
ENHANCING THE ROLE OF INDIGENOUS LANGUAGES THROUGH LEADERSHIP STYLES AND ORGANIZATIONAL CLIMATE IN SECONDARY SCHOOLS IN EKITI SOUTH DIVISION OF EKITI STATE

Aturamu Olayinka Omolayo¹ & Musa Haliru Kuta²

¹Department of Yoruba, College of Education, Ikere-Ekiti

²Department of Hausa, College Of Education, Ikere-Ekiti

Corresponding Author: Musa Haliru Kuta²

ABSTRACT

This examines the strategies for increasing the role of indigenous languages such as Yoruba, Hausa and Igbo through leadership styles and organizational climate in Ekiti South Division of Ekiti State. The study adapted the descriptive survey research design. The population for this study consisted of the Teachers and Principals in the secondary schools in Ekiti South Division of Ekiti State (Ikere, Emure, Ise-Orun and Ekiti South-West). The sample for study consisted of one hundred and thirty – five Teachers and fifteen Principals selected through stratified and random sampling techniques. The instrument used for collecting data was a questionnaire titled "Leadership styles and Organizational climate Role of Indigenous languages Questionnaire" (LSOCRILQ). In order to accomplish the purpose of this study, two research questions and six hypotheses were raised. The data collected for this study were analyzed using frequencies, percentages, chi-square and t-test statistics. The results were held significance at 0.05 Level. The results of the findings show that there was significant impact of indigenous languages in the leadership styles and organizational climate in Secondary Schools in Ekiti South Division of Ekiti State. Based on the findings, recommendations were made on how to improve the school organizational climate and leadership style through effective use of indigenous languages.

Keywords: Role of Indigenous languages, Leadership, Leadership Styles, organizational climate, open Communication, urban schools, rural schools, school type.

INTRODUCTION

The school is a social institution members of which are in continuous interaction. Anyone who visits two or more secondary schools in Ekiti State would note the differences in the class size, staff quality and quantity, material resources, course offerings and physical surroundings. These are concrete elements which help to form the distinguishing characteristics of individual schools. Less obvious characteristics of each school is its climate. It is not unlikely that in one school, the principal and teachers exhibit keen interest, good confidence in what they do. They find pleasure in working with each other, and transmit these inter-relationships to their students who find the school a happy environment to learn. In another school, the principal hides his incompetence and his lack of sense of direction behind a cloak of authority. The principal fails to note whether teachers come late or check student's homework. Another school marked by neither joy nor despair, but by hollow ritual where there is an environment in which the principal, teachers and students act out their parts in routine form. These social interactions, taking place between principals and teachers and among students in the schools constitute the organizational climate of Schools.

The livewire of every of every organization be it educational, charitable, religious, health service, business, private or public, irrespective of its goals and objectives, functions or size of its human work force. The success of otherwise of this very vital component of human resources which invariably dictates the achievement or failure of the organization, very much depends on the leadership of the organization. The issue of attracting, training and keeping people who would be effective leaders has always been one of the great interests to every organization with a mission to accomplish. Within the last two or three decades it seems that there has been a lot of criticism about Nigeria's educational system and the standard of education generally. Allegations are rife that there is a fall in the standard of education and lack of dedication and commitment to duty on the part of the teachers and school heads. There is a need, at every level of the educational system for a driving force that is, the leader to direct, guide and regulate the actions of all and sundry in the system, for its smooth operations for the leader to be effective in racing the management challenges, the needs to be accepted and given unflinching support by his followers. This could be possible if he makes right style of leadership and the tone used in accomplishing this goal.

Generally, principals in different Schools perform their duties differently. Their performances are determined largely by the kind of people they are, as well as by the way the schools are organized and administered. In order to achieve all these, it is very necessary to admonish language through which the citizens interact or communicate. According to Babatunde (2002) in his own opinion, he sees languages as "human existence and development depends largely on the existence and development of language for communication". This imply that the way it is used also show one's level of intelligence. Therefore, we can despoiler that language is the basic factor for effective communication. It is quite evident from the above that language is the basic factor for effective communication in any society setting be it school or any other social setting i.e. Yoruba, Hausa and Igbo. Jacobson (1960) remarks that language can be used to control other people. Such lexical items as command, threat, order, request refer to activities involved in regulating other people. It is this type of language that the prefects, teachers and principals in schools use for directing the other students in the school.

Finally, it is the responsibility of the principal to make the school a conducive environment for learning. The interactions among principals, teachers and students in the school have significance effects on school climate. In the light of the above, there is a need to investigate the relationship between the role of language through leadership styles and organizational climate. It is very essential to note that learning and communication cannot take place in a conducive environment without language usage, both are enter-woven statement of problem. The West African School Certificate Examination results have shown

that majority of those who failed in indigenous languages (L_1) i.e. Yoruba, Hausa and Igbo also failed in English language. One may be tempted to infer that those who cannot do well in their first language (L_1) may not be able to do well in their second language (L_2).

Another critical look shows that those who offered and failed in their first language also failed in many other subjects they offered. Could one not also infer that poor performance in the language would affect performances in other subjects? In other words, language is important that it could be regarded as a vehicle for effective education. It is with this usefulness of language in mind that this paper tries to highlight the importance of language and to educate those principals that forbid discussions in mother tongue in schools. In addition, in this study attention is directed to investigate the dimensions of the leadership styles of secondary school principals in Ekiti South Division of Ekiti State in relation to Organizational climate. Specifically, the study is designed to answer the following research questions:

1. What is the most frequently used mode of leadership style by secondary school principals in selected secondary schools in Ekiti South Division, Ekiti State?
2. What is the Organizational climate in the selected secondary schools?
3. Is there a relationship between leadership style and organizational climate?
4. Is there any difference in the Organizational Climate of rural environments?
5. Is school type a factor in Organizational Climate?

Research Hypotheses

The following null hypotheses were postulated to sharpen and direct the study:

HO₁: There is no significant relationship between leadership style and Organizational climate in Schools.

HO₂: There no significant difference between Organizational climate of rural and urban Schools.

HO₃: There is no significant relationship between Organizational climate and School type.

HO₄: There is no significant difference in the perception of Principals and Teachers on the leadership style of principals.

HO₅: There is no significant difference in the Principal leadership style in Boarding and Day Schools.

HO₆: There is no significant difference in the Organizational climate of Boarding and Day Schools.

Purpose of Study

The purpose of this study was to find out the leadership styles that secondary school principals use in the study area. It is also to ascertain the organizational

climates of schools in the location. To examine whether leadership style is related to Organizational climate in the School system. To examine whether there are differences in the climate of rural and urban school. To ascertain whether school climate changes with school type (mixed or single sex).

METHODOLOGY

The research design used in this study is survey, an aspect of descriptive design. The research instrument used for collecting relevant data was a self designed questionnaire tagged leadership style and organizational climate, Role of indigenous Languages questionnaire (LSOCRILQ). The questionnaire was used to obtain data from the principals and classroom teachers in all the secondary schools in Ekiti South Division of Ekiti State, from where a manageable sample was drawn. This geographical area comprised of Ikere Local Government area and Emure – Ise – Orun Local Government area. The population of the study was made of fifteen principals and one hundred and thirty- five teachers drawn from fifteen secondary schools from the division based on stratified and simple random sampling techniques. The instrument was administered on fifteen teachers twice two weeks interval in- order to test for its reliability. The test retest method and co-efficient of relationship was obtained by using Pearson – Product Moment correlation, co – efficient. It was found that the two sets of scores had a high positive correlation co- efficient of 0.93. Hence it was concluded that the instrument was reliable. The researchers sought and obtained the cooperation of the principals and teachers of the secondary schools sample from the Division in the administration of the questionnaire, which were collected on the spot. Data collected were analyzed by using chi – square and t – test to test the hypotheses raised in the study.

Options in answering the research questions

Four response options of Strongly Agreed (SA), Agreed (A), Disagree (DA) and Strongly Disagree (SDA) were posed for the respondents for each item. The other section contains the body of items number one to sixteen in which the respondents teachers were asked to respond on two options namely; favorable and less favorable organizational climate.

RESULTS

Research Question 1: What is the most frequently used mode of leadership style by secondary school principals in selected secondary schools in Ekiti South Division, Ekiti State? The data on responses to research question one is presented in Table 1.

Table 1: Frequencies and Percentages rating of Teachers perception of leadership style of principals

Leadership style	F	%
Democratic	55	36.66
Transactional	53	35.33
Autocratic	42	28
Total	150	100

The data in table 1 reveals that 36.66% of teachers agreed that their principals used Democratic leadership style, while 35.33% of teachers agreed that their principals Autocratic leadership style. From this analysis, it was revealed that Democratic leadership style was dominant.

Research Question 2:

What is the Organizational climate in the selected secondary schools? The data on responses to research question two is presented in Table II.

Table II. Frequencies and percentages ratings of the perception of Teachers and Principals on the Organizational climate of secondary schools in Ekiti South Division of Ekiti State

Organizational climate	F	%
Favorable	99	66
Less favorable	51	34
Total	150	100

Table 2 shows that most of the teachers perceived the Organizational climate of Secondary Schools as favorable. Out of the total of 150 teachers and principals sampled, 99 (66%) perceived their Organizational climate as favorable. While only 51 (34%) of teachers and principals perceived that they have less favorable Organizational climate.

Hypothesis 1:

There is no significant relationship between leadership style and Organizational climate in schools. The Chi – Square statistic was used for the analysis.

Table 3: Relationship between leadership style and Organizational climate of Secondary Schools

Leadership style	Organizational Climate		df	X ² cal	X ² crit
	Favorable	Less Favorable			
Democratic	41 (36.03)	14 (18.07)			
Transactional	32 (34.98)	21 (18.02)	2	2.85	5.99
Autocratic	26 (27.72)	16 (14.28)			
Total	99	51			

$P > 0.05 (N.S)$

Table 3 shows that the Chi – Square calculated of 2.85 was

Hypothesis 2:

There is no significant differences between Organizational climate of rural and urban schools. In order to test this hypothesis, the means and standard deviations of perceived concerned Organizational climate by rural, and urban Secondary Schools. A t – test statistic was applied to these variables. The result was presented in table 4

Table 4: Organizational climate between Rural and Urban Secondary Schools

Type of School	N	DF	\bar{X}	SD	tcal	t-crit
Rural	54		76	3.1		
					1.96	1.96
Urban	96	148	78	2.9		

$P > 0.05$ (N.S)

Table 4 shows that t – test calculated of 1.94 was less than the t – test table which was 1.96 at 0.05 Level of significance and degree of freedom. This result was not significant and the stated hypothesis was therefore, accepted.

Hypothesis 3

There is no significant relationship between Organizational climate and School type. The chi – square statistic was used for the analysis.

Table 5:

School Type	Organizational Climate			χ^2 cal	χ^2 crit
	Favorable	Less Favorable	df		
Mixed	56 (55.47)	74 (74.53)	1	0.067	3.84
Single	8 (8.53)	12 (11.47)			
Total	64	86			

$P > 0.05$ (N.S)

Table 5 shows that the Chi – Square calculated of 0.067 was less than Chi – Square table which was 3.84 at 0.05 level of significance and degree of freedom. This result was not significant and the stated hypothesis was therefore, accepted.

Hypothesis 4:

There is no significant difference in the perception of Principals and Teachers on the leadership style of Principals. The Chi – Square statistic was used for the analysis.

Table 6: Difference in the Perception of Principals and Teachers on the Leadership style of Principals

Leadership style				X ² cal	X ² crit
	Principals	Teachers	df		
Democratic	11	65	2	3.44	5.99
Transactional	03	50			
Autocratic	01	20			
Total	15	135			

$P > 0.05$ (N.S)

Table 6 shows that the Chi – Square calculated of 3.44 was less than Chi – Square table which was 5.99 at 0.05 level of significance and degree of freedom. This result was not significant and the stated hypothesis was therefore, accepted.

Hypothesis 5:

There is no significant difference in the Principal leadership style in Boarding and Day Schools. The Chi – Square statistic was used for the analysis.

Table 7: Differences in the Principal Leadership Style in Boarding and Day Schools

Leadership style	Schools			X ² cal	X ² crit
	Boarding	Day	df		
Democratic	18 (18.13)	50 (49.87)	2	0.54	5.99
Transactional	12 (13.33)	38 (36.67)			
Autocratic	10. (08.53)	22 (23.47)			
Total	40	110			

$P > 0.05$ (N.S)

Table 7 shows that the Chi – Square calculated of 0.54 level was less than Chi – Square table which was 5.99 at 0.05 level of significance and degree of freedom. This result was not significant and the stated hypothesis was therefore, accepted.

Hypothesis 6

There is no significant difference in the Organizational climate of Boarding and Day Schools. The chi – square statistic was used for the analysis.

Table 8: Differences in the Organizational climate of Boarding and Day Schools

Schools	Organizational climate			X ² Cal	X ² Crit
	Favorable	Less Favorable	df		
Boarding	30 (17.33)	10 (22.67)	1	22.28	3.84
Day	35 (47.67)	75 (62.33)			
Total	65	85			

$P > 0.05 (N.S)$

Table 8 shows that the chi – square calculated of 22.28 was greater than chi – square table which was 3.84 at 0.05 level of significance and degree of freedom. This result was significant and the stated hypothesis was therefore, rejected.

CONCLUSION

Most teachers seem to view that Leadership style might not bring the required Organizational climate. It was also discovered that organizational climate of rural schools was different to that of urban. It was also established that there was no relationship between organizational climate and school type. It was pointed out that the leadership style of Principals of boarding schools was different to those of the Day schools. Concerted efforts need to be made by Educational Managers to ensure that the current level of leadership style in secondary school is maintained and improved upon so that the organizational climate would be favorable.

RECOMMENDATIONS

The researchers base on the findings of this study , recommends the followings:

1. For a Principal to be effective in facing the management challenges, he needs a flexible style of leadership which, depending on the situation or circumstances.
2. No matter the type of School whether rural or urban participative management process should be intensified in schools. Principals should be able to adopt a suitable leadership style.
3. There should be deliberate effort on the part of the Principals, Teachers and the Government to make indigenous languages compulsory in Secondary Schools.
4. Seminars should be organized to enable Principals and Teachers to better their lots.
5. In addition, there is dire need to make available the language laboratories to all Secondary Schools to make the Grammar aspects easier to learn.

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