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GENDER DIFFERENTIAL IN MANAGERIAL GRID AMONG SECONDARY SCHOOLS IN LAGOS STATE

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Introduction

Leadership in all sectors of the economy has been of concern to schools as especially in the quest to enhance effectiveness. This has become most important in Nigerian educational system especially as the society frowns at the progressive deterioration in educational standard. Peretomode (1991) opined that leadership in educational administration has far-reaching effects on the accomplishment of school programmes, objectives and the attainment of educational goals. In the school system the leadership function is performed by the principals. The principal's level of mastering and application of managerial competence and style will determine the nature of followership by the teaching and non-teaching staff who constitute avenues for implementation of the curriculum.

For the leader to elicit maximum cooperation from the subordinates, his leadership style must have to be perceived by the members of the staff to be highly keyed to be concerned with their welfare while stressing the concern for high productivity. This demands proper training of the principals in the art of effective leadership and management so as to meet the objective of education.

In Nigeria, especially in Lagos State Schools, a glaring insinuated shortfall in the competence level of some of the administrators is the belief that there exist lack of emphasis on training of incumbent and would-be administrators by the Educational Planners. The consequence is that most of the school principals grope around and often use trial and error method in the day to day running of their schools (Onyejiaku and Nwadinigwe, 1991). The shallow knowledge of managerial methodologies by most principals tend to affect negatively the morale, perception and work attitude of members of staff. Invariably, it is common to find teachers manipulating to avoid posting to certain schools while yearning and or praying fervently to be posted to other schools. A salient aspect of this subtle perception of principal's effectiveness is the sex of such principals. It has however not been established the extent to which sex by the leader impacts on leadership effectiveness, especially now that the educational sector is moving towards being female dominated.

What scholars have done, however, is to highlight leadership types which best enhance effectiveness. One of such theories on leadership style is the Blake and Mouton's (1964) Managerial Grid. The theory is two-dimensional, showing concern for people along the vertical axis and concern for production along the horizontal axis. The theory asserts that the 9.9 team leader (an acronym for concern for people and production) is the best style of leadership.

The interest aroused by this theory has attracted many research studies to determine its relevance in different-settings. It is in consonance with this trend that this study is embarked upon to determine the gender implication of its relevance in Lagos state educational system.

Theoretical Background

Like any other organisation, the school is a collection of human beings. The major concern of leadership in such situation is how to best coordinate efforts of each individual towards the achievement of the established goals. In education the enhancement of productive teaching and learning constitute the main purpose of leadership.

Leadership and leadership behaviour (styles) has been of concern to scholars hence the varied theories on it (Stogdill, 1974). However, Peretomode (1991) claimed that the basic concepts emerging from the varied definitions of leadership were:

1. Leadership involves other people - followers or subordinates (No leader without follower).
2. Leadership involves the use of influence.

3. The process involves unequal distribution of power among leaders and group members.
4. It is a process
5. It focuses on accomplishment of goal(s). (p.159)

The initial study of leadership styles in different settings and organisations focused on the characteristics (intelligence, personality, ability) which all leaders possessed and which the followers lacked hence the trait theories (Stoner, 1978; Vroom, 1983, Chiselli 1963). But empirical - validation of this approach found very weak relationship between the variables (Stanford, 1952) Byrd, 1940; Davis, 1969, a and Vroom, 1975). However, Yukl (1981) found that effective leaders have higher achievement needs, power needs, self confidence, motivation, originality and stress tolerance than less effective leaders. Szilagyi, (1981) concluded that effective leadership depends not so much on who the leader is but on what the leader does and how well he/she is able to adapt to the varying requirement of the different situation. He found no gender difference in leadership effectiveness.

Leadership style or behaviour was further studied by scholars. Bales (1950) highlighted two fundamental leadership styles, namely leadership oriented towards the task as well as leadership oriented towards socio-emotional relationship with the followers. The task oriented leader, according to Onyejiaku and Nwadinigwe (1991), contributes ideas to the group, seeks and gives information and opinions, coordinates group activities, energizes the group and evaluated group performance. The socio-emotional leader gives praise, mediates conflicts, encourages participation and provides feedback to the group (Stephen and Stephen, 1990).

Other prominent studies of leadership style include Hemphil (1950) and Halpin and Winer (1952) who categorised leadership styles into four (consideration, initiating structure, production emphasis and sensitivity or social awareness). Others are McGregor's (1960) theory 'X' and 'Y'; Ohio State University and the University of Michigan research teams development of Leadership Opinion Questionnaire (LOQ) and Leadership Behaviour Description-Questionnaire (LBDQ) as well as production centred and employee centred styles respectively. Other contemporary theories of leadership include Fielder's (1967) contingency approach and House (1971) Path goal theory. Of interest to this study is Blake and Mouton (1964) managerial Grid theory of leadership.

Managerial Grid model is an off shoot of the Ohio State University and University of Michigan studies on leadership. The managerial grid model, according to Hoy and Miskel (1982) is two-dimensional in nature keyed to concern for production and concern for people. Concern for production denotes concern for whatever the organisation engages its people to accomplish successfully. On the other hand, concern for people refers primarily to sound and warm interpersonal relationship. In it Self esteem and personal worth of the individual are stressed. The managerial grid is as presented graphically in table 1 below:

Table 1: Blake and Mouton's Managerial Grid

9	1.0								9.9
8									
7									
6									
5					5.5				
4									
3									
2									
1	1.1								9.1
	1	2	3	4	5	6	7	8	9

Concern For Production

From the table the horizontal axis represents the concern for production dimension while the vertical axis represents the concern for people dimension. Theoretically, there are eighty one possible positions in the grid which represents different leadership styles. However five significant leadership styles are focused mostly from the grid (the 1.1; 1.9; 5.5; 9.1 and 9.9).

1. The 1.1 style reflects a leader who has low concern for production and low concern for people (Laissez faire)
2. The 1.9 style reflects a leader who has low concern for production and high concern for people (country-club manager)
3. The 9.1 style reflects a leader with high concern for production and low concern for people (task-master).
4. The 5.5 style reflects leader with moderate concern for both production and people (Middle of the road manager)
5. The 9.9 style reflects high concern for people and high concern for production (the team or democratic leader).

Blake and Mouton (1964) concluded that the 9.9 style is the best and most effective of all the styles in the grid. Many scheme have tried to validate the model. Blake Mouton and William (1981) designed an Academic administrators grid wherein the 1.1 style is termed the "Caretaker"; the 1.9 style as the "Comfortable and Pleasant Leader"; the 5.5 style as the "constituency centred"; the 9.1 style as "authority-obedience leader" while the 9.9 style as the "team leader". The scholars claimed that the caretaker administrator has little concern for performance coupled with low level of involvement in the use of power and authority. The authority - obedience administrator uses power and authority to accomplish institutional goals with little though given to the interpersonal needs of the employee. The comfortable and pleasant administrator focuses on employee welfare, on the basis that the people are happy results will take care of themselves without supervision. The Constituency-centered administrator balanced concern for people with concern for institutional performance. Such leaders seldom show a strong commitment to organisational. The team administrator integrates and mobilises the individual efforts of employees to work in a creative, productive and reward manner towards institutional goals.

Empirical studies on gender differential in leadership behaviour has been scanty. However Ejiogu (1982) found that male and female principals exhibited similar patterns of leadership behaviour and are not perceived by subordinates to behave in a significantly different manner as leaders. Arrey-Peters (1994) found that principals are significantly more of constituency centered administrators than any of the other styles but female principals were significantly more team administrators than male principals.

Problem

Leadership effectiveness in our school is of paramount importance especially since the society is continually lamenting the progressive "fall" in educational standard. Despite the multiple factors affecting the educational system, it is a truism that effective leadership will enable optimal harnessing of educational process to achieve results, leadership identities has been isolate with its gender dimension as necessary variable responsible for the poor goal realisation in our schools. It becomes necessary to discern the extent to which it impacts on educational process, so as to proffer strategies to redress same.

Purpose of Study

- The study is embarked upon solely to discern:
- (a) The leadership style of secondary school principals based on the managerial grid model.
 - (b) Whether sex difference exist in leadership styles.
 - (c) Counselling strategies that will enhance the team leadership style in schools.

Research Hypotheses

The following research hypotheses were formulated for the study:

1. There is significant difference in leadership style of principals based on managerial grid.
2. There exist gender difference in leadership effectiveness of principals

Research Design

The research design for this study comprised descriptive survey. This is appropriate since the major variables studied namely sex and leadership style have already had impact on the subjects at the time of study hence were not manipulated. Rather, description of such impact is done in this study. It is also a survey of the population based on which inference will be drawn.

The Population of Study

The population comprised all the principals and teachers in all the secondary schools in Lagos metropolis. The teachers were included since they were the best evaluators of their principals leadership qualities.

Sampling Procedure

The procedure used in selection of sample is the stratified random sampling technique. Stratified random technique is used so as to ensure equal representation of sample by sex and local government area.

The Sample

The sample comprised three hundred teachers randomly selected from thirty secondary schools in five Local Government Areas in Lagos Metropolis. Ten teachers from each schools and six schools from each local government area were selected using hat and draw method of simple random sampling technique. Gender factor was considered by selecting three male-administered and three female administered schools in each local government area.

The Instrument

The instrument used for data collection was a researcher constructed effectiveness of leadership behaviour scale (ELBS). The "questionnaire has three sections: A - C. Section A elicited personal information namely sex of respondent and sex of principal as well as six types of school.. Section is likert-type 20 item questionnaire evaluating administrative effectiveness of the principal. Responses is on a sex-point continuum ranging from very strongly disagree to very strongly agree. Each respondent has a possible maximum score of 120 and possible minimum score of 20. The higher the score the higher the perception of principal's effectiveness. Section C is a two-part rating of the principal on a scale of 1 to &&. The first part is concern for production (low production emphasis (LPE) to higher production emphasis (HPE) while the second part measures concern for people (low concern for people (LCFP) to high concern for people (HCFP). Tallying of each of respondents response on the two-parts depicts principal's rating in the managerial grid.

The instrument was validated through appraisal comments and modification from colleagues in educational foundations department, University of Lagos who are specialists in measurement and evaluation. The reliability estimate of the instrument was established using test retest procedure. The reliability coefficient ranged between .59 to .84 hence the instrument was accepted to be considered over time and acceptable for use in this study.

Data Collection

The researcher personally administered the instrument on the subjects. Questions raised during administration were answered and cooperation from subjects was discouraged. All the three hundred questionnaire administered were returned and omissions were highlighted for rectification.

Data Analysis

Hypothesis one,

In the null form, hypothesis one states that there is no significant difference in leadership styles

of principals based on managerial grid. Section C data on the instrument was used to test this hypothesis. Each respondent's response on part A and B were plotted on the grid based on which the resultant leadership style was discerned. The result of the analysis is as presented in table 2.

Table 2: Percentage Graphic analysis of Principal Leadership Style on the Grid

9	9.1 (15.67%)								9.9 (13.5%)
8									
7									
6					64.3%				
5					5.5				
4									
3									
2									
1	1.1 (2.33%)								1.9 (4%)
	1	2	3	4	5	6	7	8	9

Concern For Production

Table 2 shows that 193 subjects comprising 64.3% of the sample perceived their principal's effectiveness within 5.5 and 5.7 (constituency-centred) in the managerial grid while 41 subjects or 13.5% of the sample perceived their principals as having the 9.9 (team) Leadership type. 12 subjects or 4% of the sample viewed their principals as having the 1.9 (comfortable and pleasant leadership type); 47 subjects or 15.67% of the sample saw their principals as using the 9.1 leadership style (authority-obedience) whereas 7 subject or 2.33% of the sample viewed their principals as using the 1.1 (caretaker) leadership style. It could be discerned that the high percentage evaluation of principals 5.5 (constituency-centred) leader significantly differs from other leadership styles even though it was distantly followed by 9.1 style and 9.19 style. A minimal percentage of the principals were viewed to be using either 1.1 or 1.9 leadership style.

Hypothesis Two

In the null form the hypothesis states that there exist gender difference in leadership effectiveness of principals. To test the hypothesis, respondents responses on section A (Sex of Principal) was used to classify the principals according to sex before using the subjects responses on section B of the questionnaire to calculate the mean (\bar{X}) scores and standard deviation of each group. Consequently independent t-test analysis was done to determine whether significant sex difference exist in principal's effectiveness. The result of the analysis is presented in Table 3.

Table 3: Independent t-test analysis of sex difference in principal's leadership style.

Sex	n	X	SD	t
Female-led	150	73.42	11.64	
Male-led	150	71.59	14.87	

P. = 05% df = 298; Critical t = 1.96

Table 3 shows that a calculated t-value of 1.19 resulted as the difference in perceived principals' effectiveness by teachers from schools categorised on sex based leadership structure. This calculated t-value on 1.96 given 298 degrees of freedom at .05 level of significance. This means that similarity in teacher's perception of their principal's effectiveness irrespective of their sex exist.

To further determine whether gender differential in leadership style of principals exist, the subjects' responses on section C Part A and B was used to Categorise responses according to sex of the principal. The frequency of each category was used to do a chi-square analysis of the behaviour type based on sex. The result of the analysis is presented in Table-4

Table 4: Chi-square analysis of gender differential in leadership style of principals.

Variable	1.1	9.1	1.9	5.5	9.9	Total	X ²
Male-led	4(3.5)	15(23.5)	5(6.0)	113 (96.5)	13(20.5)	150	17.75
Female-led	3(3.5)	32(23.5)	7(6.0)	80(96.5)	28(20.5)	150	
Total	7	47	12	193	41	300	

*Significant at .05; df = 4; critical X² = 9.49 expected frequencies are in bracket.

Table 4 shows that a calculated x² value of 17.76 resulted as the gender difference in leadership style of principals on managerial grid. This value is significant since it is greater than the critical X² value of 9.49 given 4 degrees of freedom at .05 level of significance. This implies the existence of gender difference in leadership structure of principals. Furthermore it was observed that significantly more male principals were perceived to use 5.5 leadership style than female principals while more female principals use the 9.9 leadership. Similarly, more female principals use the 9.1 approach than the male principals.

Discussion of Results

The study has shown that significantly more principals use the constituency centred (5.5) style than any other style. This finding is supported by Arrey Peter (1991) study. It is possible that shallow managerial skill coupled with shoddy governmental treatment of educational issues make the principals take the middle of the leadership style than others. The slow developmental rate in education necessarily is an offshoot of dearth of requisite materials facilities which the principals need to function in their quest to push for accomplishment of task effectively and efficiently especially as teachers are always feeling sidelined in remuneration. This could account for the significant constituency-centred approach since the principals are not insulated from the pains of neglect of educational sector. It is also lamentable that team leadership style, which is the most effective, was not significantly used by principals. This is viewed as responsible resources and motivate the teachers enough for the educational goal to be attained. However, it is discernible from the data that principals leadership style in Lagos State represents the Blake, Mouton and Williams (1981) Academic Administrator Grid.

With regards to gender impact on the leadership style, it was observed that teachers perception of their principals effectiveness based on sex of principals was similar. However gender impact on principals, leadership style based on the managerial grid was significant. Observation that male principals significantly used the middle of the road approach (5.5) than female depicts the settling frustration arising from poor funding of the school system. It is possible that the progressive exodus of males from the teaching and administrative sector to another sectors of the economy depicts the observed pattern. Similarly more women principals than expected use the 9.1 and the 9.9 styles respectively. This depicts differences amount individuals even though the quality of team leadership (9.9) falls far short of expectation. It only shows that females generally express high task

performance with varied levels of concern for people. However such concern is significantly higher than the level exhibited by the male principals. It also explains the varied reaction of teachers to their principals in terms of perceived effectiveness.

Counsellor's Viewpoint

The high concentration of principals' leadership behaviour within the constituency centred (5.5) style needs urgent attention and redress from all and sundry. It is not enough to blame middle of the road approach on factors other than the administrator. It is true that reality detects efficient management hence administrators need to base their skills on what is available and optimise same to meet the educational goal. It is extremely necessary for educational managers and administrators to look in-wards on how best to salvage the academic world inspite of poor funding (common complaint)

Refresher courses and periodic seminars and workshops are of paramount importance for principals to imbibe and continually update the knowledge in contemporary administrative skills based on tested premise(s) The present trials and error method of administering schools is counter productive.

There is also need for the government to stop paying lip service to rejuvenation of the educational sector. With more commitment from the government in terms of adequate funding of schools and adequate remuneration for the teachers the work of the principal will presumably be easier. Counsellors are challenging and create awareness of the essential elements of the managerial grid especially since female principals are progressively dominating and performing better than their male counterparts.

Relatedly principals of schools, irrespective of their sex should aim at team leadership (9.9) so as to make self not only popular among subordinates but efficiently to make the world better. This is the essence of living a fully functional life. This is true assured that they are contributing efficiently to make the world better place. Thus is the essence of living a fully functional living, devoid of sex-bias. This is true.

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