LEADERSHIP STYLES OF SCHOOL ADMINISTRATORS AND TEACHER EFFECTIVENESS: A METANALYSIS

Dr. Nimisha Beri* & MUSA SHU’AIBU**

*Associate Professor Lovely Professional University.
**Research Scholar, Lovely Professional University, Punjab, India and Lecturer, Department of Office Technology and Management, Jigawa State Polytechnic, Dutse Nigeria.

Received: April 11, 2018 Accepted: May 14, 2018

ABSTRACT The success of any organization depends on how effective the leader of that organization is. In the world of today where the environment is more competitive, effective style of leadership is paramount in order to reduce the level of job changing and/or rate of attrition. Effective leadership ensures possible effective productivity and effectiveness towards organizational goals. School administrators’ leadership style affects the effectiveness of the teachers. This paper makes a summary and analysis of the literature that is available of leadership styles of school administrators and teacher effectiveness. It was found out that the leadership styles of school administrators has effect on teacher effectiveness where transformational leadership style is found to be the most effective type of leadership style used by school administrators to bring about teachers effectiveness, while autocratic and laissez-faire styles of leadership are found to have negative effect on teachers effectiveness.

Keywords: Leadership Styles, School Administrators, Teacher Effectiveness, Metanalysis

Introduction
Leadership involves the process of getting employees in an organization to work effectively towards the achievement or attainment of organizational goal. It is the activities of influencing, motivating and directing people in an organization to work according to expectation or beyond so as to realize organizational set goals. Therefore, in doing so leaders have to make use of one or a combination of styles and these styles are known as leadership styles.

Jovindan and House (2001) described leadership as the capability of person to influence other people to work towards the effectiveness of the organization. Cuban (1988) asserted that the influence is done for a specific purpose; by motivating and inspiring others to achieve organizational goals and objectives. Nanjundeswaras & Swamy (2014) discussed that the influence exercised by leader who is effective, is in a manner which is desirable in achieving goals. Therefore, different styles of leadership do affect the effectiveness of an organization. Adeyemi (2003) described leadership as the activities where one person (the leader) influences other people towards achievement of goals. It is a process of influencing group of people towards achieving a common goal. Adesina (2011) as quoted by Kiboss (2014) defined leadership as the ability to have work done with assistance of other people within the same organization, institution or a system. Therefore, leadership is an activity by which the leader leads others by influence and inspiration as well as motivation in other to have things done according to the set guidelines and as such enables goals achievement of the organization.

TEACHER EFFECTIVENESS
In order to execute successfully all programmes in educational sector human resources are important. Teachers are most needed resources for the smooth execution and reaching the educational objectives and policies in the classroom practically. Teachers’ aid learning hence, any bad management from the part of school administrations may bring down good and effective curriculum delivery. Teachers facilitate learning for national development therefore; human resource management in education is based on the end results which must not be achieved without effective teachers. School administrators leadership styles have direct impact on teachers and how effective they will be able to perform their given tasks or duties. Bogler (2001) and Fullan (2002) in their research concluded that successful school administrators are thought to have different leadership style for carrying out their administrative functions. Alagereband (1997) asserted that the leadership styles of school administrators’ influences teachers’ efficacy as well as effectiveness.

LEADERSHIP STYLES
Eagly and Johnson (1990) in their study gender and leadership style found that women lead in interpersonally oriented while men in task-oriented. It was discussed that women lead in a more democratic or participative style and less autocratic or directive, while men lead in a more autocratic style.
Flood et al. (2000) conducted a study to find the chief executive leadership style, consensus decision making, and top management team effectiveness. They discussed that among the four types of leadership they have studied: authoritarian, transactional, transformational and laissez-faire leadership styles, transformational leadership style was found very significant and positive to the team while laissez-faire leadership style was significantly negative in effective management of a team.

Eagly and Johannesen (2001) in their study of the leadership styles of women and men discussed that women leaders uses transformational style of leadership compared to male and also women are more transactional than men in their style of leadership as such it was concluded that female leaders are more effective than male leaders because it was found that transformational and transactional styles of leadership is more effective than laissez- faire of leadership style.

Lok and Crawford (2004) in their study the effect of organizational culture and leadership style on job satisfaction and organizational commitment discussed that leadership style had a negative effect on job satisfaction, and on the other hand by combined culture the leadership style have a positive effects on both job satisfaction and commitment with effect of innovative culture.

Pounder (2006) in the research of transformational classroom leadership: the fourth wave of teacher leadership discussed that teacher leader’s uses transformational leadership in the class which makes them as exemplary teachers. The transformational leadership styles appear to be well accepted and as such produces high degree of satisfaction among students in the classroom which attract some educational benefit like extra efforts from the students.

Korkmaz (2007) in the research done to find the effects of leadership styles on organizational health in Turkish schools found transformational style of leadership positive on teachers’ job satisfaction and principals’ transformational leadership style leadership style affects job satisfaction of teachers which indirectly affects the school health.

Buciume & Skudeiene (2008) in the study of impact of leadership styles on employees’ organizational commitment in Lithuanian manufacturing companies explained that there is positive correlation between transformational leadership style and effectiveness as well as normative employee commitments, it was found that laissez-faire leadership style affect employees’ commitment negatively.

Ekaterini (2010) in the study the impact of leadership styles on four variables of executive workforce explained that, four styles of leadership which comprised the basic characteristics such as the branches, types, the years as well as level of educational experience are inter-related with commitment, satisfaction, communication and effectiveness.

Salahuddin (2010) in the study generational differences impact on leadership style and organizational success on local community college in the Southwest region of Texas found that there are differences and similarities among generations in relation to leadership styles, and also specified how important it is for one to be with others. It was concluded that there is a need for communication in other to bridge the communication gap.

Sigilai (2010) in the study of relationship between selected head teachers’ leadership styles and their effectiveness in public primary school management in Bomet District, Kenya discussed that head teachers preferred democratic style of leadership and laissez faire leadership style is the least preferred among head teachers. It was discussed however; there was no relationship between head teachers’ styles of leadership and their effectiveness in the school management. It was concluded that most head teacher are found to be ineffective in the management of school finances.

Suleman Sabir, Adil Sohail (2011) in their research impact of leadership style on the commitment of organization discussed that leadership style has good effect on organizational commitment. If the culture of the organization represents the value of the employees’ in the organization, employees are satisfied more if the organization will meet their expectations which include the culture of the organization. Hence, they are more committed to the organization.

Timothy & Victoria (2011) in their study done to find the effect of leadership style on organizational performance in Ikosi-Ketu Council Development Area found that transactional style of leadership had positive effect on performance while transformational style of leadership had insignificant positive effect on the performance. It was specified that transactional style of leadership was more appropriate in increasing performance in small scale enterprises than transformational style of leadership. Therefore, transactional leadership style is recommended for small enterprises with much potential for transition to transformational style as the enterprises grow.

Ojokuku, Odetayo, &Sajuyigbe(2012) in their study of impact of leadership style on organizational performance found that there was positive correlation between organizational performance and leadership
It was found also organizational performance is jointly predicted by leadership style dimensions which counted for 23% variance of performance. It was specified that transformational style of leadership and democratic leadership style are good to be used by the bank management so as to be strong enough in competing with others across the globe.

Chaudhry (2012) in their research impact of transactional and laissez-faire leadership on motivation in banking sector of Pakistan found that transformational leadership has strong positive association with the commitment, while laissez-faire had low level motivation because of non-interference of management. It was discussed that even though laissez-faire have positive relation, but it however, found that laissez-faire is not a good style which increase the level of motivational of workers as compared to other leadership styles due to its insignificance relation.

Bhattiet. al (2012) in their study done to find the impact of democratic and autocratic styles of leadership on job satisfaction in both public and private schools of Lahore found that leadership style has a positive impact on teachers job satisfaction and private school teachers are less satisfied in their job compared to public teachers.

Abualrub and Alghamdi (2012) in their study the impact of leadership styles on nurses’ satisfaction and intention to stay discussed that Saudi nurses were comfortable in their job moderately and were more satisfied with leaders who demonstrated transformational style leadership. It was specified however, that transformational leadership styles is the most effective style of leadership that makes employees satisfied with their job.

Boateng (2012) in the research done to find leadership style and principals’ effectiveness of technical and vocational institutions in Ghana discussed that principals were effective in the overall performance of their leadership roles using transactional and transformational leadership styles in the performance of their duties. It was discussed that principals are more transactional than transformational in most cases.

Karori et. al (2013) in their research done to find the effect of head teachers’ leadership styles on the performance of examinations in public and primary schools in Kikuyu District, Kenya found that there was good relationship between students’ academic performance and head teachers’ leadership styles, there was no relationship between gender, marital status and age of the head teachers and their leadership styles and teachers’ perceived their head teachers’ as autocratic. It was concluded that head teachers should use the most appropriate leadership style for better teaching and learning.

Somech (2014) in a study done to find the effects of leadership style and team process on performance and innovation in functionally heterogeneous teams found that in functionally high heterogeneous teams, participative leadership style was related with team reflection in positive manner which in return foster team initiative. However, this style of leadership decreased team role performance, it specified that leadership was very efficient in improving team reflection under the condition of low functional heterogeneity and no such impact found in the condition of high functional heterogeneity.

Jamal (2014) in the research done on leadership styles and value system of school principals found that transformational leadership styles have positive effect in the improvement and function of school and teaching process and principals with moral value get a lot towards transformational leadership style. It was concluded that transformational leadership is very effective towards value system of school principals.

Lin and Chuang (2014) in a study done to find the effects of leadership style on the learning motivation of students in elementary schools found that both transactional and transformation leadership styles are used by elementary school teachers. It was found out that there is moderate good relationship between the two leadership styles mentioned above and the learning motivation of students and the rate of variance among the transformational and transactional leadership styles stand at 52.60 percent.

Wirba (2015) in the study leadership style: school perspective in Cameroon discussed that principals are using transformational leadership style even though principals of both public and non-public school are not given any leadership training before their appointment and there were no criteria for principals appointment since, they are appointed not selected. It was discussed also, all principals see themselves as transformational leaders and teachers as well described their principal as transformational leaders.

Cuciac et al (2015) in their research done to find the influence of teachers’ perceived leadership styles and students’ learning approaches on academic achievement found that students perceived their teachers styles of leadership as transactional than transformational. It also reveals that students’ academic performance is the predictive means through which the two leadership styles can be assessed.

Sucan et al (2016) in a research done to find the relationship between leadership styles and assertiveness of physical education teachers found significant dissimilarities between transformational leadership styles and ages, there was also good relationship between physical education teachers’ styles of leadership and assertiveness.
TEACHER EFFECTIVENESS

Dinham (2005) in a research done to find the principal leadership for outstanding educational outcomes found that for the achievement of outstanding educational outcomes, leadership is the key factor. It was discussed that principals’ leadership has significant effect on teachers, who work towards the achievement of outstanding educational outcomes.

Ross and Gray (2006) in their study of school leadership and student achievement: the mediating effects of teacher beliefs discussed that school with high level of transformational leadership had better teacher collective efficacy, good teacher commitment to school mission, school community, school community partnership and students achievement at high level. It was identified that the overall student achievement is related to the increase in transformational leadership practices in school. It was concluded that principals who uses transformational style of leadership are likely to have positive impact on teacher beliefs about their collective capacity and on the commitment of teacher towards organizational values.

Niu Wang and Cheng (2009) in their study done to find the effectiveness of a moral benevolent leader: proving the interactions of the dimensions of paternalistic leadership found that benevolent and moral leaders exhibits good outcomes to employees than leaders who practices other types of leadership styles.

Burns and Martin (2010) in their research of examination of the effectiveness of male and female educational leaders who made use of invitational leadership style discussed that there was significant difference between the uses of invitational leadership qualities in effective schools and there were no differences based on gender. It was discovered that invitation qualities of respect and trust were the most influential qualities of leadership while trust have been seen by principal as the predominant influencing factor.

Brauckmann (2011) in their research a validation study of the leadership styles of a holistic leadership theoretical framework found that entrepreneurial leadership style is mostly used in European countries, which means that the entrepreneurial leadership style is the most successful leadership style in Europe, where participative leadership style in most countries have been found positively related to low performing schools.

Graham(2017) in the research done on improving teacher effectiveness through structured collaboration: A study of professional learning community discussed that professional learning community activities which comprises of same-subject, same-grade teacher teams had potentials for the achievement of improved teacher effectiveness which is dependent on a number of factors which includes leadership and organizational practices, the substantive details of professional learning community, the nature of conversation in professional learning community and the development of the community among professional learning community teams.

LEADERSHIP STYLES AND TEACHER EFFECTIVENESS

Demir (2008) in the research of transformational leadership and collective efficacy: the moderating roles of collaborative culture and teachers’ self-efficacy found that the transformational leadership style of school principals’ predicted thirty five percent of the collective efficacy of the teachers with regard to perceptions of the teachers. It was also concluded, the power to explain collective efficacy of school principals depend on the usage of transformational leadership styles where teachers have positive collective efficacy at moderate level.

Kurt (2009) in the study on examination between transactional and transformational styles of leadership of school principals and collective efficacy and self- efficacy of teachers found that school administrators’ transformational leadership styles predicted the collective efficacy of the teachers significantly at moderate level.

Akan (2013) in the research done to find the relationship between school principals’ leadership styles and collective teacher efficacy among teachers of province Erzurum explained that there was a moderate positive relationship between leadership styles, school principals' and efficacy of teachers. It was also found that laissez- faire, transactional and transformational styles of leadership of school principals’ had the power to predict the collective efficacy of teachers individually.

Ogünöynka and Adedoyin (2013) in their study, leadership styles and work effectiveness of school principals in Ado-Ekiti Local Government discussed that there is no style of leadership that is better than another style of leadership, and revealed that male principals style of leadership is more effective than the women principals styles of leadership.

Adeyemi (2013) in their research done to find the head teachers’ leadership styles and teacher job satisfaction in primary schools in Ekiti State, Nigeria found that there was significant relationship among head teachers’ democratic style of leadership and job satisfaction of teachers in schools. It was concluded...
that head teachers’ of primary schools in Ekiti state are recommended to make use of democratic style of leadership for the enhancement of better job satisfaction among teachers'.

Okoroji, Anyanwu, & Ukpere (2014) in their study impact of leadership styles on teaching and learning process in Owerri Local Government discussed that leadership style of a teacher adds to the process of teaching and learning hence, make educational goals and objectives achievable because the style of leadership among students and teacher is a variable that contribute to the development of knowledge. They identified democratic leadership as the best leadership style in teaching and learning process among students in classroom. It was revealed further that female teachers are more democratic in leadership than male teachers who are often autocratic in their leadership style.

Haruni and Mafwimbo (2014) in their study, influence of leadership styles on teachers’ job satisfaction in primary schools in Songea and Morogoro Districts discussed that democratic leadership style was the most used style of leadership because it leads to teachers' job satisfaction. It further specified that democratic style of leadership was the one which develop high satisfaction of teachers on their job among primary school teachers.

Emmanouil et al. (2014) in their research, the impact of leadership on teachers’ effectiveness found that leadership policy is an important factor for teachers’ effectiveness, and educational leaders involvement in teaching have effect on educational process. It was discussed however, that leadership policy really contributes to teachers’ empowerment.

Nadarasa (2014) in the study done to find the influence of principal's leadership styles on school teachers’ job satisfaction of secondary school of Jaffna District found that democratic leadership have positive impact on job satisfaction and autocratic leadership have negative impact on teachers' job satisfaction. It was concluded that teachers can have satisfaction on their job through democratic leadership style; hence, principals' should practice democratic leadership style.

Kiboss & Jemiryott (2014) in the study done to find the relationship between principals' leadership styles and secondary school teachers’ job satisfaction in Nandi South District, Kenya found that the leadership styles of the principals have significant impact on the working conditions in school hence; teachers' are satisfied with their job. It was specified that democratic leadership styles was the dominant in Nandi South District and most teachers were satisfied with their jobs in relation to the style of leadership in place.

Yassin & Abdulkadir (2015) in their study, leadership style and teacher job satisfaction in secondary school of Mogadishu found that three styles of leadership namely; transactional, transformational and laissez-faire leadership styles have significant positive impact on teachers' satisfaction in secondary school. It was found that laissez-faire leadership was the leadership style that bring about job satisfaction of teachers because the teachers like leaders who allowed them to make decision on their own work and give freedom for job or work to be done.

Mahdy (2016) in the research done to find the impact of leadership styles on teachers professional development in Al salam private school in Dubai found that most leaders perspectives about the style of leadership were democratic because they involves their teachers and give them freedom to use their own strategies and teachers are involved in making decision, which help them to develop professionally. It was also discussed that transformational leadership style leads to the enhancement of their performance.

Nyenyembe et al (2016) in their research, leadership style and teachers’ job satisfaction in Songia District discussed that teachers were satisfied more in their job when they are monitored and if the head work closely with them and pay attention to their personal well-being. It was revealed that transformational and transactional leadership styles are used by principals in secondary schools, and also specified that transformational leadership style is more used than transactional leadership in secondary schools.

Uthman & Kassim (2016) in their research, the impact of leadership styles of principals and teachers of secondary schools revealed that transformational leadership style is effective in building the capacity of teachers and students. It was discussed that there is positive relationship between leadership styles behaviors and school environment, and some leadership styles were not attributed to the school achievements, and it further specified that there were failure of leadership involvement until problem becomes serious due to avoidance of involvement by the heads.

Masare, David and Obadia (2017) in their research, effect of leadership styles on teachers’ performance in primary schools of ArushaDistric Tanzania explained that democratic leadership style increases the performance of teachers and the more democratic style increases, the more teachers' performance increases. It reveals that transformational leadership style and teachers performance have significant relationship. It also specified that leadership styles influences the performance of teachers.

Wachira, Gitumu, & Mbugua (2017) in their study, effect of principals’ styles of leadership on teachers’ job performance in public secondary schools in Kieni West Sub-county discussed that there was a good
relationship between leadership styles and job performance of teachers, it was found out that principals uses various styles of leadership and also specified that supportive leadership style affect the performance of teachers’.

Arya(2017) in the study done to find the relationship between leadership styles of principal and teacher effectiveness discussed that supportive and participative leadership styles have a significant effect on teacher effectiveness and both the styles of leadership have been predicted to have 56.8 percent effect on the effectiveness of teacher. It was concluded that school administrators should improve upon the supportive and participative leadership styles in order to improve teachers’ working effectiveness.

Conclusion
In conclusion, it is observed that almost all the studies found that leadership style have effect on work effectiveness which indicated that school administrators leadership style have effect on teachers effectiveness. The effect here may be positive or negative depending on the style of leadership used or adopted by the leaders. From the available literature reviewed it, was discussed that higher percent of the studies conducted found transformational leadership style as the best or most effective because it has significant positive effect on teachers effectiveness and school administrators were effective in performing their leadership functions using transformational leadership which in turn gives better teacher collective efficacy and good teacher commitment to school mission. Democratic leadership style is also found to be very effective in improving the effectiveness of teachers and also in class room teaching and learning, the more democratic school administrators and the more it influence the performance of the teacher. Transactional leadership style is also found to be positive to some extent in improving the effectiveness of teachers while autocratic and laissez-faire leadership styles and other types of leadership styles found to be less influential in improving teacher effectiveness but helpful and best in some situations. Thus, Ogunyinka and Adedoyin (2013) concluded that no style of leadership is superior to one another. In the light of the above therefore, it is important to conduct research on situational leadership style and how it affect school administrators as well as the effectiveness of teachers, because every situation require a particular style of leadership as such effective leadership style in one situation can be ineffective in another situation. Moreover, based on this review there is a need to carry out study of this topic or similar one in Africa because base on this review it is seen that much have not been done in this part of the world on this topic.

References
of New York Press.


