



RELATIONSHIP BETWEEN THE LEADERSHIP ATTRIBUTES ORGANIZATIONAL CULTURE AND THE ORGANIZATIONAL EFFECTIVENESS IN NIGER STATE PRIMARY SCHOOLS, NIGERIA



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Abstract

Numerous literature reviews on educational leadership in Nigeria reveal that many Headmasters find it difficult to display leadership attributes in order to maintain a positive school culture, which may lead to organisational effectiveness. Leadership attributes and organizational culture have been recognized as the two most important variables influencing the effectiveness of organizations all over the world. As a result, it is necessary to confirm the state's primary schools' effectiveness, which justifies conducting this research in Niger state's primary schools. The study employed a correlational design, quantitative approach and Pearson Products Moment Correlation was used to determine how organizational relates to leadership attributes and organizational culture in states' primary schools. A population of 1,572 was obtained by including all 31 of the state's primary schools that had been selected to take part in the research. Three sampling techniques were used to calculate the study's sample size, which were 340. The study revealed that organizational effectiveness is significantly and positively related to leadership attributes and organizational culture as deemed by primary school teachers. The majority of studies found do not take into account the three variables, and the current model has been in use at a tertiary school ever since. The aim of this research, which distinguishes it from previous ones, is to use an all-inclusive model that takes into account all three variables with diverse multifaceted dimensions so as to ensure the organizational criteria in primary school. As a result, it is recommended that primary head teachers in the state of Niger display the kind of leadership attributes that can ensure familiarity with a favorable school culture and have an optimistic effect on the effectiveness of their primary institutions.

Keywords: Leadership Attributes, Organisational Culture and Organisational Effectiveness

Introduction

Primary education is among the basic education in Nigerian system of education, the education program is free and compulsory. The National Policy on Education emphasizes that primary education is for students aged 6 to 11 years. Because it serves as the foundation for the rest of the educational system, the primary level is critical to the overall system's success or failure (Daniel-Kalio, 2018). Primary education serves as a feeder to secondary schools, while the Common Entrance Examination determines eligibility for admission to both private and public secondary schools (Etor et al., 2013). At



the primary level, students are taught mathematics, English, Islamic knowledge, Christian Religious Knowledge studies, agricultural science, home economics, and one of the three major indigenous languages and cultures Hausa-Fulani, Yoruba, or Ibo. some private schools also teach French, computer science, and fine arts. Graduates receive a school-leaving certificate (Jummai, 2012).

Each and every state's primary school possesses headmaster whose serve as the leader of the organization. Each headmaster is expected to own certain leadership attributes that enable them to maintain good school culture and ensure the effectiveness of their respective primary schools (Daniel-Kalio, 2018). Organizational effectiveness refers to the ability to access and effectively use organizational inputs in order to achieve the stated objectives (Murtedjo, 2017). Researches on organizational effectiveness show that, excellent leadership and organizational culture are among the determinant factors of organizational effectiveness (Shelankar, 2018). Organizational effectiveness has been influenced by organizational culture and leadership attributes. Better Organizational Culture will lead to better teachers' commitment and performance, and vice versa, deteriorated organizational culture will lead to a decrease in the organizational effectiveness as well as performance (Murtedjo, 2017).

However, educational policies regarding to the primary schools administration in Nigeria gives little attention on improving the headmaster's leadership attributes and manners of maintaining good cultures in their respective primary schools (Nwakpa, 2015). From all indications, updating the leadership attributes of school administrators, particularly headmasters and principals has not been given any serious attention in Nigeria's educational policies. According to studies conducted in Nigeria, the primary school educational environment of today presents the majority of headmasters with the biggest challenge in managing their schools and preserving the kind of culture that could increase organizational effectiveness (Fafunwa, 2018).

Moreover, despite the fact that organizational culture and leadership attributes are critical for primary school organizational effectiveness, there are little empirical evidence comprising of the three variables (leadership attributes, organizational culture and organizational effectiveness) in the state. The few studies been found focuses on the tertiary institution with different models from the one used in the ongoing research. The current study employed Competing Value Approach for the theoretical basis for the leadership attributes, organisational culture and organizational effectiveness.

Based on the above discussions and the information obtained from the analysis of the existing literature, the following facts have been emanated and highlighted. The current study found that the most of the researches on leadership attributes, organizational culture, and organizational effectiveness takes place in institutions of higher learning. For instance, in a study on the factors influencing organizational effectiveness in the educational sector, the study was carried out in the University of Mumbai and many other studies were found to be carried out in higher institution (Pandya & Srivastava, 2017). However the current study focuses in primary schools of Niger state. Besides that, little or none of the research was found comprising the three variables in Niger state, specifically on Primary school (leadership attributes, organizational culture and organizational effectiveness).

Literature Review

This section reviews the literature on the general concept of the study's variables and how they relate to one another. In the study, organisational effectiveness is a key concept for leaders of the organisation to understand the results of their work and to evaluate the effectiveness of the organisation in achieving its intended outcomes and achieving its goals (Solanke, 2014). Organizational effectiveness is the extent to which an organisation realises its objectives. It is a construct that tacitly takes into account a lot of factors at the organizational levels. It assesses the degree to which a multitude of objectives, whether theoretical or practical, are achieved (Mishra, 2009). Educational effectiveness is a field of study that has grown in significance over the past decade. Multiple researches of school effectiveness have been conducted in many nations around the globe (Harris, 2004). Leadership attributes in school organization are regarded as the quality traits required by school heads in order to improve the organizational effectiveness of their various primary schools; among them are the following: Establish a mission and vision; Specifying the philosophy and goals of the school;



Stating his ambition to all teachers and students, as well as parents and community members; Shot on target, pedagogical skills, and syllabus; Supervising and evaluating the syllabus and learning program; Coordination of the school's instructional programs and co - curricular; Monitoring of students' learning time; Support and promote professional growth for educators; Assist teachers in their teaching; Governing the quality of education in schools; Designing a school climate that promotes learning (Shahadan & Oliver, 2016). Organizational culture refers to beliefs, norms, and notions that are broadly accepted. It offers a long-term incentive to sustain a comparative benefit and it is an essential construct in organisational effectiveness (Batugal & Tindowen, 2019). Organizational culture focuses on shared behavioural expectations and social norms that influence how people respond to their task, how they go about doing their work, and how they interact in work relationship (Annor, 2016).

Other components of this aspect are the related past studies on the variables used in the current study. Many studies investigated the relationship between the aforementioned elements and develop an empirical link using data from a successful organisation globally (Kargas & Varoutas, 2015). Leadership has been discovered to be a primary factor between organizational effectiveness and individual skill (Taylor, Cornelius & Colvin, 2014). Arguably, the paradoxical nature of school, leaders must be able to balance competing objectives. It was suggested that, leadership in modern organization. Studies contend that leaders in modern organizations, such as schools, must be skillful at effecting change and empowering staff toward organizational effectiveness (Pounder, 2001).

Among of the studies conducted involving leadership and organizational effectiveness is one conducted in Turkey, the topic is the “Impact of transformational leadership on organizational and leadership effectiveness in Hakan Erkutlu Bilkent University, Ankara, Turkey”. The study's objective is to figure out how leadership impacts organizational effectiveness and leader effectiveness. Quantitative research was used for the investigation. This research included 722 participants from 60 boutique hotels, including 60 managers and 662 non-managerial employees. The Multifactor Leadership Questionnaire, Organizational Commitment Questionnaire, and Job Descriptive Index were used to assess the leadership behaviors of boutique hotel first-line managers, as well as employee commitment and satisfaction levels. According to the findings, there are significant relationships between leadership and organizational and leadership effectiveness.

Researchers have come up with the empirical evidence in the relationship between the organizational culture and organizational effectiveness worldwide. Among of them, are the investigation on “Relationship between organizational culture and organizational effectiveness in higher educational organizations”. The findings of an Anderson (2000) study showed that the organizational effectiveness in the Tennessee Community Colleges was highly correlated with the four culture types (clan, adhocracy, hierarchy, and market). The associations were discovered to be significant ($p < .001$). It was also discovered that the all four culture types under the proper conditions is required for the optimum performance on the nine dimensions. In order to perform as well as possible across all nine dimensions of effectiveness, Anderson (2000) advised college students to take specific actions. These actions would include learning how to use features of the four culture types. (Anderson, 2000).

Numerous findings in this area, indicated positive relationship among the variables (Yousef, 2000). The ongoing study found that the majority of studies on leadership, organisational culture and organisational effectiveness are conducted in tertiary institutions. The following are just a few of the studies that have been done in relation to organisational effectiveness in tertiary institutions: Factors influencing organizational effectiveness in the educational sector, the study was carried out in the University of Mumbai and many other studies were found to be carried out in tertiary institution (Pandya & Srivastava, 2017). Finally, Cameron and Quinn (2009) initially tested the organizational model in a tertiary education learning institution. Looking at above researches all been conducted at the higher institutions of learning. The researcher emphasizes the significance of affirming an organization's effectiveness in primary schools, primary schools serve as the basic foundation of learning. Being that, past researches indicated the relationship between the study variables, warrant for the conduction of this study in primary schools of Niger state with the following hypothesis to guide the study.



H₁: There is relationship between the leadership attributes and organizational effectiveness in Niger State Primary schools

H₂: There is relationship between the organisational culture and organizational effectiveness in Niger State Primary schools

Suggested solutions to the highlighted literature gaps are; confining the leadership and organisational culture may provide the basis of improving the organizational effectiveness of states' primary schools. Regarding to the information obtained from the various studies conducted, none of the study comprises of the three variables intended to be utilize in the current study. Employing a model of organization effectiveness with wider coverage may adequately measure the construct of the organizational effectiveness. Most of the study on the organizational effectiveness grounded it based with either Goal model, System approach model or Internal process model; This study aimed at utilising the competing value framework (CVF). The model harmonises all the four organisational effectiveness theory or organizational effectiveness benchmarks. Moreover, the current study shall focus on the leadership attributes which is more holistic than the leadership style. In leadership attributes; leadership style is among the 37 attributes that makes up the leadership attributes (Moss Jr, 1991).

Utilized Theories and Models in the Study

Models and frameworks employed by the researcher have deliberated and develop thoughts on the variables in the study; leadership attributes, Organizational culture, organizational commitment and organizational effectiveness. The theories and models are used to ground a supporting pillar upon which the leadership attributes of headmasters are built upon, organizational culture, organizational commitment and organizational effectiveness rooted its base. These theories and models identify the relationship between the leadership attributes organizational culture, commitment and effectiveness with supportive information from theories and models in this study.

Being that the constructs used in the study are very broad, with lots of dimensions there are need to employed an all-inclusive model in the study that gives details information and extensive information with adequate explanation on the how these variables in the study are interrelated in the study. The study utilizes the competing value frame being that the model highlighted on the relationship of the variables in the study, with emphasis on the dimensions of the organizational effectiveness and organizational culture as well. Competing Value Framework provide theoretical basis supporting the organizational effectiveness, leadership attributes and organizational culture and as well indicated how the four variables are related. The Competing Values Framework began with research conducted by University of Michigan faculty members on the major indicators of effective organization. A model of organizational culture was developed from the competing value framework called (OCAI). The CVF's four effectiveness criteria models, namely Human-Relation, Open System, Internal Process, and Rational-Goal, are also known as the four organizational culture types: Clan, Adhocracy, Hierarchy, and Market.

This study employed the Leader Attributes factor developed by the Liang and Moss (1990) to explain the leadership attributes. Liang and Moss have clustered the leader attributes into three main groups (factors); namely management skills, social skills, and personal characteristics.

The Competing Value Framework has been found to be a very useful means of organizing and understanding a wide range of organizational phenomena, including organizational effectiveness, leadership, organizational culture, strategic planning, and developmental phases. One of the framework's main strengths is its resiliency. In reality, the framework has been named one of the 40 strongest stands in history. The framework emerged roughly 20 years ago as a result of research into the factors that predict organizational effectiveness. These investigations were followed by studies of organizational culture, leadership, management, and knowledge acquisition patterns (Cameron, 2009). The Competing Values Framework is such an approach of determining organizational culture characteristics that may influence organizational effectiveness (Cameron & Quinn 2009).

The competing value framework can be used to determine how organizational effectiveness is influenced by leadership and organizational culture. This model connects an explanation of the



organization's cultural beliefs to the effectiveness criteria, and the culture type indicated within the framework suggests strategies for cultural adaptation. The Competing Values Framework can assist in defining differences in organizational effectiveness perceived by members and leaders (Cameron & Whetten, 2013).

Methodology:

This aspect entails the various stages in which the information concerning the study is collected. Those involved the design of the study, location, population, sampling techniques and procedures involved in the collection of data.

Research Design

The study's design is correlational, allowing the researcher to determine the nature and power of the relationship, as well as how leadership attributes and organisational culture are related to organisational effectiveness. The quantitative approach and survey method will be used in this study to collect information from primary school teachers. This method also assists researchers in collecting data with a large sample at a low cost, and it allows the researcher to generalise the study's results to the target population, especially when the sample is large (Mackey, 2015). The study aimed at investigating how organisational culture and leadership are related to organisational effectiveness in the primary schools of Niger state.

Location of the study

The location of the study is the thirty one Primary Schools in the state, comparing the population of teachers in these selected primary schools, is because they have the highest number of teachers, which may adequately provide a population suitable for the current study. Respondents include both the male and female teachers of the Niger state primary schools. The justification for selecting the teachers to be the respondents in this study is to avoid bias in the study; teachers are to assess the leadership attributes of their respective headmasters, organizational culture and organizational effectiveness.

Population of the study

The study's population is (1,572), and it was drawn from the state's thirty-one primary schools. The preceding information interprets the definition of the population, which is defined as the set of all individuals of interest in a specific study. The total number of teachers participating in the study from each school was calculated by adding all teachers from each of the thirty one schools in the state.

Sample size and sampling techniques

The sample size is 340 which were calculated from the total population of the study. The sampling techniques used in this study included three methods. The first was purposeful, and it involved selecting thirty one primary schools from Niger state. These primary schools have much more teachers, allowing them to adequately achieve the desired sample size for the current study. The proportionate stratified sampling technique is appropriate for this study because it involved many primary schools with diverse populations. This sample technique is essential for ensuring proper sample size distribution because it allows a researcher to choose the proportion based on the size of the population stratum (Hibberts, Johnson, & Hudson, 2012). Furthermore, proportional stratified sampling is advantageous because it increases the likelihood that sampling will be dispersed more fairly across the population. It can also aid in enhancing the reflection of particular groups, guaranteeing that these groups are not over-represented; the sample representation of schools in the study is based on the population size of each respective school. Proportionate stratified sample is the probability of selecting a unit from a stratum is proportional to the stratum's relative size in the population. It means that the sample strata's size is proportional to the population strata's size. Random sampling is unavoidable in this study because it allows for the selection of the number of teachers to participate in the study from the calculated number from the proportionate stratified sampling technique. The sample size from the population of interest is determined by a list of all teachers in each primary school. Random selections



of participants from the schools were based on the proportionate stratified sampling results. The procedure entails writing down all of the teachers' names in accordance with the names of each school, and the sample size from each school was drawn at random from the calculated sample

Research Instrument

The current study's research instrument is a questionnaire that contains the Leader Attributes Inventory (LAI), the Organizational Culture Assessment Inventory (OCAI), and the Organizational Effectiveness Scale (EES). Prior to using the three instruments, the researcher obtained permission from the owners to do so, and all have been granted permission. The study questionnaire is made up of all three instruments that measure the three variables (Leadership attributes, Organisational culture and Organisational effectiveness) in addition with the demographical information. The questionnaire was validated several times, beginning with face validation by my supervisory group and progressing to content and construct validation by the expert.

Normality Test

The researcher performed a normality test, which revealed that all variables express belt shape, indicating that the skewness is not excessively skewed to the right or left. According to the distributions, the mean, median, and mode values for all variables are nearly identical. The skewness and kurtosis values are within the acceptable range for normal distributions. According to the literature, skewness ranges from -3 to +3 and kurtosis ranges from -10 to +10 (Ghazali, 2012). All of the variables in the study have acceptable skewness and kurtosis values based on the results of the skewness and kurtosis. The skewness of leadership attributes is -.205, organizational culture is .005, and organizational effectiveness is -.201, as can be seen. The kurtosis of all variables is -1.065 for leadership attributes, -1.128 for organizational culture, and -1.025 for organizational effectiveness. The results showed that the data were normally distributed, which can be used for further tests.

Pilot Study

The research team conducted a pilot test to determine the instrument's usability at the main study. One of the study's independent variables, leadership attributes, includes three dimensions: management skills (Cronbach Alpha =.850), social skills and characteristics (Cronbach Alpha =.844), and personal characteristics (Cronbach Alpha =.923). The organisational culture, which consists of four dimensions with respective Cronbach Alpha values of Clan culture (.938, Adhocracy culture (.869), Hierarchy culture (.720), and Market culture (.936), is the second independent variable. The dependent variable in this study is organisational effectiveness, which is made up of four dimensions, each with its own Cronbach Alpha: Rational-Goal .693, Human-Relation .817, System Approach .792, and Internal Process .759. The reliability test revealed that the instruments can be used for final data collection.

Data Procedures

Respondents were given instructions and assured of confidentiality before being given enough time to complete the questionnaires. Because the instrument contains 129 questions, respondents were given enough time to adequately answer all of the questions in the questionnaire without being interrupted. Respondents have been given 48-72 hours in order to complete the questionnaire. To resolve the issue of confidentiality by the researcher, only the respondent's gender, level of qualification, working experience, and age are stated in the respondent's information; there are no provisions for the respondents' name or school, thus ensuring the respondents' privacy. The researcher and the respondents agreed that the questionnaires would be completed by the respondents without any influence from the researcher, i.e. on their own initiative. There is also agreement that the questionnaires were completed without payment, despite the fact that the exercise took up some of their valuable time. The data collection process was completed over a three-month period. Respondent confidentiality is required to avoid unnecessary complications after the final report is released.

During the data collection process, no fixed or arranged compensation is made for the respondents; however, the researcher is willing to give a token sum of (#100), which is equivalent to



(RM10), to each respondent as an incentive and sign of appreciation for devoting their valuable time to the completion of the research work. Such a reward may also serve as compensation for the participants' time and inconvenience; the essence of giving out this (#100) to the respondents may serve as a means of recruiting and retaining participants in the study. Face-to-face contact is required during the data collection process, which poses a significant risk to both respondents and researchers due to the anticipated Covid-19 outbreak and other factors. The importance of using face-to-face data collection is that there is little or no Covid-19 outbreak in niger state. Second, the overwhelming majority of those participating in the study do not have a Google account that enables them to conduct an online survey. There no Movements of the Control Order in the state. Face-to-face contact is not an option during the data collection process. The researchers wore a face mask, which may serve as one of the measures for medical care. In addition, to address the issue of respondent health protection, the researcher has received the Covid-19 vaccination, which may reduce the rate of panic among respondents during the data collection process.

Interpretation of the Results

In this study, Pearson correlation momentum is the statistical tool been using to achieved the relationship between the study's variables. Researcher ensured that the variables in the study are continuous are normally distributed (evidence in appendices). Pearson Momentum Correlation generated the table below:

Correlation Matrix

Variables	Organizational Effectiveness	Leadership Attributes	Organizational Culture	Organizational Commitment
Organizational Effectiveness	1			
Leadership Attributes	.988**	1		
Organizational Culture	.822**	.835**	1	
Organizational commitment	.316**	.317**	.225**	1

** . Correlation is significant at the 0.01 level (2-tailed).

The table in the above indicated that Headmasters' leadership attributes and organizational culture are significantly, positively and strongly correlated with the organizational effectiveness as perceived by Niger state primary schools teachers. This can be further clarified by testing the research hypothesis:

H₁: There is significant relationship between the leadership attributes and organizational effectiveness in Niger State Primary schools.

Pearson Momentum Correlation was conducted to determine the how organizational effectiveness relates wit the leadership attributes and in the States' primary schools. The table indicated the significant positive and high relationship between the leadership attributes and organizational effectiveness as perceived by the Niger state primary schools teachers, because the value of 'r' is above '.5', which is rated as 'high' (r = .988, p = .01). Therefore, *H₁* is accepted.

H₂: There is significant relationship between the organizational culture and organizational effectiveness in Niger State Primary schools.



The result of the correlation matrix also explained that organizational effectiveness have highly, positively and significantly relates with the organizational culture and as deemed by the Niger state primary schools teachers, because the value of 'r' is ($r = .822, p = .01$). Therefore, *H2 is accepted*.

Discussions of the Findings

Pearson Momentum Correlation analysis revealed a strong positive significant relationship between leadership attributes, organizational culture, and organizational effectiveness as deemed by Niger state primary school teachers. The analysis of the relationship between leadership attributes and organizational effectiveness yielded a highly and positively significant result ($r = .988, p = 0.01$). This result was justified by findings in China on the "Role of situational uncertainty and organizational culture in COE leadership attributes and organizational effectiveness". the findings indicated that CEO leadership attributes are directly related to organizational effectiveness (Wang, 2002).

This study is in line with a test of possible correlations between the items measuring the leadership attributes and the seven indicators of organizational effectiveness. The findings revealed a significant relationship (at 99% confidence, 2-T). This implies that there was a clear connection between the items measuring leadership attributes and the indicators of organizational effectiveness (Quang, 2002). The results confirm that successful leadership increases organizational commitment, which eventually contribute to an organization's effectiveness (Erkutlu, 2008). The study adds to the body of knowledge about the relationship between organizational culture, productivity, leadership, and organizational effectiveness. Facets of these variables were investigated in order to provide a deeper and more in-depth understanding of what influences organizational effectiveness. According to leadership and organizational research, increases in individual effectiveness and organizational culture will lead to increases in organizational effectiveness. Numerous studies on organizational culture were also cited as supporting the notion that there is a strong correlation between leadership and organizational effectiveness (Mishra, 2009). Tailor (2014) conducted a study titled "Items measuring leadership attributes and organizational effectiveness," which was similar to the current study. In regression analysis, significant correlations were discovered between leadership attributes and perceived organizational effectiveness. The present study was backed up by an investigation carried out by Madhukar Dalvi and colleagues (2018) on the "Determinants of Organizational Effectiveness in India Canara," which discovered that the effectiveness of an organization is determined by its ability to use its resources as well as other factors such as responsibility, values, leadership, work ethics, organizational, philosophy, organizational support, structure, customer experience, and people management systems.

Many past studies have similar results regarding to the relationship between the organizational culture and organizational effectiveness; among of them is the study on the Team Culture Perceptions, Commitment, and Effectiveness: Teamwork Effects. The result of the study indicated that, the four dimensions of team culture perceptions were significantly related to both dimensions of organizational commitment dimensions and the organizational effectiveness. Fey and Denison (2000) did study on organizational culture and effectiveness by investigating a set of foreign-owned firms operating in Russia. The study is a survey of one seventy nine senior managers from different firms that had at least seventy employees and manufacturing and sales operations in Russia designed to test the applicability of the model in the Russian context. The study presented a quantitative test of the model. The model was deemed to be helpful in comprehending the connection between organizational culture and organizational effectiveness.

Faerman, L. B., (2009) findings are consistent with the current study, which examined organizational member and housing staff perceptions of organizational culture and the effectiveness of residence hall associations. Two instruments were utilized in the study, such includes the "Residence Hall Government (RHA) Effectiveness" designed by Tucker (2001) and the "Organizational Culture Assessment Instrument" designed by Cameron and Quinn (2006) and analyzed from 217 members of residence hall associations. According to the findings, there is a positive relationship between all of the culture types and the effectiveness constructs in the RHA effectiveness instrument.



Contributions of the study

This expresses the philosophical manifestation towards the potential contribution of this study to the field of educational administration. The study is somewhat unique from a literature review perspective it is the only known study to date that has been conducted on the relationship between the headmasters' leadership attributes, organizational culture, and organizational effectiveness, based on the understanding of the Niger state primary schools teachers. In assessing the issue of headmasters' leadership attributes, organizational culture and organizational effectiveness in Niger state primary schools. It has generated a data expatiating on the contributions of headmasters' leadership attributes and organizational culture to organizational effectiveness.

There were not many studies internationally, precisely looking at the relationship between the headmasters' leadership attributes majoring on management skills, personal characteristics, Social skills and characteristics; organizational culture with these dimensions; clan culture, adhocracy culture, market culture, hierarchy culture and organizational effectiveness focusing on the rational-goal, human-relation, system approach and internal process. These have centered more on clarifying on how the leadership attributes and organizational culture are related to organizational effectiveness in Niger state primary schools.

Strengths of the study

Employing a multidimensional holistic model (Competing Value Framework) with the integration of the Leader Attributes Factors that give details and explain the variables used in the study. The current study explained an integrative phenomenon by contemporarily investigating multiple constructs that most literature has classically studied separately, the study have consequently provided a multidimensional approach to organizational effectiveness, based on the current study organizational effectiveness has been in relation with the leadership attributes and organizational culture.

Methodologically, this study was based on teachers observing the leadership attributes of their headmasters, organizational culture and organizational effectiveness. All the instruments measuring the variables in the study, was emanated from the validated instruments been used to developed their respective models. The instruments have been used several times, validated and reliable prior the current study as well, thus may strengthen the precision and quality of the current study.

Recommendations

The current study set the basic for the forthcoming researches on the educational leadership. It was clear stated that leadership and organizational culture are in relation with the organizational effectiveness (Ayodeji, 2021; Gochhayat et al., 2017). This study is of very vital, as it is the first research been carried out on the relationship between the leadership attributes, organizational culture and organizational effectiveness in Niger state primary schools. It is quite indispensable for the primary schools' headmasters to be familiar with the organizational culture of their primary schools, ways and manners of possessing those leadership attributes that may resulted the organizational effectiveness (Daniëls, Hondeghem, & Dochy, 2019). Based on the empirical evidence, the following recommendations for further studies have been proposed:

The empirical evidence of the current study is based on perceptions of the primary schools teachers, it is highly suggested to carry out similar studies from the perceptions of headmasters Niger state primary schools.

The findings of this study is only limited to Niger state primary schools, additional research involving schools in other states could be done to ensure an efficient generalizability to the entire Nigerian's primary schools. The results may serve as a measuring device to which future headmasters may be provided with the leadership development program, which may result in the effective leadership for Niger state primary schools.

The use of questionnaires in research may cause some findings to be overvalued as a result of variance; therefore, conducting qualitative research, including in-depth interviews and case studies, is strongly advised for comparing reasons. In addition qualitative aspects of research may provide chances for the respondents to say out there view concerning all the four variables in the study.



Researcher suggested that, research on headmasters' leadership training, should be carried out; this may help the educational planners to design an appropriate program that may aim at improving the level of leadership attributes as well as the organizational effectiveness in Niger state primary schools.

The influence of headmaster being the school leader towards effectiveness of primary schools cannot be overemphasized (Bottery, 2006; Griffith, 2003) it is very essential for the Niger state government to focus on strong investment in the development of headmasters' leadership attributes and understanding the organizational culture to ensure the organizational effectiveness in the state primary schools, In accordance with the notion that leadership attributes can be learned through a training programme. Researcher recommended that, Niger state government should come up with the various forms of leadership learning program to the headmasters; this will enhance them to learn more about the leadership attributes. With adequate learning in leadership may positively affect the organizational effectiveness in state's primary schools. Considering that researcher made the following recommendation for practice:

One of the criteria for choosing the head teachers in the primary schools in Niger state should be acceptance of additional certificates in educational leadership from accredited institutions of higher learning. This will aid in developing the fundamental abilities needed for leadership roles, which could have a positive impact on the organisational effectiveness of primary schools in the State.

Secondly, the government of Niger State should establish leadership development programmes for headmasters who have taken and passed the pre-service learning carrier examination. For newly appointed headmasters, induction training is strongly advised. This is because many nations have begun and implemented it, which may eventually result in success in improving the leadership qualities of primary school principals. According to the evidence, this concept is critical for improving primary school organisational effectiveness (Blanton, 2017).

Finally, the government of Niger State should frequently permit the serving headmasters to regularly attend a leadership training programme with the provision of an incentive to support and sustain their living during period of programme.

Conclusion

The purpose of this study was to determine the relationship between the organisational effectiveness of Niger State's primary schools, leadership characteristics, and organisational culture. Several significant findings in terms of empirical data were obtained from the study, which could help in bridging the study's theoretical and conceptual gaps. Headmasters' leadership attributes and organisational culture must guide primary schools towards effectiveness. Organizational effectiveness has been found to be correlated with leadership traits and organisational culture. In order to develop the leadership skills of headmasters and uphold a positive culture rigorously and consistently, numerous plans with comprehensive packages are needed, which could improve the effectiveness of the state's primary schools.

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