31.3% were non-academic staff while 35 representing 14.6% were management staff. This gives a total of 240 representing 100% respondents for the study.

In the area of highest qualification of the respondents, the table shows that academic staff, non-academic staff and management staff in Federal Unity Schools in North Central Geo-Political Zone, Nigeria, possessed high academic qualifications whose performances are expected to be highly encouraging under normal circumstances. Hence, out of the 240 respondents, 12 representing 5.0% respondents had NCE Certificates, 132 representing 55.0% respondents had first degree, 47 representing 19.6% respondents had second degree certificates,and 10 representing 4.2% respondents had Ph.D. certificates while the remaining 39 representing 16.3% respondents had other certificates.

In the area of years of experience as a staff in Federal Unity Colleges, the table showed that 51 representing 21.3% respondents had 1 – 5 years working experience. 21 representing 8.8% respondents had 6 – 10 years of experience. 62 representing 25.8% respondents had 11 – 15 years working experience. 49 representing 20.4% respondents had 15 – 20 years' experience. 41 representing 17.1% respondents had 21 – 30 years of experience. 14 representing 5.8% respondents had 31 years and above working experience while two representing 0.8% respondents did not tick box of their years of experience indicated by no response as showed in the table 5. The table shows that staff in Federal

Unity Colleges in North Central Geo-Political Zone, Nigeria had adequate years of experience in their jobs.

## 4.4 Answering of the Research Questions

The respondents were given questionnaire statements from items 7 to 76 which reflected the prevalence of various leadership styles of principals on the management of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria and were required to tick (√) appropriately on a likert-type five scale questionnaire ranging from Strongly Agreed (SA), Agreed (A), Undecided (U), Disagreed (D), to Strongly Disagreed (SD). The scores ranging from 5 points to 1 point were supposed to show the magnitude of evidence of the value as perceived by the respondents on common leadership styles adopted by the principals as indicated on the questionnaire,using frequency and percentages on the various leadership styles of principals inthe management of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria. Table 5 gives the details (see appendices)

For easy and effective analyses of the results on research question items 7-76, thelikert scales were grouped into three categories: Agreed (A), Disagreed (D) and Undecided (U). That is, the responses for Strongly Agreed (SA) and Agreed (A) were added together for Agreement (A) while the responses for Disagreed (D) and Strongly Disagreed (SD) were added together for Disagreement(D). While Undecided (U) stood on its own and is insignificance as it is rated zero. Thus agreement simply implies that respondents either agreed or strongly agreed. While disagreement simply implied that the respondents either disagreed or strongly disagreed. Undecided remained a situation where the respondents were undecided about the issues at point. The grouping were rated as Agreed =2 points and Disagreed=1 point. This procedure was used in explaining the tables given.

**Research Question 1:How does the opinion of the respondents differ on the prevalence of principals' autocratic leadership style on the management of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria?**

Research Question 1 relates to items 7-16 in the questionnaire. To answer the research questions, responses of all respondents were collected, analysed, presented in a table and discussed. Table 6 gives the details.

**Table 6:Summary of Frequency Table for Opinions of Respondents on the Prevalence of Principals' Autocratic Leadership Style on the Management of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria**

| S/N | Item | Categories of Respondents | Agreed | | Disagreed | |
|---|---|---|---|---|---|---|
| | | | F | % | F | % |

| | | | | | | |
|---|---|---|---|---|---|---|
| 7. | The final decision making authority always retain within principal's office | Acad. Staff | 109 | 83.9 | 17 | 13.1 |
| | | Non Acad. Staff | 64 | 85.3 | 9 | 12.0 |
| | | Mgt. Staff | 30 | 85.7 | 5 | 14.3 |
| 8. | Suggestions made by staff are not considered as the principal do not have time for them | Acad. Staff | 71 | 54.6 | 55 | 42.3 |
| | | Non Acad. Staff | 39 | 52.0 | 20 | 26.7 |
| | | Mgt. Staff | 13 | 37.1 | 20 | 57.1 |
| 9. | Principal instructs staff on what has to be done and how to do it | Acad. Staff | 100 | 76.9 | 21 | 16.2 |
| | | Non Acad. Staff | 64 | 85.3 | 5 | 6.7 |
| | | Mgt. Staff | 22 | 62.9 | 11 | 31.4 |
| 10. | New Staff are not allowed to make any decision except it is approved by the principal | Acad. Staff | 66 | 50.8 | 56 | 43.1 |
| | | Non Acad. Staff | 45 | 60.0 | 25 | 33.3 |
| | | Mgt. Staff | 21 | 60.0 | 14 | 40.0 |
| 11. | Principal closely monitor staff to ensure they are performing well | Acad. Staff | 87 | 66.9 | 34 | 26.2 |
| | | Non Acad. Staff | 58 | 77.3 | 11 | 14.7 |
| | | Mgt. Staff | 26 | 74.3 | 7 | 20.0 |
| 12. | Principal threatened staff with query in order to get them achieve the college objectives | Acad. Staff | 93 | 71.5 | 31 | 23.9 |
| | | Non Acad. Staff | 61 | 81.3 | 9 | 12.0 |
| | | Mgt. Staff | 25 | 71.4 | 8 | 22.9 |
| 13. | Principal accepts little or no input from members of staff | Acad. Staff | 58 | 44.6 | 60 | 46.2 |
| | | Non Acad. Staff | 36 | 48.0 | 33 | 44.0 |
| | | Mgt. Staff | 16 | 45.7 | 15 | 42.9 |
| 14. | Principal makes decision alone | Acad. Staff | 45 | 34.6 | 74 | 56.9 |
| | | Non Acad. Staff | 29 | 38.7 | 41 | 54.7 |
| | | Mgt. Staff | 13 | 37.1 | 21 | 60.0 |
| 15. | Principal dictates all the work methods and processes for staff to do | Acad. Staff | 54 | 41.5 | 64 | 49.2 |
| | | Non Acad. Staff | 37 | 49.3 | 34 | 45.3 |
| | | Mgt. Staff | 13 | 37.1 | 20 | 57.1 |
| 16. | Principal rarely trusted staff with decisions on important tasks | Acad. Staff | 67 | 51.5 | 57 | 43.9 |
| | | Non Acad. Staff | 40 | 53.3 | 22 | 29.3 |
| | | Mgt. Staff | 13 | 37.1 | 19 | 54.3 |

The table 6shows that 30 management staff representing 85.7% agreed that the final decision making authority always retain within principals' offices. 109 Academic Staff representing 83.9% agreed that the final decision making authority always retain within principals' offices and a total of 64 (85.3%) of non-academic staff agreed that the final decision making authority always retain with principals' offices. 20 Management Staff representing 57.1% disagreed that suggestions made by staff are not considered as the principals do not have time for them, while 71 respondents representing 54.6% of academic staff agreed that suggestions made by staff are not considered as the principals do not have

time for them, and 39 respondents representing 52% of non-academic staff agreed that suggestions made by staff are not considered as the principals do not have time for them.

More so, 22 (62.9%) of the management staff agreed that principals instruct staff on what has to be done and how to do it, 100 respondents representing 76.9%of academic staff agreed that principals instruct staff on what has to be done and how to do it, while 64 (85.3%) of non-academic staff agreed that principals instruct staff on what has to be done and how to do it. A total of 21 (60%) of management staff agreed that new staff are not allowed to make any decision except it is approved by the principals, 66 academic staff representing 50.8% agreed that new staff are not allowed to make any decision except it is approved by the principals, while 45 (60%) of non-academic staff agreed that new staff are not allowed to make any decision except it is approved by the principals. 26 respondents representing 74.3% of management staff agreed that principals closely monitor staff to ensure they are performing well, 87 (66.9%) academic staff agreed that principals closely monitor staff to ensure they are performing well, while a total of 58 (77.3%) non-academic staff agreed that principals closely monitor to ensure they are performing well. 25 respondents representing 71.5% of academic staff agreed that principals threatened staff with query in order to get them achieve the colleges objectives, 93 (71.5%) of academic staff agreed that principals threatened staff with query in order to get them achieve the college objectives, and 61 (81.3%) of non-academic staff agreed that principalsthreatened staff with query in order to get them achieve the colleges objectives.

A total of 16 (45.7%) management staff agreed that principals acceptlittle or no input from members of staff, 58 of respondents representing 44.6% academic staff agreed that principals accept little or no input from members of staff, while 36 (48%) non-

academic staff agreed that principals accept little or no input from members of staff, 13 (37.1%) of management staff agreed that principals rarely trusted staff with decisions on important tasks, 67 (51.5%) academic staff agreed that principals rarely trusted staff with decisions on important tasks, while 40 (53.3%) of non-academic staff agreed that principals rarely trusted staff with decisions on important tasks.

From the items 7,8,9,10,11,12,13 and 16 shows that principals in the study area adopt autocratic leadership style in the curse of performing their leadership role in their colleges. This rightly explain why most of the respondents had very high rating (agreed)for items 7, 8, 9, 10, 11, 12, 13 and 16 except items 14 and 15 but differed among themselves in terms of the rating.

**Research Question 2: To what extent does the opinion of the respondents differ on the prevalence of principals' democratic leadership style on the management of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria?**

Research Question 2 relates to items 17-26 in the questionnaire. To answer the research questions, responses of all respondents were collected, analysed, presented in a table and discussed. Table 7 gives the details.

**Table 7:Summary of Frequency Table for Opinions of the Respondents on the Prevalence of Principals' Democratic Leadership Style on the Management of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria**

| S/N | Item | Categories of Respondents | Agreed | | Disagreed | |
|---|---|---|---|---|---|---|
| | | | F | % | F | % |
| 17. | Principal always try to include one or more staff in determining what to do and how to do it, however, Principal maintains the final decision making authority | Acad. Staff | 100 | 76.9 | 22 | 16.9 |
| | | Non Acad. Staff | 59 | 78.7 | 15 | 20.0 |
| | | Mgt. Staff | 32 | 91.4 | 2 | 5.7 |
| 18. | When things go wrong and principal needs to create a strategy | Acad. Staff | 44 | 33.9 | 72 | 55.4 |
| | | Non Acad. Staff | 17 | 22.7 | 54 | 72.0 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | to keep a project or process running on schedule, principal calls for a meeting to get staff advices | Mgt. Staff | 10 | 28.6 | 21 | 60.0 |
| 19. | Principal asks staff for their visions of where they see their jobs going and then apply their visions where appropriate | Acad. Staff | 58 | 44.6 | 56 | 43.1 |
| | | Non Acad. Staff | 27 | 36.0 | 35 | 46.7 |
| | | Mgt. Staff | 13 | 37.1 | 18 | 51.4 |
| 20. | Principal wants to create an environment where the staff take ownership of the project, principal allows them to participate in the decision making process | Acad. Staff | 52 | 40.0 | 61 | 46.9 |
| | | Non Acad. Staff | 27 | 36.0 | 39 | 52.0 |
| | | Mgt. Staff | 22 | 62.9 | 12 | 34.3 |
| 21. | When there are differences in role expectations, principal works with staff to resolve the differences | Acad. Staff | 57 | 43.9 | 64 | 49.2 |
| | | Non Acad. Staff | 23 | 30.7 | 48 | 64.0 |
| | | Mgt. Staff | 8 | 22.9 | 26 | 74.3 |
| 22. | Principal likes to use his/her leadership styles to encourage staff growth | Acad. Staff | 55 | 42.3 | 67 | 51.5 |
| | | Non Acad. Staff | 31 | 41.3 | 42 | 56.0 |
| | | Mgt. Staff | 6 | 17.1 | 28 | 80.0 |
| 23. | Principal encourages staff to accept responsibilities in order to complete their works in the college | Acad. Staff | 42 | 32.3 | 73 | 56.2 |
| | | Non Acad. Staff | 22 | 29.3 | 45 | 60.0 |
| | | Mgt. Staff | 6 | 17.1 | 27 | 77.1 |
| 24. | Principal keeps channel of communication open in the college | Acad. Staff | 52 | 40.0 | 60 | 46.2 |
| | | Non Acad. Staff | 31 | 41.3 | 39 | 52.0 |
| | | Mgt. Staff | 10 | 28.6 | 21 | 60.0 |
| 25. | Principal explains but don't apologize | Acad. Staff | 55 | 42.3 | 55 | 42.3 |
| | | Non Acad. Staff | 30 | 40.0 | 36 | 48.0 |
| | | Mgt. Staff | 19 | 54.3 | 14 | 40.0 |
| 26. | Principal respects individual suggestions in the College | Acad. Staff | 52 | 40.0 | 62 | 47.7 |
| | | Non Acad. Staff | 29 | 38.7 | 38 | 50.7 |
| | | Mgt. Staff | 11 | 31.4 | 21 | 60.0 |

On the prevalence of principals' democratic leadership style onthe management of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria a total of 32 respondents representing 91.4% of the management staff agreed that principals always try to include one or more staff in determining what to do and how to do it, however, principals maintain the final decision making authority. 100 respondents representing 76.9% of academic staff agreed, while 59 (78.7%) of non-academic staff agreed on the same statement.

The table 7 also shows that 21 (60%) of the management staff disagreed on the statement number 18th which states that principal calls for a meeting to get staff advice when things go wrong. 72 (55.4%) of academic staff disagreed and 54 (72%) of non-academic staff disagreed.

In agreeing with the statement that principal asks staff for their visions of where they see their jobs going and them apply their visions where appropriate, 18 representing 51.4% of the management staff disagreed whereby 58 (44.6%) of the academic staff agreed with the statement, while 35(46.7%) of the non-academic staff equally disagreed on the statement.

On item "20" which states that principal wants to create an environment where the staff take ownership of the project, principal allows them to participate in the decision making process. 22(62.9%)management staff agreed in support of the principals, 61 representing 46.9% of the academic staff disagreed and 39 (52%) of the non-academic staff equally disagreed that principals do not allow them to participate in the decision making process.

A total of 26 (74.3%) of the management staff disagreed on the statement that when there are differences in role expectations, principals work with staff to resolve the differences, 64 (49.2%) of the academic staff disagreed and 48 (64%) of the non-academic staff also disagreed.

On the statement that principal likes use his leadership style to encourage staff growth, 28(80%) management staff disagreed that principal does not like to use his

leadership style to encourage staff growth in the College. Furthermore, 67(51.5%) academic staff disagreed while 42 (56%) of the non-academic staff disagreed.

The table also shows that 27(77.1%) of the management staff disagreed on the statement that principal encourages staff accept responsibilities in order to complete their works in the College. 67(51.5%) academic staff disagreed and 45(60%) of the non-academic staff disagreed.

Furthermore, 21(60%) of the management staff disagreed that principals keep channel of communication open in the college, 60 (46.2%) academic staff disagreed while 39 (52%) of the non-academic staff disagreed.

On whether principal explains, but do not apologize, the table 8 shows that a total of 19 (54.3%) management staff agreed for the fact that they are closer to the principals than others, equal number of academic staff disagreed and agreed, while 36 (48%) of non-academic staff disagreed.

The data gathered also showed that 21 (60%) of the management staff disagreed on the statement that principal respects individual suggestions in the college, 62(47.7%) academic staff disagreed, and 38(50.7%) non-academic staff equally disagreed on the statement. The respondents showed a high rating of disagreement on the items starting from item 18,19,20, 21, 22, 23, 24, 25 and 26 that principals in the study area not commonly adopt democratic leadership style based on the opinions of management staff, academic staff and non-academic staff on research question 2.

**Research Question 3: Does there any difference in the opinions of the respondents on the prevalence ofprincipals' laissez-faire leadership style on the management of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria?**

Research Question 3 relates to items 27-36 in the questionnaire. To answer the research questions, responses of all respondents were collected, analysed, presented in a table and discussed. Table 8gives the details.

**Table 8:Summary of Frequency Table for Opinions of the Respondents on the Prevalence of Principals' Laissez-faire Leadership Style on the Management of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria**

| S/N | Item | Categories of Respondents | Agreed | | Disagreed | |
|---|---|---|---|---|---|---|
| | | | F | % | F | % |
| 27. | Principal and staff always vote whenever a major decision has to be taken | Acad. Staff | 53 | 40.8 | 61 | 46.9 |
| | | Non Acad. Staff | 20 | 26.7 | 44 | 58.7 |
| | | Mgt. Staff | 10 | 28.6 | 18 | 51.4 |
| 28. | For a major decision to pass in the College, it must have the approval of each individual or the majority | Acad. Staff | 26 | 20.0 | 86 | 66.2 |
| | | Non Acad. Staff | 20 | 26.7 | 49 | 65.3 |
| | | Mgt. Staff | 8 | 22.9 | 25 | 71.4 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 29. | Principal sends information to staff by email and memos, and always calls for staff meeting in the college | Acad. Staff | 34 | 26.2 | 84 | 64.6 |
| | | Non Acad. Staff | 16 | 21.3 | 52 | 69.3 |
| | | Mgt. Staff | 9 | 25.7 | 23 | 65.7 |
| 30. | Principal allows staff to determine what needs to be done and how to do it | Acad. Staff | 27 | 20.8 | 89 | 68.5 |
| | | Non Acad. Staff | 19 | 25.3 | 43 | 57.3 |
| | | Mgt. Staff | 16 | 45.7 | 16 | 45.7 |
| 31. | Staff knows more about their jobs than principal, therefore, principal allows them to carry out the decisions to do their jobs | Acad. Staff | 75 | 57.7 | 45 | 34.6 |
| | | Non Acad. Staff | 43 | 57.3 | 25 | 33.3 |
| | | Mgt. Staff | 18 | 51.4 | 12 | 34.3 |
| 32. | Principal delegates tasks in order to implement a new procedure or process | Acad. Staff | 62 | 47.7 | 51 | 39.2 |
| | | Non Acad. Staff | 33 | 44.0 | 33 | 44.0 |
| | | Mgt. Staff | 23 | 65.7 | 6 | 17.1 |
| 33. | Principal likes to share his/her leadership attributes with subordinates | Acad. Staff | 58 | 44.6 | 66 | 50.8 |
| | | Non Acad. Staff | 37 | 49.3 | 26 | 34.7 |
| | | Mgt. Staff | 19 | 54.3 | 14 | 40.0 |
| 34. | Principal provides very little or no guidance for staff in the college | Acad. Staff | 51 | 39.2 | 52 | 40.0 |
| | | Non Acad. Staff | 42 | 56.0 | 23 | 30.7 |
| | | Mgt. Staff | 20 | 57.1 | 10 | 28.6 |
| 35. | Principal grants complete free hand for staff to make decisions | Acad. Staff | 30 | 23.1 | 87 | 66.9 |
| | | Non Acad. Staff | 22 | 29.3 | 40 | 53.3 |
| | | Mgt. Staff | 7 | 20.0 | 26 | 74.3 |
| 36. | Principal provides the tools and resources needed for staff alone | Acad. Staff | 76 | 58.5 | 36 | 27.7 |
| | | Non Acad. Staff | 39 | 52.0 | 24 | 32.0 |
| | | Mgt. Staff | 15 | 42.9 | 18 | 51.4 |

On principals' laissez-faire leadership style, which covers items 27 to 36 of the research questionnaire, shows that, a total of 18 (51.4%) management staff disagreed that principals and staff always vote whenever a major decision has to be taken in the college. 61(46.9%) of the academic staff disagreed and 44 representing 58.7% of the non-academic staff equally disagreed.

The results showed that 25 (71.4%) management staff disagreed on the statement that for a major decision to pass in the school, it must have the approval of each individual or the majority. 86 (66.2%) of the academic staff disagreed, and 49 (65.3%) of the non-academic staff equally disagreed. 23(65.7%) of the management staff disagreed that

principals send information to staff by e-mail or memos and regularly call for a staff meeting in the college. 84(64.6%) academic staff disagreed and 52 (69.3%) of the non-academic staff disagreed on the statement.

On whether principal allows staff to determine what needs to be done and how to do it, an equal number of 16 (45.7%) of the management staff disagreed and agreed. 89(68.5%) academic staff disagreed and 43 (57.3%) non-academic staff disagreed in their opinions.

Moreover, the table revealed that 18 (51.4%) of the management staff agreed on the item "31" which states that staff know more about their jobs than principal, therefore, principal allows them to carry out the decisions to do their jobs. 75 (57.7%) academic staff agreed, while 43 (57.3%) non-academic staff equally agreed on the statement.

The table also shows that 23 (65.7%) management staff agreed on the statement that principals delegate tasks in order to implement a new procedure or process in the college, 62 (47.7%) of the academic staff agreed, while equal number of non-academic staff (44%) agreed and disagreed on the same statement.

As per whether the principal likes to share leadership attributes with subordinates in the college,a total of 19 (54.3%) management staff agreed, 66(50.8%) of the academic staff disagreed while 37(49.3%) non-academic staff agreed on the statement.

Furthermore, 20 (57.1%) management staff agreed that principals provide very little or no guidance for staff in the college, 52 (40%) academic staff disagreed, 42 (56%) non-academic staff agreed on the statement with regards to whether principals grant complete

freehand for staff to make decisions in the college, 26(74.3%) management staff disagreed, 87 (66.9%) academic staff also disagreed, and 40(53.3%) of the non-academic staff disagreed on the same statement.

The table also revealed that while 18(51.4%) of management staff disagreed that principals provide the tools and resources needed for staff alone in the college, While 76 (58.5%) of academic staff agreed and 39 (52%) non-academic staff agreed on the statement the frequency and percentage disagreements on items 27, 28, 29, 34, and 35 on the prevalence of principals' laissez- faire leadership style in the study area were highly rated.

**Research Question 4: How does the opinion of the respondents differ on the prevalence of principals' nomothetic leadership style on the management of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria?**

Research Question 4 relates to items 37-46 in the questionnaire. To answer the research questions, responses of all respondents were collected, analysed, presented in a table and discussed. Table 9 gives the details.

**Table 9:Summary of Frequency Table for Opinions of the Respondents on the Prevalence of Principals' Nomothetic Leadership Style on the Management of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria**

| S/N | Item | Categories of Respondents | Agreed | | Disagreed | |
|---|---|---|---|---|---|---|
| | | | F | % | F | % |
| 37. | Nothing is more important to principal than for staff to accomplish a goal or task | Acad. Staff | 78 | 60.0 | 39 | 30.0 |
| | | Non Acad. Staff | 54 | 72.0 | 16 | 21.3 |
| | | Mgt. Staff | 29 | 82.9 | 5 | 14.3 |
| 38. | Principal closely monitor the schedule to ensure a task or project will be completed on time | Acad. Staff | 87 | 66.9 | 34 | 26.2 |
| | | Non Acad. Staff | 55 | 73.3 | 14 | 18.7 |
| | | Mgt. Staff | 27 | 77.1 | 7 | 20.0 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 39. | The more challenging a task is, the more principal appreciates it | Acad. Staff | 54 | 41.5 | 57 | 43.9 |
| | | Non Acad. Staff | 33 | 44.0 | 26 | 34.7 |
| | | Mgt. Staff | 21 | 60.0 | 8 | 22.9 |
| 40. | When seeing a complex task through the completion, principal ensures that every detail is accounted for | Acad. Staff | 64 | 49.2 | 40 | 30.8 |
| | | Non Acad. Staff | 44 | 58.7 | 18 | 24.0 |
| | | Mgt. Staff | 24 | 68.6 | 9 | 25.7 |
| 41. | Principal finds it easy to carry out several complicated tasks at the same time | Acad. Staff | 55 | 42.3 | 50 | 38.5 |
| | | Non Acad. Staff | 37 | 49.3 | 21 | 28.0 |
| | | Mgt. Staff | 17 | 48.6 | 13 | 37.1 |
| 42. | Principal manages his time very effectively | Acad. Staff | 63 | 48.5 | 47 | 36.2 |
| | | Non Acad. Staff | 41 | 54.7 | 19 | 25.3 |
| | | Mgt. Staff | 16 | 45.7 | 14 | 40.0 |
| 43. | Breaking a large project into smaller manageable tasks is the principal's preferred method of achieving goals | Acad. Staff | 22 | 62.9 | 10 | 28.6 |
| | | Non Acad. Staff | 61 | 46.9 | 43 | 33.1 |
| | | Mgt. Staff | 35 | 46.7 | 26 | 34.7 |
| 44. | Principal enjoys analysing problems | Acad. Staff | 60 | 46.2 | 48 | 36.9 |
| | | Non Acad. Staff | 47 | 62.7 | 14 | 18.7 |
| | | Mgt. Staff | 26 | 74.3 | 4 | 11.4 |
| 45. | Everything about the principal is by bureaucratic rules and procedures to all subordinates | Acad. Staff | 65 | 50.0 | 43 | 33.1 |
| | | Non Acad. Staff | 45 | 60.0 | 19 | 25.3 |
| | | Mgt. Staff | 15 | 42.9 | 17 | 48.6 |
| 46. | Principal sets down performance standards for each aspect of his/her staff jobs | Acad. Staff | 70 | 53.9 | 44 | 33.9 |
| | | Non Acad. Staff | 44 | 58.7 | 21 | 28.0 |
| | | Mgt. Staff | 22 | 62.9 | 7 | 20.0 |

From the table 9, it was discovered that 29 (82.9%) management staff agreed that nothing is more important to principal than for staff to accomplish a goal or task in the college, 78 (60%) academic staff also agreed and 54 (72%) non-academic staff agreed on the statement.

In agreeing with the statement that principal closely monitor the schedule to ensure a task or project will be completed on time, 27 (77.1%) management staff agreed,86 (66.9%) of the academic staff agreed, and 55 (73.3%) non-academic staff equally agreed on the statement.

The table also showed that 21 (60%) management staff agreed that the more challenging a task is, the more principals appreciate it, while 57 (43.9%) academic staff disagreed against 54 (41.5%) academic staff that agreed but33 (44%) non-academic staff agreed on the statement.

With regards to the statement that when seeing a complex task through the completion, principal ensures that every detail is accounted for, a total of 24 (68.6%) management staff agreed, 64(49.2%) academic staff agreed and 44 (58.7%) non-academic staff also agreed.

A total of 17 (48.6%) management staff agreed that principals found it easy to carry out several complicated tasks at the same time in their colleges, 55 (42.3%) academic staff agreed, 37 (49.3%) non-academic staff equally agreed on the statement.

On item 42$^{nd}$, which states that principal manages his time very effectively 16(45.7%) management staff agreed, 63(48.5%) academic staff agreed, and 35 (46.7%) of the non-academic staff equally agreed on the statement.

The table also revealed that 22(62.9%) of the management staff agreed that breaking of large projects into a small manageable tasks is the principal's referred method of achieving goals in the college, 61 (46.9%) academic staff agreed, and 35 (46.7%) non-academic staff agreed.

With regards to the statement that principal enjoys analysing problems in the college, 26(74.3%) of the management staff agreed, 47 (62.7%) non-academic staff equally agreed and 60(46.2%) academic staff equally agreed on the statement.

A total of 15 (42.7%) management staff agreed, that everything about the principal is by bureaucratic rules and procedures to all subordinates, 65 (50%) academic staff agreed, and 45 (60%) non-academic staff agreed on the same statement.

On the statement that principal sets down performance standards for each aspect of staff jobs, 22 (62.9%) of the management staff agreed, 70 (53.9%) academic staff agreed and 44 (58.7%) non-academic staff equally agreed on the statement.

Observing the frequency and percentages of agreement express by respondents on items 37, 38, 39, 40, 41, 42, 43, 44, 45, and 46 on the prevalence of nomothetic leadership style of principals in the study area were rated high.

**Research Question 5: Does there any difference in the opinions of the respondents on the prevalence of principals' idiographic leadership style on the management of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria?**

Research Question 5 relates to items 47-56 in the questionnaire. To answer the research questions, responses of all respondents were collected, analysed, presented in a table and discussed. Table 10gives the details.

**Table 10:Summary of Frequency Table for opinions of Respondents on the Prevalence of Principals' Idiographic Leadership Style on the Management of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria**

| S/N | Item | Categories of Respondents | Agreed | | Disagreed | |
|---|---|---|---|---|---|---|
| | | | F | % | F | % |
| 47. | Principal encourages staff to be creative about their jobs | Acad. Staff | 53 | 40.8 | 66 | 50.8 |
| | | Non Acad. Staff | 21 | 28.0 | 47 | 62.7 |
| | | Mgt. Staff | 10 | 28.6 | 21 | 60.0 |
| 48. | Principal encourages team to participate when it comes to decision making and tries to implementing their ideas and suggestions | Acad. Staff | 52 | 40.0 | 65 | 50.0 |
| | | Non Acad. Staff | 27 | 36.0 | 37 | 49.3 |
| | | Mgt. Staff | 8 | 22.9 | 22 | 62.9 |
| 49. | Principal honours other peoples' | Acad. Staff | 52 | 40.0 | 59 | 45.4 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | boundaries | Non Acad. Staff | 30 | 40.0 | 31 | 41.3 |
| | | Mgt. Staff | 20 | 57.1 | 13 | 37.1 |
| 50. | Counselling staff to improve their performance is the principal's preferred method of achieving goals | Acad. Staff | 52 | 40.0 | 57 | 43.9 |
| | | Non Acad. Staff | 30 | 40.0 | 32 | 42.7 |
| | | Mgt. Staff | 20 | 57.1 | 15 | 42.9 |
| 51. | Principal listens to each staff needs and concerns for staff welfare | Acad. Staff | 48 | 36.9 | 68 | 52.3 |
| | | Non Acad. Staff | 29 | 38.7 | 37 | 49.3 |
| | | Mgt. Staff | 16 | 45.7 | 17 | 48.6 |
| 52. | Principal expresses words of thanks or praises as a means of motivating staff | Acad. Staff | 57 | 43.9 | 59 | 45.4 |
| | | Non Acad. Staff | 29 | 38.7 | 39 | 52.0 |
| | | Mgt. Staff | 13 | 37.1 | 20 | 57.1 |
| 53. | Principal makes public recognition of achievements and initiatives | Acad. Staff | 47 | 36.2 | 64 | 49.2 |
| | | Non Acad. Staff | 29 | 38.7 | 36 | 48.0 |
| | | Mgt. Staff | 15 | 42.9 | 16 | 45.7 |
| 54. | Principal makes private notes of congratulations to boost staff confidence in the college | Acad. Staff | 43 | 33.1 | 68 | 52.3 |
| | | Non Acad. Staff | 29 | 38.7 | 32 | 42.7 |
| | | Mgt. Staff | 10 | 28.6 | 21 | 60.0 |
| 55. | Principal ensures fair workload distribution in the College | Acad. Staff | 49 | 37.7 | 62 | 47.7 |
| | | Non Acad. Staff | 31 | 41.3 | 27 | 36.0 |
| | | Mgt. Staff | 49 | 51.4 | 10 | 28.6 |
| 56. | Principal undertakes individualized career counselling and mentoring in the college | Acad. Staff | 48 | 36.9 | 67 | 51.5 |
| | | Non Acad. Staff | 22 | 29.3 | 36 | 48.0 |
| | | Mgt. Staff | 18 | 51.4 | 12 | 34.3 |

Table 10 shows the opinions of the respondents on the prevalenceof principals'idiographic leadership style on the management of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria as reflected in items 47 to 56. The table reveals that 21 (60%) management staff disagreed on the statement that principal encourages staff to be creative about their jobs, 66(50.8%) academic staff disagree and 47 (62.7%) non - academic staff equally disagreed.

The table also showed that22 (62.9%) management staff disagreed on the statement that principalsencourage team to participate when it comes to decision-making and try to implementing their ideas and suggestions. 65 (50%) academic staff agreed and 37 (49.3%) non-academic staff disagreed on the statement.

On item “49” of research questionnaire, 20 (57.1%) management staff agreed that principals honour other peoples’ boundaries in the colleges whereas 59 (45.4%) academic staff disagreed and 31(41.3%) non-academic disagreed.

A total of 20 (57.1%) management staff agreed that counselling staff to improve performance is the principal’s preferred method of achieving goals in the college, on the other hands, 57 (43.9%) academic staff disagreed and 32 (42.7%) non- academic staff disagreed on the statement.

As per whether the principal listens to each staff’s needs and concerns for staff welfare in the college, 17 (48.6%) of the management staff disagreed, 68 (52.3%) academic staff disagreed, and 37 (49.3%) non- academic staff also disagreed.

In agreeing with the statement that principal expresses words of thanks or praise as a means of motivation in the college, 20 (57.1%) management staff disagreed, 59(45.4%) academic staff disagreed, and39(52%) non-academic staff disagreed on the statement.

A total of 16 (45.7%) management staff disagreed on the statement that principals make public recognition of achievements and initiations in their colleges, 64 (49.2%) academic staff disagreed and 36 (48%) non-academic staff also disagreed.

On item “54” of the research questionnaire which states that principal makes private notes if congratulations to boost staff confidence in the college, a total of21(60%) management staff disagreed, 68 (52.3%) academic staff disagreed, and 32(42.7%) non-academic staff equally disagreed on the statement.

A total of 18 (51.4%) management staff agreed on the statement that principal ensures fair workloads distribution in the college, 62 (47.7%) academic staff disagreed while 31 (41.3%) non-academic staff agreed on the statement.

The table also revealed that 18 (51.4%) management staff agreed on the statement 56$^{th}$ which States that principal undertakes individualized career counselling and mentoring in the college. On the other hands, 67 (51.5%) academic staff disagreed and 36 (48%) none academic staff equally disagreed.

**Research Question 6: To what extent does the opinion of the respondents differ on the prevalence of principals' transactional leadership style on the management of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria?**

Research Question 6 relates to items 57- 66 in the questionnaire. To answer the research questions, responses of all respondents were collected, analysed, presented in a table and discussed. Table 11 gives the details. (See appendices)

On prevalence of principals' transactional leadership style, the research questionnaire items 57 to 66 contained statements of different situations which involve principal concerned for task and concerned for staff on the other hand.

The table 11 showed that 19 (54.3%) management staff agreed on the statement "that staff have not been appreciating the principal's kind gestures and obvious concerns for their welfares, the performance is declining rapidly. Principal emphasizes on the use of the standard procedures and the necessity for task accomplishment in the college". 59 (45.4%) academic staff and 47 (62.7%) non-academic staff also agreed on the statement.

A total of 24 (68.6%) management staff agreed on the statement which states that "the observable performance of staff is increasing, principal has been making sure that all members aware of their responsibilities and standard expected from them. Principal emphasises on the importance of deadline and tasks accomplishment". 72 (55.3%) academic staff agreed and 47 (62.7%) non-academic staff equally agreed.

The table also revealed that 21 (60%) of the management staff disagreed on the statement which states that members of staff are unable to solve a problem themselves; principal has normally left staff alone. Principal involves the staff in problem solving. 53 (40.7%) academic staff and 34 (45.3%) non-academic staff disagreed on the same statement.

In agreeing with the statement that principal is considering a major change, principal announces changes and then implement them with close supervision, 27 (77.1%) management staff disagreed, 64 (49.2%) academic staff disagreed and 38 (50.7%) non-academic staff disagreed on the statement.

On the statement, that "the performance of the management team has been dropping during the past few months staff have been unconcerned with meeting objectives. Principal incorporates team recommendations but sees that objectives are met". Five (14.3%) management staff disagreed on the statement, while 63 (48.5%) academic staff agreed and 38 (50.7%) non- academic staff agreed on the statement.

Furthermore, the table showed that 26 (74.3%) of the management staff agreed on the statement which States that "Principal has stepped into an efficient run situation; the previous principal ran a tight ship. Principal makes the staff fell important and involved in

the college administration. 69 (53.1%) academic staff agreed and 33 (44%) non -academic staff also agreed on the statement.

On item 63rd which states that "Principal is considering major changes in college organisational structure, members of the staff have made suggestions about needing change. Principal defines the change and supervises carefully". 22 (62.9%) management staff agreed on the statement, in the same vein, 61 (46.9%) academic staff and 31 (41.3%) non- academic staff equally agreed.

Regards to the statement that staff performance and interpersonal relationships are good, principal feels somewhat unsecured about lack of direction of the staff. Principal discusses the situation with the staff and then initiate necessary change. 17 (48.6%) management staff agreed on the statement, 58 (44.6%) academic staff agreed and 38 (50.7%) non- academic staff agreed on the statement.

The table also showed that a total of 19 (54.3%) management staff disagreed on the statement which states that "staff are usually prepared to take responsibilities and not responding to recent redefining of the standard. Principal incorporates staff recommendations but sees that new standards are met". 59 (45.4%) academic staff and 39 (52%) non- academic staff disagreed on the statement.

A total of 20 (57.1%) management staff agreed on the statement number 66, which states that "a new principal has been posted to the college, the previous principal was uninvolved in the affairs of the staff and the staff have adequately handled their tasks. Principal involves staff in decision making and reinforcing good contributions" while 70 (53.9%) academic staff and 32 (42.7%) non -academic staff disagreed on the statement.

**Research Question 7: How does the opinion of the respondents differ on the prevalence of principals' transformational leadership style on the management of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria?**

Research Question 7 relates to items 67-76 in the questionnaire. To answer the research questions, responses of all respondents were collected, analysed, presented in a table and discussed. Table 12 gives the details

**Table 12:Summary of Frequency Table for Opinions of the Respondents on the Prevalence of Principals' Transformational Leadership Style on the Management of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria**

| S/N | Item | Categories of Respondents | Agreed F | Agreed % | Disagree F | Disagree % |
|---|---|---|---|---|---|---|
| 67. | Principal articulates a vision and explains how to attain the vision in an appealing manner | Acad. Staff | 54 | 41.5 | 59 | 45.4 |
| | | Non Acad. Staff | 25 | 33.3 | 42 | 56.0 |
| | | Mgt. Staff | 11 | 31.4 | 23 | 65.7 |
| 68. | Principal leads by example in the college | Acad. Staff | 62 | 47.7 | 55 | 42.3 |
| | | Non Acad. Staff | 26 | 34.7 | 43 | 57.3 |
| | | Mgt. Staff | 9 | 25.7 | 24 | 68.6 |
| 69. | Principal emphases values and reinforces them by symbolic actions in the college | Acad. Staff | 53 | 40.8 | 65 | 50.0 |
| | | Non Acad. Staff | 23 | 30.7 | 37 | 49.3 |
| | | Mgt. Staff | 6 | 17.1 | 24 | 68.6 |
| 70. | Principal displays a high level of ethical and moral conduct in the college | Acad. Staff | 43 | 33.1 | 64 | 49.2 |
| | | Non Acad. Staff | 22 | 29.3 | 39 | 52.0 |
| | | Mgt. Staff | 6 | 17.1 | 21 | 60.0 |
| 71. | Principal develops a shared | Acad. Staff | 50 | 38.5 | 63 | 48.5 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | vision in both economic and ideological terms so that the staff see meaning in their works | Non Acad. Staff<br>Mgt. Staff | 26<br>6 | 34.7<br>17.1 | 39<br>17 | 52.0<br>48.6 |
| 72. | Principal encourages staff to integrate and become part of the overall college culture and environment | Acad. Staff<br>Non Acad. Staff<br>Mgt. Staff | 53<br>21<br>7 | 40.8<br>28.0<br>20.0 | 63<br>43<br>24 | 48.5<br>57.3<br>68.6 |
| 73. | Principal ensures that each staff perform his/her role in the fulfilment of shared vision and setting high standards for the staff to attain objectives | Acad. Staff<br>Non Acad. Staff<br>Mgt. Staff | 70<br>45<br>24 | 53.9<br>60.0<br>68.6 | 47<br>20<br>6 | 36.2<br>26.7<br>17.1 |
| 74. | Principal creates an environment conducive to the creation and sharing of knowledge | Acad. Staff<br>Non Acad. Staff<br>Mgt. Staff | 65<br>24<br>4 | 50.0<br>32.0<br>11.4 | 45<br>40<br>19 | 34.6<br>53.3<br>54.2 |
| 75. | Principal encourages the suggestion of radical and controversial ideas without fear of intimidation or ridicule | Acad. Staff<br>Non Acad. Staff<br>Mgt. Staff | 43<br>33<br>20 | 33.1<br>44.0<br>57.1 | 64<br>27<br>10 | 49.2<br>36.0<br>28.6 |
| 76. | Principal fosters a climate that favours critical examination of commonly held notions, beliefs, and the status quo | Acad. Staff<br>Non Acad. Staff<br>Mgt. Staff | 48<br>31<br>20 | 36.9<br>41.3<br>57.1 | 67<br>27<br>9 | 51.5<br>36.0<br>25.7 |

On prevalence of principals' transformational leadership style, which covers items 67 to 76 of the research questionnaire, item 67 shows that a total of 23 (65.7%) management staff disagreed on the statement which states that principal articulates a vision and explains how to attain the vision in an appealing manners. 59 (45.4%) academic staff and 42 (56%) non- academic staff also disagreed on the statement.

The table 12 also revealed that 62 (47.7%) academic staff agreed that principals lead by example in theircolleges while 24 (68.6%) management staff and 43 (57.3%) non - academic staff disagreed on the statement.

As per whether the principal emphases on values and reinforces them by symbolic actions in the college, 24 (68.6%) management staff disagreed, 65 (50%) academic staff and 37 (49.3%) non -academic staff equally disagreed on the statement.

Furthermore, the table also showed that 21 (60%) of the management staff disagreed on the statement which states that principal displays a high level of ethical and moral conduct in the college. 64 (48.5%) academic staff and 39 (52%) non -academic staff also disagreed.

A total of 17 (48.6%) management staff disagreed on the statement which states that principal develops a shared vision in both economic and ideological terms so that the staff see meaning in their job. 63 (48.5%) academic staff and 39 (52%) non -academic staff disagreed on the same statement.

On the statement that principal encourages staff to integrate and become part of the overall college culture and environment, 24 (68.6%) management staff disagreed. 63(48.5%) academic staff and 43 (57.3%) non- academic staff equally disagreed on the statement.

The table also showed that 24 (68.6%) management staff, 70 (53.9%) academic staff and 45 (60%) non- academic staff agreed on the statement that principal ensures that each staff performs his role in the fulfilment of shared vision and setting high standards for the staff to attain objectives.

On item 74$^{th}$ which states that principal creates an environment conducive to the creation and sharing of knowledge, 19 (54.2%) management staff and 40 (53.3%) non-academic staff disagreed while 65 (50%) academic staff agreed on the statement.

On whether principal encourages the suggestion of radical and controversial ideas without fear of intimidation or ridicule in the college, 64 (49.2%) academic staff disagreed while 20 (57.1%) management staff and 33 (44%) non- academic staff agreed on the statement.

The data gathered also showed that 20 (57.1%) management staff and 31 (41.3%) non-academic staff agreed on the statement which states that principal fosters a climate that favours critical examination of commonly held notions, beliefs and the status quo in the college, while 67 (51.5%) academic staff disagreed on the statement.

**4.5Hypotheses Testing**

Seven null hypotheses were raised in this research work aimed at determining possible significant difference in the opinions of academic staff, non-academic staff and management staff (including principals), whom were the three groups of respondents, on the prevalence of various principals' leadership styles on the management of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria.

To test the hypotheses, the scores of the three groups were subjected to one-way Analysis of Variance at 0.05 level of significant. In which respect, when the probability level calculated is greater than the table value, the null hypotheses is **Retained**. However, where the probability level calculated is less than or equal to the table value, the null hypothesis has to **Refuse to be Retained**in line with the opinions of Ofor (2004) and Uzoagulu (1998) on decision making using ANOVA as a statistical tool.

**Hypothesis 1:**

There is no significant difference in the opinions of respondents on the prevalence ofprincipals' autocratic leadership style on themanagement of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria

**Table 13:Analysis of Variance of no significant difference in the Opinions of Respondents on the prevalence of Principals' Autocratic Leadership Style on the Management of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria**

| Status | Sum of Square | Df | Mean Square | F-Ratio | Prob. | F-Critical |
|---|---|---|---|---|---|---|
| Between Groups | 192.735 | 2 | 96.367 | 1.574 | .209 | 3.42 |
| Within Groups | 14508.561 | 237 | 61.218 | | | |
| Total | 14701.296 | 239 | | | | |

Table 13 shows f-ratio value (1.574) at 2 Df (237) and at the level 0.05. The critical value (3.42) is greater than f-ratio values (1.574). The probability level of significance P(.209) is greater than 0.05. This means that there is no significant difference in the opinions of management staff, academic staff and non- academic staff on the prevalenceof principals' autocratic leadership style on themanagement of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria. Therefore, the null hypothesis is **retained.**

## Hypothesis 2:

There is no significant difference in the opinions of respondents on the prevalenceof principals' democratic leadership style on themanagement of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria

**Table 14:Analysis of Variance of no significant difference in the Opinions of Respondents on the Prevalence of Principals' Democratic Leadership Style on theManagement of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria**

| Status | Sum of Square | Df | Mean Square | F-Ratio | Prob. | F-Critical |
|---|---|---|---|---|---|---|
| Between Groups | 501.009 | 2 | 250.504 | 4.010 | .019 | 3.42 |
| Within Groups | 14803.925 | 237 | 62.464 | | | |
| Total | 15304.933 | 239 | | | | |

Table 14 shows f-ratio value (4.010) at 2 Df(237) and at the level 0.05. The critical value (3.42) is less than f-ratio values (4.010). The probability level of significance P(.019) is less than 0.05. This means that there is a significant difference in the opinions of respondents on the prevalenceof principals' democratic leadership styleon themanagement of Federal Unity colleges in North-Central Geo-Political Zone, Nigeria. Therefore, the null hypothesis is **refused to be retained**but the alternative hypothesis is retained which means there is a significant difference in the mean opinions of academic staff, non-academic staff and management staff on the prevalence of principals' democratic leadership style on the management of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria. Thus, the area of significant difference may not be easily noticed, the use of shuffled procedure will indicate clearly where the areas of significant exist.

**Table 15:Means Scores of Group on the Prevalence of Principals' Democratic Leadership Style**

| Group | N | Mean | Std. Deviation | Std. Error |
|---|---|---|---|---|
| Academic Staff | 130 | 31.0923 | 8.61983 | .75601 |
| Non-Academic Staff | 75 | 32.2267 | 7.21030 | .83257 |
| Management Staff | 35 | 35.3429 | 6.35213 | 1.07371 |
| **Total** | 240 | 32.0667 | 8.00234 | .51655 |

Table 15 shows the mean score of the groups on prevalence of principals' democratic leadership style. Visual observation of the management staff (including principals) means is above the group average and higher than that of the academic staff and non-academic staff. However, this could not be conclusive statistically.

In order to determine the groups that were significantly different in their response from the others, a post-hoc test of mean operation was proffered on the mean scores of the groups. The Scheffe procedure was used for operation. The result is as shown in table 16.

## Table 16: Mean Separation by Scheffe Procedure on the Prevalence of Principals'Democratic Leadership Style

| (I) Status | (J) Status | Mean Difference (I-J) | Std. Error | Sig. | Decision |
|---|---|---|---|---|---|
| Academic Staff | Non Academic Staff | -1.13436 | 1.14601 | .613 | Not Significant |
| | Management Staff | -4.25055* | 1.50505 | .020 | Significant |
| Non-Academic Staff | Academic Staff | 1.13436 | 1.14601 | .613 | Not Significant |
| | Management Staff | -3.11619 | 1.61788 | .159 | Not Significant |
| Management Staff | Academic Staff | 4.2505* | 1.50505 | .020 | Significant |
| | Non Academic Staff | 3.11619 | 1.61788 | .159 | Not Significant |

* The mean difference is significant at the 0.05 level

The result of the procedure in the table 16 indicated that the observed significant difference was between the respondents from the academic staff and the management staff. Between the academic staff and the non-academic staff no significant different and between the management staff and non-academic staff no significant different existed on the prevalence of principals' democratic leadership styles in the study area.

**Hypothesis 3:**

There is no significant difference in the opinions of respondents on the prevalence of principals' laissez-faire leadership styleon the management of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria.

**Table 17:Analysis of Variance of no significant difference in the Opinions of Respondents on the Prevalence of Principals'Laissez-Faire Leadership Style on**

**theManagement of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria**

| Status | Sum of Square | Df | Mean Square | F-Ratio | Prob. | F-Critical |
|---|---|---|---|---|---|---|
| Between Groups | 194.865 | 2 | 97.433 | 2.185 | .115 | 3.42 |
| Within Groups | 10570.297 | 237 | 44.600 | | | |
| Total | 10765.163 | 239 | | | | |

Table 17 shows f-ratio value (2.185) at 2 Df(237) and at the level 0.05. The critical value (3.42) is greater than f-ratio values (2.185). The probability level of significance P(.115) is greater than 0.05. This means that there is no significant difference in the opinions of respondents on the prevalence ofprincipals'laissez-faire leadership style on the management of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria. Therefore, the null hypothesis is **retained.**

**Hypothesis 4:**

There is no significant difference in the opinions of respondents on the prevalence of principals' nomothetic leadership styles on the management of Federal Unity Colleges, North- Central Geo-Political Zone, Nigeria.

**Table 18:Analysis of Variance of no significant difference in the Opinions of Respondents on the Prevalence of Principals' Nomothetic Leadership Style on the Management of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria**

| Status | Sum of Square | Df | Mean Square | F-Ratio | Prob. | F-Critical |
|---|---|---|---|---|---|---|
| Between Groups | 401.267 | 2 | 200.633 | 3.619 | .028 | 3.42 |
| Within Groups | 13138.716 | 237 | 55.438 | | | |
| Total | 13539.983 | 239 | | | | |

The table 18 shows f-ratio value (3.619) at 2 Df(237) and at the level 0.05. The critical value (3.42) is less than f-ratio values (3.619). The probability level of significance P(.028) is less than 0.05. This means that there is a significant difference in the opinions of respondents on the prevalenceof principals' nomothetic leadership styleon the management of Federal Unity Colleges in North- Central Geo-Political Zone, Nigeria. Therefore, the null hypothesis is **refused to be retained**but the alternative hypothesis is retained which means there is a significant difference in the mean opinions of academic staff, non-academic staff and management staff on the prevalence of principals'nomothetic leadership style on the management of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria. Thus, the area of significant difference may not be easily noticed, the use of shuffled procedure will indicate clearly where the areas of significant exist.

**Table 19: Means Scores of Group on the Prevalence of Principals' Nomothetic Leadership Style**

| Group | N | Mean | Std. Deviation | Std. Error |
|---|---|---|---|---|
| Academic Staff | 130 | 31.3231 | 7.72714 | .67772 |
| Non-Academic Staff | 75 | 33.8000 | 7.40161 | .85466 |
| Management Staff | 35 | 34.1429 | 6.37616 | 1.07777 |
| **Total** | 240 | 32.5083 | 7.52680 | .48585 |

Table 19 shows the mean score of the groups on prevalence of principals' nomothetic leadership style in the study area. Visual observation of the table shows that the academic staff means is below the mean scores of the group and closer to that of the non-academic staff than that of the management staff. However, this could not be conclusive statistically.

In order to determine the groups that were significantly different in their response from the others, a post-hoc test of mean operation was proffered on the mean scores of the group. The Scheffe procedure was used for operation. The result is as shown in table 20.

**Table 20: Mean Separation by Scheffe Procedureon the Prevalence of Principals' Nomothetic Leadership Style**

| (I) Status | (J) Status | Mean Difference (I-J) | Std. Error | Sig. | Decision |
|---|---|---|---|---|---|
| Academic Staff | Non Academic Staff | -4.47692* | 1.07963 | .024 | Significant |
| | Management Staff | -2.81978 | 1.41788 | .141 | Not Significant |
| Non-Academic Staff | Academic Staff | 4.47692* | 1.07963 | .024 | Significant |
| | Management Staff | -.34286 | 1.52417 | .975 | Not Significant |
| Management Staff | Academic Staff | 2.81978 | 1.41788 | .141 | Not Significant |
| | Non Academic Staff | .34286 | 1.52417 | .975 | Not Significant |

* The mean difference is significant at the 0.05 level

The result of the procedure in the table 20 indicated that the observed significant difference was between the academic staff and the non-academic staff. While between the managementstaff, the academic staff and the non-academic staff there was no significant difference in their opinion on the prevalence of principals' nomothetic leadership style in the study area.

**Hypothesis 5:**

There is no significant difference in the opinions of respondents on the prevalence of principals' idiographic leadership styleon the management of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria.

**Table 21: Analysis of Variance of no significant difference in the Opinions of Respondents on the Prevalence of Principals' Idiographic Leadership Style on the Management of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria**

| Status | Sum of Square | Df | Mean Square | F-Ratio | Prob. | F-Critical |
|---|---|---|---|---|---|---|
| Between Groups | 244.182 | 2 | 122.091 | 1.585 | .207 | 3.42 |
| Within Groups | 18251.002 | 237 | 77.008 | | | |
| Total | 18495.184 | 239 | | | | |

Table 21 shows f-ratio value (1.585) at 2 Df(237) and at the level 0.05. The critical value (3.42) is greater than f-ratio values (1.585). The probability level of significanceP(.207) is greater than 0.05. This means that there is no significant difference in the opinions of respondents on the prevalence of principals' idiographic leadership styleon the management of Federal Unity Colleges in Nigeria North-Central Geo-Political Zone, Nigeria. Therefore, the null hypothesis is **retained.**

# Hypothesis 6:

There is no significant difference in the opinions of respondents on the prevalence of principals' transactional leadership styleon the management of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria.

**Table 22:Analysis of Variance of no significant difference in the Opinions of Respondents on the Prevalence of Principals'Transactional Leadership Style on the Management of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria**

| Status | Sum of Square | Df | Mean Square | F-Ratio | Prob. | F-Critical |
|---|---|---|---|---|---|---|
| Between Groups | 576.708 | 2 | 288.354 | 5.452 | .005 | 3.42 |
| Within Groups | 12534.755 | 237 | 52.889 | | | |
| Total | 13111.462 | 239 | | | | |

Table 22shows f-ratio value (5.452) at 2 Df(237) and at the level 0.05. The critical value (3.42) is less than f-ratio values (5.452). The probability level of significance P(.005) is less than 0.05. This means that there is a significant difference in the opinions of respondents on the prevalence of principals' transactional leadership styleon themanagement of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria. Therefore, the null hypothesis is **refused to be retained**but the alternative hypothesis is retained which means there is a significant difference in the mean opinions of academic staff, non-academic staff and management staff on the prevalence of principals' transactional leadership style on the management of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria. Thus, the area of significant difference may not be easily noticed, the use of shuffled procedure will indicate clearly where the areas of significant difference exist.

**Table 23: Means Scores of Group on the Prevalence of Principals'Transactional Leadership Style**

| Group | N | Mean | Std. Deviation | Std. Error |
|---|---|---|---|---|
| Academic Staff | 130 | 30.2846 | 7.48666 | .65662 |
| Non-Academic Staff | 75 | 31.2000 | 7.21672 | .83332 |
| Management Staff | 35 | 34.8571 | 6.53111 | 1.10396 |
| **Total** | 240 | 31.2375 | 7.40673 | .47810 |

Table 23 shows the mean score of the groups on prevalence of principals' transactional leadership style in the study area. Visual observation of the management staff (including principals) means is higher than that of academic staff and non-academic staff, while the mean score of the academic staff is closer to that of the non-academic staff. However, this could not be conclusive statistically.

In order to determine the groups that were significantly different in their response from the others, a post-hoc test of mean operation was proffered on the mean scores of the groups. The Scheffe procedure was used for operation. The result is as shown in table 24.

**Table 24: Mean separation by Scheffe Procedureon the Prevalence of Principals' Transactional Leadership Style**

| (I) Status | (J) Status | Mean Difference (I-J) | Std. Error | Sig. | Decision |
|---|---|---|---|---|---|
| Academic Staff | Non Academic Staff | -.91538 | 1.05453 | .686 | Not Significant |
| | Management Staff | -4.57253* | 1.38491 | .005 | Significant |
| Non-Acad. Staff | Academic Staff | .91538 | 1.05453 | .686 | Not Significant |
| | Management Staff | -3.65714 | 1.48873 | .051 | Not Significant |
| Management Staff | Academic Staff | 4.57253* | 1.38491 | .005 | Significant |
| | Non Academic Staff | 3.65714 | 1.48873 | .051 | Not Significant |

* The mean difference is significant at the 0.05 level

The result of the procedure in the table 24 indicated that there issignificant difference between the respondents from the non-academic staff and the management staff. Between the academic staff and the management staff no significant different was observed.

**Hypothesis 7:**

There is no significant difference in the opinions of respondents on the prevalence of principals' transformational leadership style on the management of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria.

**Table 25:Analysis of Variance of no significant difference in the Opinions of Respondents on the Prevalence of Principals' Transformational Leadership Style on**

**the Management of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria**

| Status | Sum of Square | Df | Mean Square | F | Prob. | F-Critical |
|---|---|---|---|---|---|---|
| Between Groups | 958.993 | 2 | 479.496 | 5.147 | .006 | 3.42 |
| Within Groups | 22079.303 | 237 | 93.162 | | | |
| Total | 23038.296 | 239 | | | | |

The table 25 shows f-ratio value (5.147) at 2Df (237) and at the level 0.05. The critical value (3.42) is less than f-ratio values (5.147). The probability level of significance P (.006) is less than 0.05. This means that there is a significant difference in the opinions of management staff, academic staff and non-academic staff on the prevalence of principals'transformational leadership styleon themanagement of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria. Therefore, the null hypothesis is**refused to be retained**but the alternative hypothesis is retained which means there is a significant difference in the means opinions of academic staff, non-academic staff and management staff on the prevalence of principals' transformational leadership style on the management of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria. Thus, the area of significant difference may not be easily noticed, the use of shuffled procedure will indicate clearly where the areas of significant difference exist.

**Table 26: Means Scores of Group on the Prevalence of Principals' Transformational Leadership Style**

| Group | N | Mean | Std. Deviation | Std. Error |
|---|---|---|---|---|
| Academic Staff | 130 | 29.1231 | 10.21400 | .89583 |
| Non-Academic Staff | 75 | 31.3467 | 9.57544 | 1.10568 |
| Management Staff | 35 | 34.8571 | 7.34904 | 1.24221 |
| **Total** | 240 | 30.6542 | 9.81807 | .63375 |

Table 26 shows the mean score of the groups on prevalence of principals' transformational leadership style. Visual observation of the management staff (including principals) means is above the group average and higher than that of the academic staff and non-academic staff. However, this could not be conclusive statistically.

In order to determine the groups that were significantly different in their response from the others, a post-hoc test of mean operation was proffered on the mean scores of the groups. The Scheffe procedure was used for operation. The result is as shown in table 27.

**Table 27: Mean Separation by Scheffe Procedureon the Prevalence of Principals' Transformational Leadership Style**

| (I) Status | (J) Status | Mean Difference (I-J) | Std. Error | Sig. | Decision |
|---|---|---|---|---|---|
| Academic Staff | Non Academic Staff | -2.22359 | 1.39957 | .285 | Not Significant |
| | Management Staff | -5.73407* | 1.83804 | .008 | Significant |
| Non-Acad. Staff | Academic Staff | 2.22359 | 1.39957 | .285 | Not Significant |
| | Management Staff | -3.51048 | 1.97583 | .208 | Not Significant |
| Management Staff | Academic Staff | 5.73407* | 1.83804 | .008 | Significant |
| | Non Academic Staff | 3.51048 | 1.97583 | .208 | Not Significant |

* The mean difference is significant at the 0.05 level

The result of the procedure in the table 27 indicated that the observed significant difference was between the respondents from the non-academic staff and the management staff. Between the academic staff andmanagement staff no significant difference exists on the prevalence of principals' transformational leadership styles in the study area.

## 4.6 Summary of Major Findings

i. The study established that principals in the study area commonly adopted autocratic and nomothetic leadership styles which are not suitable for school system, leading like dictatorship could have negative effect on staff.

ii. Principals in the study area were less adopted democratic, idiographic and transformational leadership styles which are most suitable for schools as these styles motivate staff to work.

iii. Principals in the study area commonly adopted laissez-faire style in some cases which is not suitable in schools because some staff may simply not like to work unless they are supervised.

iv. The hypotheses tested revealed that there was no significant difference between the opinions of management staff, academic staff and non-academic staff on the prevalence of principals' autocratic leadership style, laissez-faire leadership style, and nomothetic leadership style on the management of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria. It was found that both management staff, academic staff and non-academic staff have the same view on the subject matter.

v. However, the results also revealed that there was significant difference between management staff, academic staff, and non-academic staff on the principals' democratic leadership style, idiographic leadership style, transactional leadership style, and transformational leadership style on the management of colleges in the study area.

## 4.7Discussion on the Findings

The findings of this chapter revealed that there are significant differences between the mean scores of academic staff, non-academic staff and management staff on some items of investigation. While on some other, there are no significant differences. The leadership

styles commonly adopted by principals on the management of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria have sent a sense of worry through the academic staff, non-academic staff and management staff of the various colleges. This implies that the academic staff, non-academic staff and management staff are worried about the pattern of behaviour favoured by principals in the process of directing and influencing them.The main objective of this research is to assess the prevalence of principals'leadership styles on the management ofFederal Unity Colleges in North-Central Geo-Political Zone, Nigeria. The outcome of the analysis and tested hypotheses, three out of the seven hypotheses formulated were retainedwhile the remaining four hypotheses were refused to be retained.However, the following findings were made from summary of bio data frequency, research questions andnull hypotheses tables given earlier:

Average numbers of the Federal Unity Schools were located in the urban areas as showed in table 5with 56.7% of the sampled schools. Also, the table revealed that female staff were more than male staff in the selected colleges with 103 (51.3%) female staff.

All the sampled respondents were literate, hence the analyses of the frequency table on item '4' table 5revealed that 189 which represents 78.8% of the total sampled respondents possess either first, second or third degree while the remaining 51 which is 21.2% has National Certificate of Education, Diploma or Higher Diploma Certificates. On this basis, staff were knowledgeable about their jobs in the Colleges.

The study also showed that staff in the selected Federal Unity Schools were more experienced on their jobs. A total of 187 representing 78% respondents had 6-31 years and

above working experience. Hence, they must have worked under different principals in their colleges.

On the research questionnaire items 7 to 16, the study revealed that principals in Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria were more autocratic in performing their leadership role in the management of their Colleges as reflected in the analysis table 6, where the respondents with highest rate agreed on items 7-13 and 16, while respondents with highest frequencies and percentages disagreed on only items 14 and 15. This implies that principals were leading like dictatorship which could have negative effect on job performance of staff and academic performance of their students because they adopt harsh leadership style which was widely detested by management staff and other staff alike. The study of Charlton (2000) supported the findings of the study as it found out that principals who use strict control measures are likely to face staff' resistance and increase indiscipline among staff because they tend to protest against dictatorial measured used. Also the documentary evidence in a paper by Nsubuga (2005) entitled "Leadership Potential for School Principals" presented at a workshop of principals supported the findings of this study as it indicated that: staff hate harsh administrators who make job difficult for them. Academic Staff do not want commanding authority thereby making them lose morale and neglect their duties or even think of part timing in other schools which increases the labour turnover. Autocratic Leaders use force to get things done this may lead to low performance. They are too strict and exert unnecessary authority which discourages staff' performance. They use a commanding language to ensure results. The autocratic leadership style cannot work in a school environment because it is too strict to ensure leadership effectiveness.

The study also shows that principals tried to include one or more staff in decision making but that the final decision making maintained by the principal as affirmed by item 17 on research question where respondents having highest rate agreed. Nevertheless, respondents having highest rate disagreement prevailed as reflected on items 18-26. This implies that principals were less democratic in performing their leadership role in the colleges whereas Ijaiya (2000) remarked that staff in Nigeria secondary schools express a desire for more participation in decision-making. According to her, the way the principal relates with his or her staff could contribute immensely to their effectiveness or otherwise. The democratic leadership style affects staff performance and general performance of a school positively because principal allowed staff to take initiatives so as to improve school performance. This style motivates staff to work with principals to achieve school objectives through supporting and encouraging team work, good cooperation and motivation of staff. For a democratic oriented principal to perform better there must be good management staff who are eager to implement strategies that would lead to a good academic achievements and also a collaborative arrangement in decision making across all level in the school should be made available.

On the prevalence of laissez-faire leadership style of principals in the study area, the findings also showed that respondents with highest rate disagreed on items 27 to 30 and 35. While items 31-33 and36 had highest rate agreed. This implies that principals in the study area possessed equal characteristic of laissez-faire leadership style in performing their leadership role. Principals who use this style tend to fail to follow up on those they have delegated tasks to and consequently performance declines. They leave everything to the mercy of their staff, some who may lack the necessary skills and competence to execute the

work. Some staff may simply not like to work unless they are supervised. The study by Avolio& Bass (2002) found out that the groups were unproductive if their supervisors avoided exercising control over their subordinates. This indicated that laissez-faire leadership style allows neglect and lack of follow up on activities, which may water down concerns towards effective school management. Laissez-faire leadership style is not the best style to use in a school system because complete delegation without follow up mechanism may create managerial problems, which are likely to affect the schools' effectiveness. The findings of this study also supported the study of MacDonald (2007) that asserted that laissez-faire leadership is associated with the highest rates of truancy and with the slowest modifications in performance which leads to unproductive attitudes and disempowerment of subordinates. This style may work well when trying to build team harmony, increase morale, and improve communication or repairing broken trust among staff. However, there is no need for principals intervention within these boundaries, the school principal should permit the already competent and motivated subordinates to complete their assignments in the manner they think best, but for staff who needs directives to navigate through difficult situations, this style can leave them helpless.

The study equally revealed that principals in the study area were more task-oriented in performing their leadership role as reflected in the table 9where all the opinions of the respondents on items 37- 46 had highest rate agreed that nothing is more important to principals than for staff to accomplish a task, everything about principals is bureaucratic rules and procedures, and that principals enjoy analysing problem without finding lasting solution, all these cumulative effect could damage the job performance of staff and academic performance of their students.

The study also showed that principals in the study area were less people-oriented in performing their leadership role as attested by items 47-56 where all the respondents had highest rate disagreed. This implies that principals were less concerned for staff motivation and welfare, no fair workload distribution among staff, all which could have effect on staff job performance and students' academic performance.

The research also revealed that in most situations, the principals in the study area were task-oriented except on item 62 having opinions of respondents in favour of new principals that made staff fell important and involved them in decision making process. The item "66"' revealed that new principals were not involved staff in decision making. This implies that principals in study area were task-oriented in most situations they found themselves. Principals were still the dominant leaders, and the staff were the followers in the study area. In order for transactional leadership to be effective, both principal and staff must be in agreement with the work that is to be performed. However, this style of leadership fails to motivate others to improve.

The findings also shows that principals in the study area do not lead by example in their colleges, they are not visionary, and do not create an environment conducive for teaching and learning as reflected in table 12, where the respondents had highest rate disagreed on almost all items 67-76, while only highest rate agreed on item73. This implies that principals in the study area lack characteristics of transformational leadership style, therefore, require orientation and training on how to be a transformation leader in performing their leadership role in their colleges. According to Bass &Avolio (1993), transformational leaders associate with followers, considering their intrinsic motivation and confidence. To them, unlike transactional leadership, transformational leadership does not

seek to maintain the status quo but provide a stimulus for change and motivation instead. Transformational leaders try to motivate others to achieve more than what is originally expected of them; they create a supportive organisational climate where individual needs and differences are acknowledged and respected (Bass, 2010). The building of trust and respect will motivate management staff, academic staff and non-academic staff to work for the accomplishment of shared goals in the study area.

From the test of hypotheses, the study revealed that the null hypothesis one, three and five were retained. This implies that there were no significant differences in opinions of management staff, academic staff and non-academic staff on the prevalence of autocratic, laissez-faire and idiographic leadership styles of principals on the management of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria. These proved that most of the principals in the study area were Director/ Principals on Grade Level 17, equivalent to the General in Nigerian Army, thereby seen themselves as 'tin god'. From interactional model of leadership styles, educational organisations are different from both democratic and military organisations. Getzels&Guba (1957) supported by Otu (2012) seen school as a social system where the headship is appointed or emerged for being the most senior education officer and guided by bureaucratically rules and regulations. The school is designed to serve one of society's needs – to educate. This implies that autocratic, laissez-faire and idiographic styles are not the best to get the best from the staff as a leader in a school.

On the other hand, the research also showed that there was significant difference between the opinions of management staff, academic staff and non-academic staff on the

prevalence of democratic, nomothetic, transactional and transformational leadership styles of principals in the study area, hence, the four hypotheses were refused to be retained.

The result of hypothesis 2 indicated that there is significant difference between the groups-academic staff, non-academic staff and management staff on most items of reference (17-26). The academic staff, non-academic staff and management staff had high rated of agreement that principals maintained the final decision making in their offices, and the groups equally rated high of disagreement that principals call for staff meetings to get staff advices. On item 19, the academic staff differed in their opinions, agreed that principals asked them of their visions and then applied their visions where appropriate while non-academic staff and management staff in their pinions disagreed. The management staff differed in their opinions that principals allowed them to participate in decision making process while the academic staff and non-academic staff had high rated of disagreement. The management staff also differed in their opinions that principals explained but don't apologize, the non-academic staff disagreed while academic staff were indifferent in their opinions.

The hypothesis 4 was also refused to retain as there was significant difference between the groups of respondents. Though, the rating of each item under the nomothetic leadership style of principals was seen to be at different level between the respondents. From the means attained within the three groups in the table, it was found that all the respondents were in agreement that principals were more task-oriented in their schools. However, the academic staff mean scores was less than groups mean scores while the mean scores for non-academic staff and management staff were above the groups mean scores.

The hypothesis 6 indicates that, there was significant difference between the groups on some items of reference. From the means attained within the three groups in the table, it was found that all the respondents were in agreement that principals commonly adopted autocratic/ idiographic leadership styles, the management staff mean score was above the group mean scores while the academic staff and non-academic staff mean scores were below. This implies that there was significant difference in their opinions on the prevalence of principals' transactional leadership style in the study area.

Going by the tested hypothesis 7, the result showed that the null hypothesis was refused to retain as all the respondents indicated high but divergent response for prevalence of principals' transformational leadership style in the study area. From the mean obtained for the three groups, the mean score of management staff was above the average of the group while the mean scores for academic staff and non-academic staff were below the groups mean scores. This implies that all the respondents were not in agreement with of principals' transformational leadership style. In most of their relationship with the principals, the academic staff agreed that principals articulated vision, led by example, created an environment conducive to the creation and sharing of knowledge, on the other hand, the management staff and non-academic staff found principals wanting on these ground.

# CHAPTER FIVE

## SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

### 5.1 Introduction

This chapter concludes the research on the assessment of principals' leadership styles on the management of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria. A summary of the study is presented, followed by conclusions and recommendations.

## 5.2 Summary

The study had its focus on investigating the common leadership styles of principals on the management of federal unity colleges in north-central geo-political zone, Nigeria. Chapter one dwelt on the general introduction of the research work with major interest in the statement of the problem, objectives of the study, research questions, research hypotheses, basic assumptions, significance of the study, and scope of the study. This introductory part focused attention on the role of principals to provide effective leadership in secondary schools, thereby enhancing better job performance among staff and improving academic performance of their students by considering their styles of leadership. Seven objectives, research questions and hypotheses each were formulated in this study for appropriate considerations.

Review of related literature took the centre stage in chapter two of this research work. Previous statements of authorities were cited, identified, discussed, criticized and value judgement made in view of the present realities as reported in this work. Historical background of federal unity colleges in Nigeria with its objectives highlighted. Empirical studies were not left behind centred on a critical appraisal of other peoples' work in relation to the present study.

The third chapter of this study was to address the methodology used in carrying out the research work. Descriptive survey research design was employed in the study, involving a total population of 4,184. These were made up of 257 management staff (including principals), 2,304 academic staff and 1,623 non-academic staff (supportive staff) in 24 Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria.

However, 12 federal unity colleges were selected as sample colleges using systematic sampling technique and sample size determined using stratified proportional random sampling techniques. The sample size was 245 respondents made up of 36 management staff (including principals), 132 academic staff and 77 non-academic staff in the study area. The instrument used in the study was questionnaire tagged assessment of principals' leadership styles on the management of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria designed by the researcher alongside likert- five point rating scale in line with the opinions of Ndiyo (2005) and Abiola (2007). The data analysis was carried out using one way analysis of variance for the null hypotheses formulated in the study at 0.05 alpha level of significance and descriptive statistics for the research questions and the respondents' personal data.

In the chapter four, data analyses were presented accordingly table by table and the summary of major findings and discussion of findings followed suit. This study carefully captured the research questions and hypotheses respectively.

From the findings of this study, three null hypotheses were retained while four were refused to be retained but the alternative hypotheses retained instead. The Post Hoc

Test(Scheffe's procedure) was used to determine the extent of significant difference in the opinions of the respondents.

On the whole, this research work has summarised that principals in the study area commonly adopted autocratic and nomothetic leadership styles against democratic, idiographic and transformational leadership styles,and that in most situations, nomothetic and autocratic leadership styles prevailed.Finally, the study recommended that Federal Ministry of Education should rescue the various colleges in the study area by providing training and retraining, give room to further studies, organise refresher courses, workshops and seminars for principals on transformational leadership style, to strengthen their professional competences and provide effective leadership in their schools astransformational leadership in an educational setting would incorporate leadership that is visionary and authentic, and aimed to "transform" not only the school, but also the staff who work in it. This style of leadership considers the behaviours, traits and qualities of school principals and includes situational and contingency factors. The relationship between principal and staff is of utmost importance, whereby predominantly democratic/nomothetic leadership styles would be practised. In an educational setting, this style of leadership would build relationships between staff and principals, as well as building trust and collegiality amongst staff.

## 5.3 Conclusions

In the light of the findings in this research, it is concluded that:

(i) Autocratic leadership style was commonly adopted by the principals in the management of Federal Unity Colleges in North Central Geo-Political Zone, Nigeria.

(ii) Principalsin the study area were less adopting democratic leadership style in the management of their schools.

(iii) Principals in the study area commonly adopted laissez-faire style in some cases.

(iv) Principals were more nomothetic in course of performing their leadership role in their schools.

(v) Principals in the study area were less idiographic in the management of their schools.

(vi) Principals in the study area emphasized on using nomothetic and autocratic styles in most situations.

(vii) Principals in the study area were less adopting transformational leadership style in the management of their colleges.

## 5.4 Implications of the Study

Principal's effective leadership role playing in the college administration hinges on the ability of a principal to effectively motivate his staff by adopting effective leadership styles that will transform the college in a magic way and improve staff commitment to their jobs and academic performance of the students.

In the process of trying to give out his best, the principal encounters a lot of problems in the school such as internal squabbles between principal and subordinates, taking of vital decisions without the notice of other management staff, negligence on the part of the staff, purposeful lethargy, and lack of staff dedication to their jobs. Others are absence of leadership prestige by the principal, inconsistency of policies and decisions in the college, low rate of students' academic performance in public examination amongst other.

To ameliorate these problems, the principal requires appropriate leadership styles that best fit the situation as no one best style for all situations. He must not be too rigid but flexible in his styles. He needs to integrate the organisational goals and the needs of the people doing the work in one circumstance, he may move towards nomothetic style, and in another, he may move towards idiographic style. Transactional leadership style reflects the reality of the workplace and continues to be the pre-dominant model in most organisations, including public schools. Above all, the society is fast changing and therefore, it is exacting lot of pressures on management in every organisation. Based on this, principals in the Federal Unity Collegesin the study area required type of leadership style that would serve as motivational factor for the staff and students. Transformational leadership style is what is required. That is "leadership by motivating". Principals should be creative, ambitious, visionary (walk the talk) and committed.

This study is significant to the level it provides conceptual understanding of which leadership style an ideal principal should adopt in order to improve staff job performance and students' academic standard in a school. The study x-rayed the various problems encountered by principal in performing his leadership role and the appropriate styles that can minimise them if not totally solve the problem.

Finally, it equally x-rayed the determinant factors for leadership styles selections, ways of becoming a better leader, how a leader can develop leadership characteristic and putting the principal on his normal footing for effective leadership role in the school administration.

## 5.5 Recommendations

The following recommendations are being made on the findings of this study:

(i) That autocratic style, nomothetic style and laissez- faire style are not suitable in the school environment rather democratic style, idiographic style and transformational style should be encouraged.

(ii) Federal Ministry of Education should rescue the various colleges in the study area by providing training and retraining, give room to further studies, organise refresher courses, workshops and seminars for principals on transformational leadership style, to strengthen their professional competences and provide effective leadership in the schools.

(iii) That appointment into principalship office or position should not only be based on academic qualifications but also on professional qualifications, years of experience, ICT compliance and above all, efficiency.

(iv) That nominees for appointment as new principals should be competitively screened through verbal or written tests; to be conducted by Human Resource Management Department along with Basic and Secondary Education Department with the representative from Federal Civil Service Commission such as Director Appointment.

(v) That officers to be considered for the position of principals should be professional teachers and possess at least Masters in Education preferably Masters in Educational Administration.

(vi) That all principals in Federal Unity Colleges in the study area and elsewhere deserves re-education through conferences, workshops and seminars on the viable leadership styles for adoption in their various schools in order to improve their performance in educational administration.

(vii) That all principals of Federal Unity Colleges in the study area and elsewhere needs to observe basic principles of becoming a better leader and how to develop leadership characteristics in their various schools so as to maintain good human relations to get the best from their staff.

(viii) That principals in Federal Unity Colleges in the study area should regularly attend seminars, workshops and conferences in order to update their knowledge on effective leadership styles in delivering vision 20:2020, Education for All (EFA), Sustainable Development Goals (SDGs) amongst others.

## 5.5 Suggestions for Further Studies

(i) Assessment of Principals' Leadership Styles on the Management of Federal Unity Colleges can be replicated in other geo-political zones in order to confirm or disapprove the findings in this study.

(ii) Further research should be carried out using other methods or instruments of research like structured observation and interview to confirm or disconfirm the findings of this study.

(iii) There is the need forAssessment of Principals' Managerial Role on the management of Federal Unity Schools in North-Central Geo-Political Zone, Nigeria or other geo-political zones in areas of human resource management, financial management, materials management, and time management amongst other to confirm or disapprove the findings of the study.

(iv) In the areas of curriculum planning, curriculum implementation, curriculum evaluation, and supervision of curriculum amongst other, there is the need for assessment of principals' curriculum-instructional role in the study area or other geo-political zones to confirm or disapprove the findings of the study.

(v) There is further need for an expansion of the scope and delimitation of the study to cover the entire country i.e. Assessment of Principals' Leadership Styles on the Management of Federal Unity Colleges in Nigeria. This will help to minimize if not totally eradicate the problem of leadership from Federal Unity Colleges in Nigeria.

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**Table 5: Answering of Research Questionnaire Items 7 to 76**

**Opinions of the respondents on the prevalence of principals' autocratic leadership style on the management of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria**

| S/N | Item | Categories of Respondents | SA | | A | | U | | D | | SD | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | F | % | F | % | F | % | F | % | F | % |
| 7. | The final decision making authority always retain within principal's office | Acad. Staff | 66 | 50.8 | 43 | 33.1 | 4 | 3.1 | 8 | 6.2 | 9 | 6.9 |
| | | Non Acad. Staff | 40 | 53.3 | 24 | 32.0 | 2 | 2.7 | 8 | 10.7 | 1 | 1.3 |
| | | Mgt. Staff | 13 | 37.1 | 17 | 48.6 | 0 | 0 | 2 | 5.7 | 3 | 8.6 |
| 8. | Suggestions made by staff are not considered as the principal do not have time for them | Acad. Staff | 37 | 28.5 | 34 | 26.2 | 4 | 3.0 | 45 | 34.6 | 10 | 7.7 |
| | | Non Acad. Staff | 19 | 25.3 | 20 | 26.7 | 6 | 8.0 | 23 | 30.7 | 7 | 9.3 |
| | | Mgt. Staff | 7 | 20.0 | 6 | 17.1 | 2 | 5.7 | 19 | 54.3 | 1 | 2.9 |
| 9. | Principal instructs staff on what has to be done and how to do it | Acad. Staff | 47 | 36.2 | 53 | 40.8 | 9 | 6.9 | 16 | 12.3 | 5 | 3.8 |
| | | Non Acad. Staff | 32 | 42.7 | 32 | 42.7 | 6 | 8.0 | 4 | 5.3 | 1 | 1.3 |
| | | Mgt. Staff | 9 | 25.7 | 13 | 37.1 | 2 | 5.7 | 7 | 20.0 | 4 | 11.4 |
| 10. | New Staff are not allowed to make any decision except it is approved by the principal | Acad. Staff | 33 | 25.4 | 33 | 25.4 | 8 | 6.2 | 40 | 30.8 | 16 | 12.3 |
| | | Non Acad. Staff | 17 | 22.7 | 28 | 37.3 | 5 | 6.7 | 17 | 22.7 | 8 | 10.7 |
| | | Mgt. Staff | 11 | 31.4 | 10 | 28.6 | 0 | 0 | 13 | 37.1 | 1 | 2.9 |
| 11. | Principal closely monitor staff to ensure they are performing well | Acad. Staff | 39 | 30.0 | 48 | 36.9 | 9 | 6.9 | 19 | 14.6 | 15 | 11.5 |
| | | Non Acad. Staff | 26 | 34.7 | 32 | 42.7 | 6 | 8.0 | 8 | 10.7 | 3 | 4.0 |
| | | Mgt. Staff | 10 | 28.6 | 16 | 45.7 | 2 | 5.7 | 7 | 20.0 | 0 | 0 |
| 12. | Principal threatened staff with query in order to get them achieve the college objectives | Acad. Staff | 49 | 37.7 | 44 | 33.8 | 6 | 4.6 | 24 | 18.5 | 7 | 5.4 |
| | | Non Acad. Staff | 25 | 33.3 | 36 | 48.0 | 5 | 6.7 | 6 | 8.0 | 3 | 4.0 |
| | | Mgt. Staff | 12 | 34.3 | 13 | 37.1 | 2 | 5.7 | 8 | 22.9 | 0 | 0 |
| 13. | Principal accepts little or no input from members of staff | Acad. Staff | 30 | 23.1 | 28 | 21.5 | 12 | 9.2 | 41 | 31.5 | 19 | 14.6 |
| | | Non Acad. Staff | 21 | 28.0 | 15 | 20.0 | 6 | 8.0 | 31 | 41.3 | 2 | 2.7 |
| | | Mgt. Staff | 5 | 14.3 | 11 | 31.4 | 4 | 11.5 | 13 | 37.1 | 2 | 5.7 |
| 14. | Principal makes decision alone | Acad. Staff | 26 | 20.0 | 19 | 14.6 | 11 | 8.5 | 54 | 41.5 | 20 | 15.4 |
| | | Non Acad. Staff | 16 | 21.3 | 13 | 17.3 | 5 | 6.7 | 30 | 40.0 | 11 | 14.7 |
| | | Mgt. Staff | 3 | 8.6 | 10 | 28.6 | 1 | 2.9 | 20 | 57.1 | 1 | 2.9 |
| 15. | Principal dictates all the work methods and processes for staff to do | Acad. Staff | 29 | 22.3 | 25 | 19.2 | 12 | 9.3 | 47 | 36.2 | 17 | 13.1 |
| | | Non Acad. Staff | 11 | 14.7 | 26 | 34.7 | 4 | 5.3 | 30 | 40.0 | 4 | 5.3 |
| | | Mgt. Staff | 3 | 8.6 | 10 | 28.6 | 2 | 5.7 | 17 | 48.6 | 3 | 8.6 |
| 16. | Principal rarely trusted staff with decisions on important tasks | Acad. Staff | 34 | 26.2 | 33 | 25.4 | 6 | 4.6 | 38 | 29.2 | 19 | 14.6 |
| | | Non Acad. Staff | 13 | 17.3 | 27 | 36.0 | 13 | 17.3 | 16 | 21.3 | 6 | 8.0 |
| | | Mgt. Staff | 7 | 20.0 | 6 | 17.1 | 3 | 8.6 | 18 | 51.4 | 1 | 2.9 |

**Opinions of the respondents on the prevalence of principals' democratic leadership style on the management of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria**

| S/N | Item | Categories of Respondents | SA | | A | | U | | D | | SD | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | F | % | F | % | F | % | F | % | F | % |
| 17. | Principal always try to include one or more staff in determining what to do and how to do it, however, Principal maintains the final decision making authority | Acad. Staff | 51 | 39.2 | 49 | 37.7 | 8 | 6.2 | 15 | 11.5 | 7 | 5.4 |
| | | Non Acad. Staff | 22 | 29.3 | 37 | 49.3 | 1 | 1.3 | 8 | 10.7 | 7 | 9.3 |
| | | Mgt. Staff | 9 | 25.7 | 23 | 65.7 | 1 | 2.9 | 2 | 5.7 | 0 | 0 |
| 18. | When things go wrong and principal needs to create a strategy to keep a project or process running on schedule, principal calls for a meeting to get staff advices | Acad. Staff | 11 | 8.5 | 33 | 25.4 | 14 | 10.8 | 45 | 34.6 | 27 | 20.8 |
| | | Non Acad. Staff | 4 | 5.3 | 13 | 17.3 | 4 | 5.3 | 39 | 52.0 | 15 | 20.0 |
| | | Mgt. Staff | 0 | 0 | 10 | 28.6 | 4 | 11.4 | 15 | 42.9 | 6 | 17.1 |
| 19. | Principal asks staff for their visions of where they see their jobs going and then apply their visions where appropriate | Acad. Staff | 24 | 18.5 | 34 | 26.2 | 16 | 12.3 | 47 | 36.2 | 9 | 6.9 |
| | | Non Acad. Staff | 7 | 9.3 | 20 | 26.7 | 13 | 17.3 | 26 | 34.7 | 9 | 12.0 |
| | | Mgt. Staff | 1 | 2.9 | 12 | 34.3 | 4 | 11.4 | 14 | 40.0 | 4 | 11.4 |
| 20. | Principal wants to create an environment where the staff take ownership of the project, principal allows them to participate in the decision making process | Acad. Staff | 13 | 10.0 | 39 | 30.0 | 17 | 13.1 | 41 | 31.5 | 20 | 15.4 |
| | | Non Acad. Staff | 9 | 12.0 | 18 | 24.0 | 9 | 12.0 | 24 | 32.0 | 15 | 20.0 |
| | | Mgt. Staff | 3 | 8.6 | 19 | 54.3 | 1 | 2.9 | 10 | 28.6 | 2 | 5.7 |
| 21. | When there are differences in role expectations, principal works with staff to resolve the differences | Acad. Staff | 21 | 16.2 | 36 | 27.7 | 9 | 7.0 | 55 | 42.3 | 9 | 6.9 |
| | | Non Acad. Staff | 7 | 9.3 | 16 | 21.3 | 4 | 5.3 | 37 | 49.3 | 11 | 14.7 |
| | | Mgt. Staff | 1 | 2.9 | 7 | 20.0 | 1 | 2.9 | 20 | 57.1 | 6 | 17.1 |
| 22. | Principal likes to use his/her leadership styles to encourage staff growth | Acad. Staff | 22 | 16.9 | 33 | 25.4 | 8 | 6.2 | 43 | 33.1 | 24 | 18.5 |
| | | Non Acad. Staff | 7 | 9.3 | 24 | 32.0 | 2 | 2.7 | 30 | 40.0 | 12 | 16.0 |
| | | Mgt. Staff | 0 | 0 | 6 | 17.1 | 1 | 2.9 | 21 | 60.0 | 7 | 20.0 |
| 23. | Principal encourages staff to accept responsibilities in order to complete their works in the college | Acad. Staff | 22 | 16.9 | 20 | 15.4 | 15 | 11.6 | 47 | 36.2 | 26 | 20.0 |
| | | Non Acad. Staff | 7 | 9.3 | 15 | 20.0 | 8 | 10.6 | 40 | 53.3 | 5 | 6.7 |
| | | Mgt. Staff | 0 | 0 | 6 | 17.1 | 2 | 5.7 | 23 | 65.7 | 4 | 11.4 |
| 24. | Principal keeps channel of communication open in the college | Acad. Staff | 24 | 18.5 | 28 | 21.5 | 18 | 13.9 | 40 | 30.8 | 20 | 15.4 |
| | | Non Acad. Staff | 8 | 10.7 | 23 | 30.7 | 5 | 6.6 | 28 | 37.3 | 11 | 14.7 |
| | | Mgt. Staff | 3 | 8.6 | 7 | 20.0 | 4 | 11.4 | 16 | 45.7 | 5 | 14.3 |
| 25. | Principal explains but don't apologize | Acad. Staff | 23 | 17.7 | 32 | 24.6 | 20 | 15.4 | 36 | 27.7 | 19 | 14.6 |
| | | Non Acad. Staff | 14 | 18.7 | 16 | 21.3 | 9 | 12.0 | 25 | 33.3 | 11 | 14.7 |
| | | Mgt. Staff | 6 | 17.1 | 13 | 37.1 | 2 | 5.7 | 13 | 37.1 | 1 | 2.9 |
| 26. | Principal respects individual suggestions in the College | Acad. Staff | 22 | 16.9 | 30 | 23.1 | 16 | 12.3 | 42 | 32.3 | 20 | 15.4 |
| | | Non Acad. Staff | 13 | 17.3 | 16 | 21.3 | 8 | 10.7 | 31 | 41.3 | 7 | 9.3 |
| | | Mgt. Staff | 1 | 2.9 | 10 | 28.6 | 3 | 8.6 | 18 | 51.4 | 3 | 8.6 |

**Opinions of the respondents on the prevalence of principals' laissez-faire leadership style on the management of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria**

| S/N | Item | Categories of Respondents | SA | | A | | U | | D | | SD | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | F | % | F | % | F | % | F | % | F | % |
| 27. | Principal and staff always vote whenever a major decision has to be taken | Acad. Staff | 15 | 11.5 | 38 | 29.2 | 16 | 12.3 | 29 | 22.3 | 32 | 24.6 |
| | | Non Acad. Staff | 7 | 9.3 | 13 | 17.3 | 11 | 14.7 | 25 | 33.3 | 19 | 25.3 |
| | | Mgt. Staff | 3 | 8.6 | 7 | 20.0 | 7 | 20.0 | 14 | 40.0 | 4 | 11.4 |
| 28. | For a major decision to pass in the College, it must have the approval of each individual or the majority | Acad. Staff | 6 | 4.6 | 20 | 15.4 | 18 | 13.9 | 44 | 33.8 | 42 | 32.3 |
| | | Non Acad. Staff | 9 | 12.0 | 11 | 14.7 | 6 | 8.0 | 29 | 38.7 | 20 | 26.7 |
| | | Mgt. Staff | 2 | 5.7 | 6 | 17.1 | 2 | 5.7 | 21 | 60.0 | 4 | 11.4 |
| 29. | Principal sends information to staff by email and memos, and always call for staff meeting in the college | Acad. Staff | 10 | 7.7 | 24 | 18.5 | 12 | 9.2 | 45 | 34.6 | 39 | 30.0 |
| | | Non Acad. Staff | 6 | 8.0 | 10 | 13.3 | 7 | 9.3 | 35 | 46.7 | 17 | 22.7 |
| | | Mgt. Staff | 2 | 5.7 | 7 | 20.0 | 3 | 8.6 | 16 | 45.7 | 7 | 20.0 |
| 30. | Principal allows staff to determine what needs to be done and how to do it | Acad. Staff | 7 | 5.4 | 20 | 15.4 | 14 | 10.8 | 54 | 41.5 | 35 | 26.9 |
| | | Non Acad. Staff | 5 | 6.7 | 14 | 18.7 | 13 | 17.3 | 26 | 34.7 | 17 | 22.7 |
| | | Mgt. Staff | 3 | 8.6 | 13 | 37.1 | 3 | 8.6 | 14 | 40.0 | 2 | 5.7 |
| 31. | Staff know more about their jobs than principal, therefore, principal allows them to carry out the decisions to do their jobs | Acad. Staff | 25 | 19.2 | 50 | 38.5 | 10 | 7.7 | 38 | 29.2 | 7 | 5.4 |
| | | Non Acad. Staff | 152 | 20.0 | 28 | 37.3 | 7 | 9.3 | 15 | 20.0 | 10 | 13.3 |
| | | Mgt. Staff | | 5.7 | 16 | 45.7 | 5 | 14.3 | 10 | 28.6 | 2 | 5.7 |
| 32. | Principal delegates tasks in order to implement a new procedure or process | Acad. Staff | 11 | 8.5 | 51 | 39.2 | 17 | 13.1 | 34 | 26.2 | 17 | 13.1 |
| | | Non Acad. Staff | 4 | 5.3 | 29 | 38.7 | 9 | 12.0 | 25 | 33.3 | 8 | 10.7 |
| | | Mgt. Staff | 2 | 5.7 | 21 | 60.0 | 6 | 17.2 | 4 | 11.4 | 2 | 5.7 |
| 33. | Principal likes to share his/her leadership attributes with subordinates | Acad. Staff | 4 | 3.1 | 54 | 41.5 | 6 | 4.6 | 40 | 30.8 | 26 | 20.0 |
| | | Non Acad. Staff | 7 | 9.3 | 30 | 40.0 | 12 | 16.0 | 17 | 22.7 | 9 | 12.0 |
| | | Mgt. Staff | 0 | 0 | 19 | 54.3 | 2 | 5.7 | 13 | 37.1 | 1 | 2.9 |
| 34. | Principal provides very little or no guidance for staff in the college | Acad. Staff | 13 | 10.0 | 38 | 29.2 | 27 | 20.8 | 41 | 31.5 | 11 | 8.5 |
| | | Non Acad. Staff | 9 | 12.0 | 33 | 44.0 | 10 | 13.3 | 19 | 25.3 | 4 | 5.3 |
| | | Mgt. Staff | 3 | 8.6 | 17 | 48.6 | 5 | 14.3 | 8 | 22.9 | 2 | 5.7 |
| 35. | Principal grants complete free hand for staff to make decisions | Acad. Staff | 3 | 2.3 | 27 | 20.8 | 13 | 10.0 | 57 | 43.8 | 30 | 23.1 |
| | | Non Acad. Staff | 4 | 5.3 | 18 | 24.0 | 13 | 17.3 | 30 | 40.0 | 10 | 13.3 |
| | | Mgt. Staff | 2 | 5.7 | 5 | 14.3 | 2 | 5.8 | 21 | 60.0 | 5 | 14.3 |
| 36. | Principal provides the tools and resources needed for staff alone | Acad. Staff | 23 | 17.7 | 53 | 40.8 | 18 | 13.9 | 27 | 20.8 | 9 | 6.9 |
| | | Non Acad. Staff | 11 | 14.7 | 28 | 37.3 | 12 | 16.0 | 17 | 22.7 | 7 | 9.3 |
| | | Mgt. Staff | 4 | 11.4 | 11 | 31.4 | 2 | 5.7 | 14 | 40.0 | 4 | 11.4 |

**Opinions of the respondents on the prevalence of principals' nomothetic leadership style on the management of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria**

| S/N | Item | Categories of Respondents | SA | | A | | U | | D | | SD | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | F | % | F | % | F | % | F | % | F | % |
| 37. | Nothing is more important to principal than for staff to accomplish a goal or task | Acad. Staff | 28 | 21.5 | 50 | 38.5 | 13 | 10.0 | 25 | 19.2 | 14 | 10.8 |
| | | Non Acad. Staff | 27 | 36.0 | 27 | 36.0 | 5 | 6.7 | 9 | 12.0 | 7 | 9.3 |
| | | Mgt. Staff | 4 | 11.4 | 25 | 71.4 | 1 | 2.9 | 3 | 8.6 | 2 | 5.7 |
| 38. | Principal closely monitor the schedule to ensure a task or project will be completed on time | Acad. Staff | 19 | 14.6 | 68 | 52.3 | 9 | 6.9 | 22 | 16.9 | 12 | 9.2 |
| | | Non Acad. Staff | 14 | 18.7 | 41 | 54.7 | 6 | 8.0 | 10 | 13.3 | 4 | 5.3 |
| | | Mgt. Staff | 2 | 5.7 | 25 | 71.4 | 1 | 2.9 | 4 | 11.4 | 3 | 8.6 |
| 39. | The more challenging a task is, the more principal appreciates it | Acad. Staff | 15 | 11.5 | 39 | 30.0 | 19 | 14.6 | 41 | 31.5 | 16 | 12.3 |
| | | Non Acad. Staff | 11 | 14.7 | 22 | 29.3 | 16 | 21.3 | 19 | 25.3 | 7 | 9.3 |
| | | Mgt. Staff | 3 | 8.6 | 18 | 51.4 | 6 | 17.2 | 5 | 14.3 | 3 | 8.6 |
| 40. | When seeing a complex task through the completion, principal ensures that every detail is accounted for | Acad. Staff | 17 | 13.1 | 47 | 36.2 | 26 | 20.0 | 27 | 20.8 | 13 | 10.0 |
| | | Non Acad. Staff | 7 | 9.3 | 37 | 49.3 | 13 | 17.3 | 9 | 12.0 | 9 | 12.0 |
| | | Mgt. Staff | 3 | 8.6 | 21 | 60.0 | 2 | 5.7 | 6 | 17.1 | 3 | 8.6 |
| 41. | Principal finds it easy to carry out several complicated tasks at the same time | Acad. Staff | 15 | 11.5 | 40 | 30.8 | 25 | 19.3 | 34 | 26.2 | 16 | 12.3 |
| | | Non Acad. Staff | 8 | 10.7 | 29 | 38.7 | 17 | 22.6 | 17 | 22.7 | 4 | 5.3 |
| | | Mgt. Staff | 7 | 20.0 | 10 | 28.6 | 5 | 14.3 | 13 | 37.1 | 0 | 0 |
| 42. | Principal manages his time very effectively | Acad. Staff | 12 | 9.2 | 51 | 39.2 | 20 | 15.4 | 26 | 20.0 | 21 | 16.2 |
| | | Non Acad. Staff | 8 | 10.7 | 33 | 44.0 | 15 | 20.0 | 8 | 10.7 | 11 | 14.7 |
| | | Mgt. Staff | 5 | 14.3 | 11 | 31.4 | 5 | 14.3 | 14 | 40.0 | 0 | 0 |
| 43. | Breaking a large project into smaller manageable tasks is the principal's preferred method of achieving goals | Acad. Staff | 7 | 5.4 | 54 | 41.5 | 26 | 20.0 | 25 | 19.2 | 18 | 13.8 |
| | | Non Acad. Staff | 9 | 12.0 | 26 | 34.7 | 14 | 18.7 | 19 | 25.3 | 7 | 9.3 |
| | | Mgt. Staff | 4 | 11.4 | 18 | 51.4 | 3 | 8.6 | 9 | 25.7 | 1 | 2.9 |
| 44. | Principal enjoys analysing problems | Acad. Staff | 11 | 8.5 | 49 | 37.7 | 22 | 16.9 | 29 | 22.3 | 19 | 14.6 |
| | | Non Acad. Staff | 10 | 13.3 | 37 | 49.3 | 14 | 18.7 | 11 | 14.7 | 3 | 4.0 |
| | | Mgt. Staff | 9 | 25.7 | 17 | 48.6 | 5 | 14.3 | 4 | 11.4 | 0 | 0 |
| 45. | Everything about the principal is by bureaucratic rules and procedures to all subordinates | Acad. Staff | 26 | 20.0 | 39 | 30.0 | 22 | 16.9 | 35 | 26.9 | 8 | 6.2 |
| | | Non Acad. Staff | 1 | 18.7 | 31 | 41.3 | 11 | 14.7 | 15 | 20.0 | 4 | 5.3 |
| | | Mgt. Staff | 4 | 11.4 | 11 | 31.4 | 3 | 8.6 | 13 | 37.1 | 4 | 11.4 |
| 46. | Principal sets down performance standards for each aspect of his/her staff jobs | Acad. Staff | 14 | 10.8 | 56 | 43.1 | 16 | 12.3 | 28 | 21.5 | 16 | 12.3 |
| | | Non Acad. Staff | 10 | 13.3 | 34 | 45.3 | 10 | 13.3 | 15 | 20.0 | 6 | 8.0 |
| | | Mgt. Staff | 4 | 11.4 | 18 | 51.4 | 6 | 17.1 | 4 | 11.4 | 3 | 8.6 |

**Opinions of the respondents on the prevalence of principals' idiographic leadership style on the management of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria**

| S/N | Item | Categories of Respondents | SA | | A | | U | | D | | SD | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | F | % | F | % | F | % | F | % | F | % |
| 47. | Principal encourages staff to be creative about their jobs | Acad. Staff | 14 | 10.8 | 39 | 30.0 | 11 | 8.5 | 41 | 31.5 | 25 | 19.2 |
| | | Non Acad. Staff | 5 | 6.7 | 16 | 21.3 | 7 | 9.4 | 37 | 49.3 | 10 | 13.3 |
| | | Mgt. Staff | 1 | 2.9 | 9 | 25.7 | 4 | 11.4 | 17 | 48.6 | 4 | 11.4 |
| 48. | Principal encourages team to participate when it comes to decision making and tries to implementing their ideas and suggestions | Acad. Staff | 17 | 13.1 | 35 | 26.9 | 13 | 10.0 | 45 | 34.6 | 20 | 15.4 |
| | | Non Acad. Staff | 7 | 9.3 | 20 | 26.7 | 11 | 14.7 | 30 | 40.0 | 7 | 9.3 |
| | | Mgt. Staff | 0 | 0 | 8 | 22.9 | 5 | 14.3 | 20 | 57.1 | 2 | 5.7 |
| 49. | Principal honours other peoples' boundaries | Acad. Staff | 16 | 12.3 | 36 | 27.7 | 19 | 14.6 | 43 | 33.1 | 16 | 12.3 |
| | | Non Acad. Staff | 2 | 2.7 | 28 | 37.3 | 14 | 18.7 | 17 | 22.7 | 14 | 18.7 |
| | | Mgt. Staff | 2 | 5.7 | 18 | 51.4 | 2 | 5.7 | 10 | 28.6 | 3 | 8.6 |
| 50. | Counselling staff to improve their performance is the principal's preferred method of achieving goals | Acad. Staff | 14 | 10.8 | 38 | 29.2 | 21 | 16.1 | 33 | 25.4 | 24 | 18.5 |
| | | Non Acad. Staff | 6 | 8.0 | 24 | 32.0 | 13 | 17.3 | 19 | 25.3 | 13 | 17.3 |
| | | Mgt. Staff | 5 | 14.3 | 15 | 42.9 | 0 | 0 | 10 | 28.6 | 5 | 14.3 |
| 51. | Principal listens to each staff needs and concerns for staff welfare | Acad. Staff | 13 | 10.0 | 35 | 26.9 | 14 | 10.8 | 39 | 30.0 | 29 | 22.3 |
| | | Non Acad. Staff | 5 | 6.7 | 24 | 32.0 | 9 | 12.0 | 21 | 28.0 | 16 | 21.3 |
| | | Mgt. Staff | 3 | 8.6 | 13 | 37.1 | 2 | 5.7 | 14 | 40.0 | 3 | 8.6 |
| 52. | Principal expresses words of thanks or praises as a means of motivating staff | Acad. Staff | 21 | 16.2 | 36 | 27.7 | 14 | 10.8 | 49 | 37.7 | 10 | 7.7 |
| | | Non Acad. Staff | 12 | 16.0 | 17 | 22.7 | 7 | 9.3 | 29 | 38.7 | 10 | 13.3 |
| | | Mgt. Staff | 3 | 8.6 | 10 | 28.6 | 2 | 5.7 | 17 | 48.6 | 3 | 8.6 |
| 53. | Principal makes public recognition of achievements and initiatives | Acad. Staff | 20 | 15.4 | 27 | 20.8 | 19 | 14.6 | 53 | 40.8 | 11 | 8.5 |
| | | Non Acad. Staff | 7 | 9.3 | 22 | 29.3 | 10 | 13.3 | 29 | 38.7 | 7 | 9.3 |
| | | Mgt. Staff | 5 | 14.3 | 10 | 28.6 | 4 | 11.5 | 13 | 37.1 | 3 | 8.6 |
| 54. | Principal makes private notes of congratulations to boost staff confidence in the college | Acad. Staff | 7 | 5.4 | 36 | 27.7 | 19 | 14.6 | 42 | 32.3 | 26 | 20.0 |
| | | Non Acad. Staff | 5 | 6.7 | 24 | 32.0 | 14 | 18.7 | 23 | 30.7 | 9 | 12.0 |
| | | Mgt. Staff | 3 | 8.6 | 7 | 20.0 | 4 | 11.4 | 18 | 51.4 | 3 | 8.6 |
| 55. | Principal ensures fair workload distribution in the College | Acad. Staff | 10 | 7.7 | 39 | 30.0 | 19 | 14.6 | 34 | 26.2 | 28 | 21.5 |
| | | Non Acad. Staff | 6 | 8.0 | 25 | 33.3 | 17 | 22.7 | 20 | 26.7 | 7 | 9.3 |
| | | Mgt. Staff | 5 | 14.3 | 13 | 37.1 | 7 | 20.0 | 9 | 25.7 | 1 | 2.9 |
| 56. | Principal undertakes individualized career counselling and | Acad. Staff | 9 | 6.9 | 39 | 30.0 | 15 | 12.5 | 42 | 32.3 | 25 | 19.2 |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | mentoring in the college | Non Acad. Staff | 3 | 4.0 | 19 | 25.3 | 17 | 22.7 | 26 | 34.7 | 10 | 13.3 |
| | | Mgt. Staff | 5 | 14.3 | 13 | 37.1 | 5 | 14.3 | 11 | 31.4 | 1 | 2.9 |

**Opinions of the respondents on the prevalence of principals'transactional leadership style on the management of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria**

| S/N | Item | Categories of Respondents | SA | | A | | U | | D | | SD | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | F | % | F | % | F | % | F | % | F | % |
| 57. | Staff have not been appreciating the principal's kind gestures and obviously concerns for their welfares, the performance is declining rapidly. Principal emphasizes on the uses of standard procedures and the necessity for task accomplishment | Acad. Staff | 2 | 16.2 | 38 | 29.2 | 15 | 11.5 | 20 | 27.7 | 20 | 15. |
| | | | 7 | 9.3 | 40 | 53.3 | 7 | 9.3 | 7 | 18.7 | 7 | 9.3 |
| | | Non Acad. Staff | 3 | 8.6 | 16 | 45.7 | 4 | 11.4 | 1 | 31.4 | 1 | 2.9 |
| | | Mgt. Staff | | | | | | | | | | |
| 58. | The observable performance of staff is increasing; principal has been making sure that all members are aware of their responsibilities and standards expected from them. Principal emphasizes on the importance of deadline and tasks accomplishment | Acad. Staff | 19 | 14.6 | 53 | 40.8 | 17 | 13.1 | 15 | 20.0 | 15 | 11.5 |
| | | | 8 | 10.7 | 39 | 52.0 | 10 | 13.3 | 5 | 17.3 | 5 | 6.7 |
| | | Non Acad. Staff | 4 | 11.4 | 20 | 57.1 | 4 | 11.4 | 0 | 20.0 | 0 | 0 |
| | | Mgt. Staff | | | | | | | | | | |
| 59. | Members of staff are unable to solve a problem themselves, principal has normally left staff alone and group performance has been good. Principal involves the staff in a problem solving | Acad. Staff | 18 | 13.8 | 30 | 23.1 | 29 | 22.3 | 13 | 30.0 | 13 | 10.0 |
| | | | 8 | 10.7 | 26 | 34.7 | 10 | 13.3 | 5 | 34.7 | 5 | 6.7 |
| | | Non Acad. Staff | 2 | 5.7 | 8 | 22.9 | 4 | 11.4 | 3 | 51.4 | 3 | 8.6 |
| | | Mgt. Staff | | | | | | | | | | |
| 60. | Principal is considering a major change. Principal announces changes and then implement them with close supervision | Acad. Staff | 127 | 9.2 | 37 | 28.5 | 17 | 13.1 | 26 | 29.2 | 26 | 20.0 |
| | | | 0 | 9.3 | 17 | 22.7 | 13 | 17.3 | 4 | 45.3 | 4 | 5.3 |
| | | Non Acad. Staff | | 0 | 4 | 11.4 | 4 | 11.4 | 3 | 68.6 | 3 | 8.6 |
| | | Mgt. Staff | | | | | | | | | | |
| 61. | The performance of the management team has been dropping during the past few months; staff have been concerned with meeting objectives. Principal incorporate team recommendations but sees that objectives are met. | Acad. Staff | 18 | 13.8 | 45 | 34.6 | 13 | 10.0 | 21 | 25.4 | 21 | 16.2 |
| | | | 6 | 8.0 | 32 | 42.7 | 11 | 14.7 | 6 | 26.7 | 6 | 8.0 |
| | | Non Acad. Staff | 7 | 20.0 | 22 | 62.9 | 1 | 2.9 | 0 | 14.3 | 0 | 0 |
| | | Mgt. Staff | | | | | | | | | | |
| 62. | Principal has stepped into an efficient run situation; the previous principal ran a tight ship. Principal makes the staff feel important and involved in the college administration | Acad. Staff | 19 | 14.6 | 50 | 38.5 | 11 | 8.5 | 10 | 30.8 | 10 | 7.7 |
| | | | 7 | 9.3 | 26 | 34.7 | 18 | 24.0 | 7 | 22.7 | 7 | 9.3 |
| | | Non Acad. Staff | 6 | 17.1 | 20 | 57.1 | 2 | 5.7 | 1 | 17.1 | 1 | 2.9 |
| | | Mgt. Staff | | | | | | | | | | |
| 63. | Principal is considering major changes in college organization | Acad. Staff | 13 | 10.0 | 48 | 36.9 | 14 | 10.8 | 20 | 26.9 | 20 | 15.4 |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | structure, members of staff have made suggestions about needing change. Principal defines the change and supervises carefully | Mgt. Staff | **6** | **8.0** | **25** | **33.3** | **18** | **24.0** | **6** | **26.7** | **6** | **8.0** |
| | | Non Acad. Staff | **3** | **8.6** | **19** | **54.3** | **2** | **5.7** | **0** | **31.4** | **0** | **0** |
| 64. | Staff performance and interpersonal relationship are good. Principal feels somewhat unsecured about lack of direction of the staff. Principal discusses the situation with the staff and then initiate necessary changes. | Mgt. Staff | **17** | **13.1** | **41** | **31.5** | **16** | **12.3** | **16** | **30.8** | **16** | **12.3** |
| | | Acad. Staff | **5** | **6.7** | **33** | **44.0** | **14** | **18.6** | **5** | **24.0** | **5** | **6.7** |
| | | Non Acad. Staff | **3** | **8.6** | **14** | **40.0** | **10** | **28.6** | **0** | **22.9** | **0** | **0** |
| 65. | Staff are usually prepared to take responsibilities and not responding to recent redefining of the standard. Principal incorporates staff recommendations but sees that new standards are met | Mgt. Staff | **21** | **16.2** | **34** | **26.2** | **16** | **12.3** | **12** | **36.2** | **12** | **9.2** |
| | | Acad. Staff | **5** | **6.7** | **15** | **20.0** | **16** | **21.4** | **4** | **46.7** | **4** | **5.3** |
| | | Non Acad. Staff | **2** | **5.7** | **9** | **25.7** | **5** | **14.3** | **7** | **34.3** | **7** | **20.0** |
| 66. | A new principal has been posted to the college, the previous principal was uninvolved in the affairs of the staff and the staff have adequately handled their tasks. Principal involves staff in decision making | Mgt. Staff | **8** | **6.2** | **43** | **33.1** | **9** | **6.9** | **24** | **35.4** | **24** | **18.5** |
| | | Acad. Staff | **4** | **5.3** | **35** | **46.7** | **16** | **21..4** | **5** | **20.0** | **5** | **6.7** |
| | | Non Acad. Staff | **4** | **11.4** | **16** | **45.7** | **4** | **11.5** | **2** | **25.7** | **2** | **5.7** |

**Opinions of the respondents on the prevalence of principals' transformational leadership style on the management of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria**

| S/N | Item | Categories of Respondents | SA | | A | | U | | D | | SD | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | F | % | F | % | F | % | F | % | F | % |
| 67. | Principal articulates a vision and explains how to attain the vision in an appealing manner | Acad. Staff | 16 | 12.3 | 38 | 29.2 | 17 | 13.0 | 50 | 38.5 | 9 | 6.9 |
| | | Non Acad. Staff | 10 | 13.3 | 15 | 20.0 | 8 | 10.6 | 38 | 50.7 | 4 | 5.3 |
| | | Mgt. Staff | 2 | 5.7 | 9 | 25.7 | 1 | 2.9 | 19 | 54.3 | 4 | 11.4 |
| 68. | Principal leads by example in the college | Acad. Staff | 25 | 19.2 | 37 | 28.5 | 13 | 10.0 | 36 | 27.7 | 19 | 14.6 |
| | | Non Acad. Staff | 7 | 9.3 | 19 | 25.3 | 6 | 8.0 | 33 | 44.0 | 10 | 13.3 |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Mgt. Staff | 1 | 2.9 | 8 | 22.9 | 2 | 5.7 | 17 | 48.6 | 7 | 20.0 |
| 69. | Principal emphases values and reinforces them by symbolic actions in the college | Acad. Staff | 21 | 16.2 | 32 | 17.1 | 12 | 9.2 | 50 | 38.5 | 15 | 11.5 |
| | | Non Acad. Staff | 8 | 10.7 | 15 | 20.0 | 15 | 20.0 | 32 | 42.7 | 5 | 6.7 |
| | | Mgt. Staff | 0 | 0 | 6 | 17.1 | 5 | 14.3 | 21 | 60.0 | 3 | 8.6 |
| 70. | Principal displays a high level of ethical and moral conduct in the college | Acad. Staff | 25 | 19.2 | 18 | 13.8 | 23 | 17.7 | 50 | 38.5 | 14 | 10.8 |
| | | Non Acad. Staff | 6 | 8.0 | 16 | 21.3 | 14 | 18.6 | 29 | 38.7 | 10 | 13.3 |
| | | Mgt. Staff | 0 | 0 | 6 | 17.1 | 8 | 22.9 | 16 | 45.7 | 5 | 14.3 |
| 71. | Principal develops a shared vision in both economic and ideological terms so that the staff see meaning in their works | Acad. Staff | 22 | 16.9 | 28 | 21.5 | 17 | 13.1 | 48 | 36.9 | 15 | 11.5 |
| | | Non Acad. Staff | 11 | 14.7 | 15 | 20.0 | 10 | 13.3 | 32 | 42.7 | 7 | 9.6 |
| | | Mgt. Staff | 0 | 0 | 6 | 17.1 | 12 | 34.3 | 11 | 31.4 | 6 | 17.1 |
| 72. | Principal encourages staff to integrate and become part of the overall college culture and environment | Acad. Staff | 17 | 13.1 | 36 | 27.7 | 14 | 10.8 | 52 | 40.0 | 11 | 8.5 |
| | | Non Acad. Staff | 8 | 10.7 | 13 | 17.3 | 11 | 14.6 | 34 | 45.3 | 9 | 12.0 |
| | | Mgt. Staff | 0 | 0 | 7 | 20.0 | 4 | 11.5 | 22 | 62.9 | 2 | 5.7 |
| 73. | Principal ensures that each staff perform his/her role in the fulfilment of shared vision and setting high standards for the staff to attain objectives | Acad. Staff | 21 | 16.2 | 49 | 37.7 | 13 | 10.0 | 29 | 22.3 | 18 | 13.8 |
| | | Non Acad. Staff | 8 | 10.7 | 37 | 49.3 | 10 | 13.3 | 10 | 13.3 | 10 | 13.3 |
| | | Mgt. Staff | 5 | 14.3 | 19 | 54.3 | 5 | 14.3 | 6 | 17.1 | 0 | 0 |
| 74. | Principal creates an environment conducive to the creation and sharing of knowledge | Acad. Staff | 25 | 19.2 | 40 | 30.8 | 20 | 15.4 | 34 | 26.2 | 11 | 8.5 |
| | | Non Acad. Staff | 6 | 8.0 | 18 | 24.0 | 11 | 14.7 | 35 | 46.7 | 5 | 6.7 |
| | | Mgt. Staff | 0 | 0 | 4 | 11.4 | 12 | 34.3 | 16 | 45.7 | 3 | 8.6 |
| 75. | Principal encourages the suggestion of radical and controversial ideas without fear of intimidation or ridicule | Acad. Staff | 12 | 9.2 | 31 | 23.8 | 23 | 17.7 | 39 | 30.0 | 25 | 19.2 |
| | | Non Acad. Staff | 6 | 8.0 | 27 | 36.0 | 15 | 20.0 | 21 | 28.0 | 6 | 8.0 |
| | | Mgt. Staff | 7 | 20.0 | 13 | 37.1 | 5 | 14.3 | 8 | 22.9 | 2 | 5.7 |
| 76. | Principal fosters a climate that favours critical examination of commonly held notions, beliefs, and the status quo | Acad. Staff | 13 | 10.0 | 35 | 26.9 | 15 | 11.6 | 41 | 31.5 | 26 | 20.0 |
| | | Non Acad. Staff | 5 | 6.7 | 26 | 34.7 | 17 | 22.7 | 22 | 29.3 | 5 | 6.7 |
| | | Mgt. Staff | 4 | 11.4 | 16 | 45.7 | 6 | 17.2 | 8 | 22.9 | 1 | 2.9 |

**Table 11: Summary of Frequency Table for Opinions of Respondents on the Prevalence of Principals' Transactional Leadership Style on the Management of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria**

| S/N | Item | Categories of Respondents | Agreed | | Disagreed | |
|---|---|---|---|---|---|---|
| | | | F | % | F | % |
| 57. | Staff have not been appreciating the principal's kind gestures and obviously concerns for their welfares, the performance is declining rapidly. Principal emphasizes on the uses of standard procedures and the necessity for task accomplishment. | Acad. Staff | 59 | 45.4 | 56 | 43.1 |
| | | Non Acad. Staff | 47 | 62.7 | 21 | 28.0 |
| | | Mgt. Staff | 19 | 54.3 | 12 | 34.3 |
| 58. | The observable performance of staff is increasing; principal has been making sure that all members are aware of their responsibilities and standards expected from them. Principal emphasizes on the importance of deadline and tasks accomplishment. | Acad. Staff | 72 | 55.4 | 41 | 31.5 |
| | | Non Acad. Staff | 47 | 62.7 | 18 | 24.0 |
| | | Mgt. Staff | 24 | 68.6 | 7 | 20.0 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 59. | Members of staff are unable to solve a problem themselves, principal has normally left staff alone and group performance has been good. Principal involves the staff in a problem solving | Acad. Staff | 48 | 36.9 | 53 | 40.8 |
| | | Non Acad. Staff | 31 | 41.3 | 34 | 45.3 |
| | | Mgt. Staff | 10 | 28.6 | 21 | 60 |
| 60. | Principal is considering a major change. Principal announces changes and then implement them with close supervision | Acad. Staff | 49 | 37.7 | 64 | 49.2 |
| | | Non Acad. Staff | 24 | 32.0 | 38 | 50.7 |
| | | Mgt. Staff | 4 | 11.4 | 27 | 77.1 |
| 61. | The performance of the management team has been dropping during the past few months; staff have been concerned with meeting objectives. Principal incorporate team recommendations but sees that objectives are met. | Acad. Staff | 63 | 48.5 | 54 | 41.5 |
| | | Non Acad. Staff | 38 | 50.7 | 26 | 34.7 |
| | | Mgt. Staff | 1 | 2.9 | 5 | 14.3 |
| 62. | Principal has stepped into an efficient run situation; the previous principal ran a tight ship. Principal makes the staff feel important and involved in the college administration | Acad. Staff | 69 | 53.1 | 50 | 38.5 |
| | | Non Acad. Staff | 33 | 44.0 | 24 | 32.0 |
| | | Mgt. Staff | 26 | 74.3 | 7 | 20.0 |
| 63. | Principal is considering major changes in college organization structure, members of staff have made suggestions about needing change. Principal defines the change and supervises carefully | Acad. Staff | 61 | 46.9 | 55 | 42.3 |
| | | Non Acad. Staff | 31 | 41.3 | 26 | 34.7 |
| | | Mgt. Staff | 22 | 62.9 | 11 | 31.4 |
| 64. | Staff performance and interpersonal relationship are good. Principal feels somewhat unsecured about lack of direction of the staff. Principal discusses the situation with the staff and then initiate necessary changes. | Acad. Staff | 58 | 44.6 | 56 | 43.1 |
| | | Non Acad. Staff | 38 | 50.7 | 23 | 30.7 |
| | | Mgt. Staff | 17 | 48.6 | 8 | 22.9 |
| 65. | Staff are usually prepared to take responsibilities and not responding to recent redefining of the standard. Principal incorporates staff recommendations but sees that new standards are met | Acad. Staff | 55 | 42.3 | 59 | 45.4 |
| | | Non Acad. Staff | 20 | 26.7 | 39 | 52.0 |
| | | Mgt. Staff | 11 | 31.4 | 19 | 54.3 |
| 66. | A new principal has been posted to the college, the previous principal was uninvolved in the affairs of the staff and the staff have adequately handled their tasks. Principal involves staff in decision making | Acad. Staff | 51 | 39.2 | 70 | 53.9 |
| | | Non Acad. Staff | 29 | 38.7 | 32 | 42.7 |
| | | Mgt. Staff | 20 | 57.1 | 11 | 31.4 |

**QUESTIONNAIRE ON ASSESSMENT OF PINCIPALS' LEADERSHIP STYLS ON THE MANAGEMENT OF FEDERAL UNITY COLLEGES IN NORTH-CENTRAL GEO-POLITICAL ZONE, NIGERIA**

Educational Administration and Planning Section,
Department of Educational Foundations and Curriculum,
Faculty of Education,
Ahmadu Bello University, Zaria.

Dear Respondent,

This questionnaire is aimed at eliciting information from the respondents who are staff of Federal Government Colleges in North-Central Geo-Political Zone, Nigeria with respect to the above topic.

Your opinion on the common leadership styles of your principal in this area of study will contribute not only to the overall success of the research work, but also to the effective management of Federal Government Colleges in North-Central Geo-Political Zone and other Zones in Nigeria.
You should be assured that your responses will be kept in the strictest confidence possible and thanks in anticipation of your cooperation.

Yours sincerely,

**Adeyemi**, **Stephen Rotimi**

**PART 1:** BIO-DATA

Please tick in (√) the appropriate box where appropriate:

1. Name of the College:
   (a) FGC, Ilorin [ ]
   (b) FGGC, Kabba [ ]
   (c) FGC, Minna[ ]
   (d) FGA, Suleja [ ]
   (e) FGBC, Garki [ ]
   (f) FGC, Kwali [ ]
   (g) FGGC,Abaji [ ]
   (h) FGGC, Gboko [ ]
   (i) FSTC, Otukpo [ ]
   (j) FGC, Keffi [ ]
   (k) FGGC, Keana [ ]
   (l) FGC, Jos [ ]
2. Location:
   (a) Rural [ ]
   (b) Urban [ ]
3. Gender:
   (a) Male [ ]
   (b) Female [ ]
4. Status:
   (a) Academic Staff [ ]
   (b) Non-Academic Staff [ ]
   (c) Management Staff [ ]
5. Qualification:
   (a) NCE [ ]
   (b) Degree[ ]
   (c) Masters [ ]
   (d) Ph. D [ ]
   (e) Others [ ]
6. Years of Experience:
   (a) 1-5 Years [ ]
   (b) 6-10 Years [ ]
   (c) 11-15 Years [ ]
   (d) 16-20Years [ ]
   (e) 21-30 Years [ ]
   (f) 31 Years and above [ ]

**PART 2:** This questionnaire contains statements about leadership styles. Next to each statement, tick (√) a column that indicates the degree to which you agree or disagree about the statement by using the following abbreviations:

**SA- Strongly Agreed**

**A - Agreed**

**U - Undecided**

**D - Disagreed**

**SD- Strongly Disagreed**

Be honest about your choices as there are no right or wrong answers- it is only for your principal's leadership styles assessment.

**SECTION A:** Opinions of respondents on the prevalence of principals' autocratic leadership styles on the management of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria

| S/N | Statement | SA | A | U | D | SD |
|---|---|---|---|---|---|---|
| 7 | The final decision making authority always retain within principal's office | | | | | |
| 8 | Suggestions made by staff are not considered as the principal do not have the time for them | | | | | |
| 9 | Principal instructs staff on what has to be done and how to do it | | | | | |
| 10 | New staff are not allowed to make any decisions except it is approved by the principal | | | | | |
| 11 | Principal closely monitor staff to ensure they are performing well | | | | | |
| 12 | Principal threatened staff with query in order to get them achieve the college objectives | | | | | |
| 13 | Principal accepts little or no input from members of staff | | | | | |
| 14 | Principal makes the decisions alone | | | | | |
| 15 | Principal dictates all the work methods and processes for staff to do | | | | | |
| 16 | Principal rarely trusted staff with decisions on important tasks | | | | | |

**SECTION B:** Opinions of respondents on the prevalence of principals' democratic leadership style on the management of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria

| S/N | Statement | SA | A | U | D | SD |
|---|---|---|---|---|---|---|
| 17 | Principal always try to include one or more staff in determining what to do and how to do it, however, principal maintains the final decision making authority | | | | | |
| 18 | When things go wrong and principal needs to create a strategy to keep a project or process running on schedule, principal calls for a meeting to get staff advices | | | | | |
| 19 | Principal asks staff for their visions of where they see their jobs going and then apply their visions where appropriate | | | | | |
| 20 | Principal wants to create an environment where the staff take ownership of project. Principal allows them to participate in the decision making process | | | | | |
| 21 | When there are differences in role expectations, principal | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | works with staff to resolve their differences | | | | | |
| 22 | Principal likes to use his/her leadership styles to encourage staff growth | | | | | |
| 23 | Principal encourages staff accept responsibilities in order to complete their works in the college | | | | | |
| 24 | Principal keeps channel of communication open in the college | | | | | |
| 25 | Principal explains, but do not apologize | | | | | |
| 26 | Principal respects individual suggestions in the college | | | | | |

**SECTION C:** Opinions of respondents on the prevalence of principals' laissez-faire leadership style on the management of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria

| S/N | Statement | SA | A | U | D | SD |
|---|---|---|---|---|---|---|
| 27 | Principal and staff always vote whenever a major decision has to be taken | | | | | |
| 28 | For a major decision to pass in the school, it must have the approval of each individual or the majority | | | | | |
| 29 | Principal sends information to staff by e-mail and memos, and always call for a meeting in the college | | | | | |
| 30 | Principal allows staff to determine what needs to be done and how to do it | | | | | |
| 31 | Staff know more about their jobs than principal, therefore, principal allows them to carry out the decisions to do their jobs | | | | | |
| 32 | Principal delegates tasks in order to implement a new procedure or process | | | | | |
| 33 | Principal likes to share his/her leadership attributes with subordinates | | | | | |
| 34 | Principal provides very little or no guidance for staff in the college | | | | | |
| 35 | Principal grants complete freehand for staff to make decisions | | | | | |
| 36 | Principal provides the tools and resources needed for staff alone | | | | | |

**SECTION D:** Opinions of respondents on the prevalence of principals' nomothetic leadership style on the management of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria

| S/N | Statement | SA | A | U | D | SD |
|---|---|---|---|---|---|---|
| 37 | Nothing is more important to principal than for staff to accomplish a goal or task | | | | | |
| 38 | Principal closely monitor the schedule to ensure a task or project will be completed in time | | | | | |
| 39 | The more challenging a task is, the more principal appreciates it | | | | | |
| 40 | When seeing a complex task through the completion, principal ensures that every detail is accounted for | | | | | |
| 41 | Principal finds it easy to carry out several complicated tasks at the same time | | | | | |
| 42 | Principal manages his/her time very effectively | | | | | |
| 43 | Breaking of large projects into small manageable tasks is | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | the principal's preferred method of achieving goals | | | | | |
| 44 | Principal enjoys analysing problems | | | | | |
| 45 | Everything about the principal is by bureaucratic rules and procedures to all subordinates | | | | | |
| 46 | Principal sets down performance standards for each aspect of his/her staff jobs | | | | | |

**SECTION E:** Opinions of respondents on the prevalence of principals' idiographic leadership style on the management of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria

| S/N | Statement | SA | A | U | D | SD |
|---|---|---|---|---|---|---|
| 47 | Principal encourages staff to be creative about their jobs | | | | | |
| 48 | Principal encourages team to participate when it comes to decision – making and tries to implementing their ideas and suggestions | | | | | |
| 49 | Principal honours other peoples' boundaries | | | | | |
| 50 | Counselling staff to improve their performance is the principal's preferred method of achieving goals | | | | | |
| 51 | Principal listens to each staff's needs and concerns for staff welfare | | | | | |
| 52 | Principal expresses words of thanks or praise as a means of motivation | | | | | |
| 53 | Principal makes public recognition of achievements and initiatives | | | | | |
| 54 | Principal makes private notes of congratulations to boost staff confidence in the college | | | | | |
| 55 | Principal ensures fair workload distribution | | | | | |
| 56 | Principal undertakes individualized career counselling and mentoring in the college | | | | | |

**SECTION F:** Opinions of respondents on the prevalence of principals' transactional leadership style on the management of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria

| S/N | Statement | SA | A | U | D | SD |
|---|---|---|---|---|---|---|
| 57 | Staff have not been appreciating the principal's kind gestures and obvious concerns for their welfares. The performance is declining rapidly. Principal emphasises on the uses of the standard procedures and the necessity for task accomplishment | | | | | |
| 58 | The observable performance of staff is increasing. Principal has been making sure that all members aware of their responsibilities and standards expected from them. Principal emphasises on the importance of deadline and tasks accomplishment | | | | | |
| 59 | Members of staff are unable to solve a problem themselves. Principal has normally left staff alone. Principal involves the staff in problem solving | | | | | |
| 60 | Principal is considering a major change, principal announces changes and then implement them with close supervision | | | | | |
| 61 | The performance of the management team has been dropping during the past few months. Staff have been unconcerned with meeting objectives. Principal incorporates team recommendations but sees that objectives | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | are met | | | | | |
| 62 | Principal has stepped into an efficient run situation. The previous principal ran a tight ship. Principal makes the staff feel important and involved in the college administration | | | | | |
| 63 | Principal is considering major changes in college organisational structure. Members of staff have made suggestions about needing change. Principal defines the change and supervises carefully | | | | | |
| 64 | Staff performance and interpersonal relationships are good. Principal feels somewhat unsecured about lack of direction of the staff. Principal discusses the situation with the staff and then initiate necessary changes | | | | | |
| 65 | Staff are usually prepared to take responsibilities and not responding to recent redefining of the standard. Principal incorporates staff recommendations but sees that new standards are met | | | | | |
| 66 | A new principal has been posted to the college. The previous principal was uninvolved in the affairs of the staff and the staff have adequately handled their tasks. Principal involves staff in decision making and reinforcing good contributions. | | | | | |

**SECTION G:** Opinions of respondents on the prevalence of principals' transformational leadership style on the management of Federal Unity Colleges in North-Central Geo-Political Zone, Nigeria

| S/N | Statement | SA | A | U | D | SD |
|---|---|---|---|---|---|---|
| 67 | Principal articulates a vision and explains how to attain the vision in an appealing manner | | | | | |
| 68 | Principal leads by example in the college | | | | | |
| 69 | Principal emphases values and reinforces them by symbolic actions in the college | | | | | |
| 70 | Principal displays a high level of ethical and moral conduct in the college | | | | | |
| 71 | Principal develops a shared vision in both economic and ideological terms so that the staff see meaning in their works | | | | | |
| 72 | Principal encourages staff to integrate and become part of the overall college culture and environment | | | | | |
| 73 | Principal ensures that each staff perform his/her role in the fulfilment of shared vision, and setting high standards for the staff to attain objectives | | | | | |
| 74 | Principal creates an environment conducive to the creation and sharing of knowledge | | | | | |
| 75 | Principal encourages the suggestion of radical and controversial ideas without fear of intimidation or ridicule | | | | | |
| 76 | Principal fosters a climate that favours critical examination of commonly held notions, beliefs, and the status quo | | | | | |

Thank you.

**Source: Developed by the Researcher, 2015.**

UNITY SCHOOLS DIVISION

BASIC AND SECONDARY EDUCATION DEPARTMENT

FEDERAL MINISTRY OF EDUCATION, ABUJA

TOTAL NUMBER OF STAFF IN FUCs IN NORTH-CENTRAL ZONE

| S/N | NAME OF SCHOOL | NO. OF TEACHING STAFF | NO. OF NON-TEACHING STAFF | REMARKS |
|---|---|---|---|---|
| 1. | FGBC, APO | 236 | 66 | |
| 2. | FGC, ILORIN | 139 | 57 | |
| 3 | FGC, JOS | 163 | 99 | |
| 4 | FGA, SULEJA | 118 | 98 | |
| 5 | FGC, KEFFI | 165 | 49 | |
| 6 | FGC, KWALI | 181 | 104 | |
| 7 | FGC, MINNA | 148 | 90 | |
| 8 | FGC, OTOBI | 46 | 65 | |
| 9 | FGC, RUBOCHI | 45 | 41 | |
| 10 | FGC, VANDEIKYA | 45 | 84 | |
| 11 | FGC, UGWOLAWO | 45 | 84 | |
| 12 | FGGC, ABAJI | 79 | 51 | |
| 13 | FGGC, BWARI | 250 | 120 | |
| 14 | FGGC, GBOKO | 74 | 80 | |
| 15 | FGGC, KABBA | 66 | 48 | |
| 16 | FGGC, LANGTANG | 62 | 85 | |
| 17 | FGGC, NEW BUSSA | 46 | 65 | |
| 18 | FGGC, OMU-ARAN | 66 | 60 | |
| 19 | FGGC, BIDA | 51 | 53 | |
| 20 | FGGC, KEANA | 54 | 43 | |
| 21 | FSTC, DOMA | 60 | 10 | |
| 22 | FSTC, KUTA SHIRORO | 59 | 51 | |
| 23 | FSTC, OROZO | 252 | 94 | |
| 24 | FSTC, OTUKPO | 63 | 74 | |

FEDERAL MINISTRY OF EDUCATION

# UNITY SCHOOLS
## MANAGEMENT TEAM

| S/N | MEMBER |
|---|---|
| 1 | PRINCIPAL (CHAIRMAN) |
| 2 | VICE PRINCIPAL (ADMINISTRATION) |
| 3 | VICE PRINCIPAL (ACADEMIC I) |
| 4 | VICE PRINCIPAL (ACADEMIC II) |
| 5 | VICE PRINCIPAL (SPECIAL DUTIES) |
| 6 | VICE PRINCIPAL (STUDENTS' AFFAIRS) |
| 7 | HEAD OF DEPARTMENT (SCHOOL OF BUSINESS) |
| 8 | HEAD OF DEPARTMENT (SCHOOL OF SCIENCE) |
| 9 | HEAD OF DEPARTMENT (SCHOOL OF TECHNOLOGY) |
| 10 | HEAD OF DEPARTMENT (SCHOOL OF HUMANITY) |
| 11 | BURSAR (FINANCIAL ADVISER) |

NOTE: The most junior member will act as the secretary to the management committee