



## GAUGING THE EFFECT OF PACESETTING LEADERSHIP STYLE ON THE EFFECTIVENESS OF BASIC AND SECONDARY SCHOOLS' EMPLOYEES IN DELTA STATE

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### Abstract

The quest for ways to increase employees effectiveness in order to increase performance of organization has led to the emergent of leadership styles called the pace setting style. However, there has been a slight argument and criticism that this leadership style though effective, is not an appropriate style in all type of organizational and work situations. Thus, this study examined the effect of pacesetting leadership style on employees' effectiveness in Basic & Secondary Schools in Delta State. In a bid to do justice to the issue at hand, the study looked at four dimensions pacesetting leadership style (high performance & quality of service expectation, challenging goal setting & urgency of achievement, inspirational & exemplary leading behavior and high initiative & adaptability culture) as the independent variables and their influence on the employees effectiveness as the dependent variable. The study which adopted a descriptive design was guiding by four hypotheses formulated in line with the objectives. The population of the study are all the 338 private secondary schools in Delta state from which twelve were selected using the stratified random sampling method. The sample for the study is 290 employees of the twelve selected schools from whom data for the study was collected with the aid of a close ended questionnaire carefully drafted by the researcher, validated by experts and tested reliable with the Cronbach's Alpha method. Data obtained were analysed using descriptive and inferential statistical tools with the aid of statistical package for the Social Sciences (SPSS v.23). It was found from the study based on the data that all the dimensions of pacesetting leadership influence employees effectiveness in various ways. Also, pacesetting leadership style from an holistic view have positive effect on employee effectiveness in the school setting in that it significantly influences teachers initiative & adaptability drive, influences teachers strive for proficient performance of duties and influences teachers' punctual attitude towards work. Thus, it was concluded that pacesetting style of leadership is suitable for educational organization and it was recommended that academic institution should adopt this style of leadership so that teachers as employees will be on their feet and do their best to ensure they give quality and excellent teaching to students which is the goal of all educational institutions.

**.Keywords: Pacesetting, leadership style, Basic & secondary School, employees effectiveness**

### Introduction

The academic/educational organizations like other organizations in our contemporary society are made up of workforce who are skilled, talented and ready to work, but seem to be overwhelmed by nonchalant and lazy attitude leading to ineffectiveness at work. They are fun of not doing things at the right time, not meeting deadlines and most time not meeting the target of the institution in spite of their talent and skills. This scenario has made scholars to suggest various means to cob this ineffectiveness in organizations and leadership style was one of such means. Leadership can be seen as all activities of the manger/units heads to influence,

manipulate and guide their subordinates to work effectively and cohesively towards achieving a common set goal or vision. Daniel Goleman in his book titled "leadership that gets results" published in 2000 at the Harvard Business School highlighted some leadership styles, commended that these leadership styles are effective ways of getting result in the work place. The pacesetting style is one of those suggested by Goleman.

The word pace literarily denotes doing something at ones' decided, standard, speed, fastness and swiftness in order to achieve a predetermined objective. In the work place/team or organizational setting, a leader(who

may be the manager, supervisors or administrator) that consistently set a standard and relative speed for achievement can be said to be applying the pacesetter style of leadership. Pacesetter leadership is a method of management in which the leader(manager or supervisor or head of units) displays by example, the performance level and quality expected of their subordinates in pursuance of a set goal. This act is known as “setting the pace”(Indeed Editorial Team 2023).

The features of these leaders are high-performance expectations, leading by example, showing strong emphasis on results and showing strong emphasis on quality of results. They set high-performance standards for themselves and their followers, serve as role models for their followers and focuses on delivering high-quality outcomes within a required timeframe or deadlines (Goleman, Boyatzis, and McKee 2013). This style of leadership which some scholars refers to as “leadership by example” is opposed to the “do what I say or the autocratic style”.

Employees in an organization are seen as effective if they do the right thing at the right time in pursuance of the set objectives, if they have and demonstrates high-spirit, capacity, capability and a relatively high degree to achieve results which are the set objectives of the team or organization, if they carry out assigned duties proficiently. Armstrong as cited in Collins, Jane, Bagshaw and Okpara (2022) described effectiveness of employees as when the workforce of an organization exhibits ability and competence in advancing stated goals and objectives. Also, Kim cited Collins, Jane, Bagshaw and Okpara (2022) described employee effectiveness as when the workers of an organization demonstrates capacity for functioning and improving on the value of the organization. It speaks of how well employees successfully complete the job assigned to them at the expected time schedule for accomplishment of such job(Collins, Jane, Bagshaw and Okpara, 2022). The rationale for this study is that some level of credits has been allotted to the pacesetter leadership style. That it is one of the Emotional Intelligence(EI) leadership style that influences effectiveness as it can be used to get quick results and achieve of short-term goal(Indeed Editorial Team 2023), that the pacesetter leader do not delegate tasks that are beyond employees handling capacity, that the pacesetter leadership triggers conscientiousness, initiative and the drive for achievement(Human Resource Development Quarterly (HRDQ)Team 2022). This insinuates that the pacesetter leadership is not autocratic and can make employees especially weaker ones to be on their feet and get effective at work.

### **Statement of Problem**

The problem of this study arise from two major observations that has cause some form of worries or burden in the researcher’s mind. Firstly, it was observed that in spite of the credits to the pacesetter leadership style and its benefits, there is the proposition that it does not go well in all organizational settings. The basic/secondary school or educational institutions like other organizations is one that is charged with the responsibilities of building the future generations by molding and reforming their natural behavior which may be savage/animalistic(i.e not cultivated) to a more refined behavior that makes them responsible in the society. The question is that, will pacesetter leadership style if used in the basic &secondary educational institution have any influence on the effectiveness of the employees who are the teachers in achieving the goals of the institutions?. This will be clarified by this study. Secondly is the observation that in spite of the numerous literatures on the pacesetter leadership since proposed by Daniel Goleman in 2000, there are still not much empirical literatures on the subject matter as compared to other leadership styles. There are more of opinion papers/ literatures than empirical literatures relating to the subject of pacesetter leadership style and its effects on employees.

### **Study Objectives**

The general objective of the study is to ascertain the effect of pacesetter leadership style on employees(teachers) effectiveness in the basic &secondary schools organization setting. Nevertheless, the specific objectives are to:

1. examine the effect of leaders high performance & quality of service expectation on employees’ effectiveness in the school setting
2. examine the effect of challenging goal setting & urgency of achievement on employees effectiveness
3. ascertain the influence of inspirational & exemplary leading on employees effectiveness
4. examine the effect of high initiative & adaptability culture of leader on employees’ effectiveness

### **Research Hypothesis**

In line with the objectives, the study was guided by the following null hypotheses:

- H<sub>0</sub>1. High performance & quality of service expectation of leaders does not have any effect on employees’ effectiveness in basic & secondary school organizations
- H<sub>0</sub>2. Challenging goal setting & urgency of achievement attitude of leader does not have any influence on employees effectiveness in basic & secondary school organizations
- H<sub>0</sub>3. Inspirational & exemplary leading behavior of pacesetter does not have effect on employees

effectiveness in basic & secondary school organizations

H<sub>04</sub>. High initiative & adaptability culture of pacesetter leader do not influence employees' effectiveness in basic & secondary school organizations

The study will be of immense significance to both readers, manager and future researchers as it will unveil if there is effect of the use of pacesetter leadership style on school employees (teachers) effectiveness. It will be an addition to the existing literatures hence, serve as reference to future researchers.

## **Related Literature Review**

### **Concept of leader and leadership**

The term leadership is an offshoot of the word 'lead'. To lead connotes the act of guiding in a certain course or to a certain destination or end by making the way known. It literally means showing the way usually by going in advance of or with somebody/group somewhere or to a destination. Thus a leader in any setting is one that is charged with the responsibility to guide, to show the way either with or advance of followers/team members to a destination. Destination in the organizational setting represents the predetermined objectives, goals, vision and mission of the organization to be achieved. A leader(s) as described in Franco and Stone (2018) is one or more individuals that is in charge of selecting, equipping, training, and influencing other individuals or group of individuals as follower(s) who possesses diverse abilities, gifts and skills and makes them to the follower(s) to focus on the organization's mission and objectives, influencing the follower(s) to expend willingly and enthusiastically their emotional, physical and spiritual energy in a coordinated effort to achieve the organization's mission and objectives (Franco and Stone 2018).

Thus, the word leadership can be broken into two words 'leader and ship' which to the layman can mean 'a leader in a ship'. The 'ship' from management perspective could represent the organization, the business empire, or a unit/department in the organization. In a nutshell, leadership can be seen as the act of guiding by showing people the way in an organization/department to get to a destination i.e predetermined objectives, goals, mission and vision of the organization i.e 'Ship'. Leadership as a concept has been defined by different authors and scholars from different perspectives. Odiri (2016) perceived leadership as is the art or process of persuasively making people (employees) to strive to work eagerly with preparedness towards attaining group goals. To the author, 'enthusiasm initiates passion, sincerity, and

intensity in the execution of work'' (Odiri 2016). Leadership is referred to by Northouse (2018) as the process of guiding and influencing others towards the achievement of a common vision or goal. Arthur (2023) sees leadership as the capability to motivate, inspire and empower groups or individual employees to work collaboratively and effectively.

In the school as academic institution setting, leadership can be seen as the ability, through whatever method, to influence, direct and empower teachers and students behaviour towards achieving a desired goal of the institution

### **Importance of Leadership and Leader in Organization**

Just as the successful sailing of a ship is dependent on the activities of the sailor and the captain who charts the route of the ship and makes sure the ship sails that route and without these roles the ship cannot move and get to its destination. Also the activities of the pilot in taking an aircraft to its destination, so is the activities of the leaders and the act of leadership are very paramount for the success of the organization. For any organization to sail successfully, there must be one or group of individuals at the fore front to pilot its affairs. These individuals charts the routes (plan and make decisions), control and direct the workforce on ways to achieve the planned goal/objectives.

Also, the leader through leadership methods influences the group or individual employees who possess diverse abilities, talents and skills to focus on the organization's mission and objectives making the workforce to strive to work eagerly, enthusiastically, expending their spiritual, emotional, and physical energy towards attaining group/organizational goals, mission and objectives. Similarly, Akparep, Jengre, and Mogre (2019) posited that leadership is vital to the survival and progress of an organization and without leadership, the probability of mistakes occurring increases and the opportunities for success become more and more reduced'' (Akparep, Jengre, & Mogre 2019).

Leadership according to the position of Khalik, Musyaffa & Hapzi (2021) is one of the determining factors to the survival of any organization, group and institutions because the position of leader in any endeavor has an important role in the success or failure in achieving the goals set by an organization, the leader pays attention to aspects of improving the quality of the workforce and high morale to achieve high levels of productivity (Khalik, Musyaffa & Hapzi, 2021). Leaders according to the position of Odiri (2016) have a high tendency to cause workers to willingly strive towards achieving the goals of the organization which does not only imply the willingness to work, but to also work with confidence and zeal. Leaders maximally apply

their competences to assist a group to actualize their goals, according to the scholar, “leaders do not stand behind a group to push; they place themselves before the group as they accelerate progress and stimulate the group to achieve organizational goals”(Odiri 2016). This infers that leaders are the forerunners and foremen in any group, institutions and even societies.

In any organization, it is expected that the productivity and effectiveness of employees/subordinates increases if the leader(s) is able to intensify the enthusiasm and eagerness of his/her subordinates and if a leader is not able to increase the enthusiasm and excitement of the subordinates (in this case teachers), then productivity and effectiveness will decrease. This will show in increase in rate of absenteeism, increase in the level of indiscipline will decrease (Khalik, Musyaffa & Hapzi, 2021).

In the school setting which is an educational organization, leadership is so paramount because the schools like other establishments have students which are their goods to the society, the school have various teachers who are the workforce that produces refined individuals as students and give to the society as products. Thus a leader(s) is inevitably needed to set goals, plan, direct and pilot the affairs of the activities to achieve the goal of the organization which is producing high intelligent and educated individuals(students) for the society. The importance of leadership in school as organization shows in various aspects of the school like instructional practices, teachers(workforce) attitude to work, quality of teaching, students’ academic achievement, workforce/staff and students’ discipline, school climate as well as the quality of graduates produced’

In one of the old studies carried out on the influence of school leadership and management on teachers’ attitudes to their jobs one of the teachers interviewed in the research said this about her leader (head teacher):

*“I don’t know what it is about her(the leader), but she made you want to do your best and not just for her, but for yourself ...You are not working to please her, but she suddenly make you realize what is possible, and you, kind of, raised your game” (quote of Linda 1999 extracted from Yusuf 2008).*

Raising the game in this sentence denotes the subordinate standing up to his/her feet by putting more effort and tries to meet up the set objectives within the stipulated time in line with the school standard. This suggests that the secret behind workforce or employees effectiveness at work in any organization have some level of connections with and can be traced to the style

of leadership adopted by the managers/supervisors or unit heads etc.

### **Concept of Leadership Style**

Leadership styles describe the methods, strategies and pattern the employer/managers/supervisor adopts in dealing with his/her employees in order to achieve a set goal. Leadership style reflects what the leader does in influencing his/her employees to realize his/her vision(Khalik, Musyaffa&Hapzi, 2021). Northouse, (2018) referred to leadership style as the manner in which a leader chooses to lead and interact with their followers. Leadership style is a reflection of the leader’s attitudes, behaviors, and actions in influencing and directing his/her subordinates which can have great influence on how a leader makes decisions, communicates expectations, motivates followers, and creates a work environment(Arthur 2023).

In the school as academic institution setting, leadership style can be described as the means, method and tactics adopted by the leaders to influence, direct and empower teachers and students, to behave in a particular way as desired by the institution. The rapid growth of competitions in educational institutions like other production and service organization as well as nonchalant attitude of employees in the 21<sup>st</sup> century has shown need for improved management and new leadership styles/approaches in order to enhance employees’ efficiency and effectiveness in the organization. Employers/ head teachers/supervisors as leaders are adopting various leadership styles which have their influence on employees’ effectiveness and eventually on the organizational productivity/performance. One of such leadership style is the pacesetting leadership style/approach.

### **The Pace-Setting Leadership Style**

The pace-setting style of leadership is an approach to leading and guiding people towards a set goal. In this leading approach, the leader often sets high performance standards and expects team members of subordinates to meet those set standards. It is a leadership method that involves the foremen setting a high level of performance expectations for themselves and others, and then working to achieve those goals. This style is mostly linked with leaders who are achievement-oriented, high quality driven, and possesses a strong desire for excellence. The pacesetter leads by example and sets a fast pace for team to follow.

The adopters of pacesetting style of leadership always set the bar for high pace, high performance, and high quality. According to Oleksandra(2023) the leadership style is a results-driven leadership approach that calls on team members to meet the benchmark established for them. It lays strong emphasis on individual

accountability, so each member of a team must meet work quality and their deadlines.

### **Dimensions/aspects of Pacesetting Style of Leadership**

The dimensions of the pacesetting leadership approach are somewhat extracts of basic aspects or features of the pacesetting leadership. However, in the context of this study pace-setting leadership is perceived from the dimensions of; High performance & quality of service expectation, challenging goal setting & urgency of achievement, inspirational & exemplary leading as well as high initiative & adaptability culture.

#### **High performance & quality of service expectation:**

Pacesetting leaders have an exceptional disposition for setting a high moral rule and quality standard and expects employees or subordinates to achieve them. They set challenging goals and push their team to deliver outstanding results. This often wakes up the “God given giants” in employees or team members. In the school setting, the expectation is improved students' academic performance, thus the pacesetter set the vision for the school, set specific, measurable, achievable, relevant, and time-bound (SMART) goals as well as a plan for how they will help students achieve those goals. Pacesetting leaders often reward and recognize individual performance and achievement. They may offer incentives or promotions based on meeting and exceeding performance targets. This can create a competitive environment where individuals strive to outperform their peers.

#### **Challenging Goal Setting & Urgency of Achievement:**

This is the habit of setting an objective that requires considerable effort, commitment, and skill to achieve. It seems not easy to attain and drives individuals to stretch their capabilities, go out of their comfort zones, and overcome obstacles along the way, this is to say no time for unnecessary idleness. Challenging goals often demand persistence, resilience, and a willingness to take on risks. They may take on a significant workload themselves to set an example for others. This the pacesetter do fosters a growth-mindset among employees in the school setting by way of encouraging employees to view challenges and setbacks as chance for growth and learning, rather than as threats to their ego or self-esteem. Thus, helping to develop persistence, resilience, and a willingness to take reasonable risk.

Urgency of achievement is the need to accomplish a goal within a specific timeframe. It makes employees recognize that there is a limited time frame for achievement of the desired objectives, and a sense of urgency is necessary to prioritize tasks, stay focused, and take action.: Pacesetting leaders value time in

achievement and expect their team members to follow suit. They emphasize the need of meeting deadlines and likely to have a sense of urgency in completing tasks and projects. Pacesetting leaders are time sensitivity, prioritizing getting tasks done quickly and effectively and expects members of the team to work at same pace. According to Overcome Army Group “a sense of urgency is what propels an idea into an achievement, It inspires individuals to be creative and productive. A sense of urgency drives is what highly successful individuals who are focused on being their best selves, having the motivations needed to believe in themselves and see their goals all the way through”(Overcome Army n.d).

#### **Inspirational & exemplary leading:**

These leaders guide and direct by demonstrating or displaying the behavior moral standards, work outcomes and work ethic they expect from their employees/subordinates. They tend to display competence and skilled in their respective domains, and they strive to be role models for their team so that followers will not say words like ‘You want us to do what you cannot do’. “If it is easy, come and do it Na”. In the school setting, pacesetters demonstrate their own commitment to academic excellence, their ability to adapt to changing circumstances and overcome obstacles. Leading by example, pacesetting leaders inspire and motivate their subordinates to do the likewise. Pacesetting leaders possess a strong work ethic and expect their team members to match their pace. According to Oleksandra(2023) “a leader who emits energy and motivation can inspire their team to push themselves and discover their true potential. Putting their abilities to the test can increase their self-confidence and respect for coworkers”.

#### **High initiative & Adaptability Culture:**

The leader have a culture of applying initiative and encourages adaptability in the work situation thus, they expect same from their team members. Leaders that adopt the pacesetting style make their group know what it means to take initiative and cope with changing situations. These leaders strive to live up to their high standards. At the same time, they also want the same for their team. They don't support the culture of always waiting for someone else to ask you to do something before you do. They know what needs to be done, and they do it. According to Sean (2023) pacesetting leaders because don't need to be asked to carry out duties, they expect their team members to follow suit. They want to see the same amount of initiative that they take in their day-to-day responsibilities. Amah (2015) described adaptability as the degree to which an institution is able to alter structures, behaviour, and systems in order to survive in the face of the

environmental change, it encompasses translating the demands of business environment into action (Amah, 2015). This is to say, the ability to make internal change in response to external conditions so, individual that have the culture of adaptability always strive and wants to adapt by adopting the new technology, regulation mechanisms, changing demands, and innovations for his/her performance. Pacesetter leaders are trendsetters in the way they do their jobs and guide their teams they adopt to current trends (Sean, 2023).

### **Benefits of Pacesetter Style of Leadership to Organizations:**

The pacesetter style of leadership like other forms of leadership has been noted to be beneficial to institutions in some ways that includes:

**Fast achievement of organizational goals:** leadership style that sets a pace can be of huge benefit to the organization especially when there are time-sensitive objectives, short-term goals that need to be accomplished quickly. The high expectations and focus on quality dimension of the pacesetter leader can create the necessary pressure to meet these deadlines efficiently (Human Resource Development Quarterly [HRDQ] Team 2022). Similarly, Oleksandra (2023) noted that with pacesetter style of leadership, short-term goals or an institution can be achieved quickly because it places such a strong emphasis on performance and meeting standards. When the goals are urgent or otherwise time-sensitive, this leadership style can be extremely useful. For instance; pacesetter leadership can be used by a company that is working to ensure the completion of its product in time for the holiday shopping season (Oleksandra, 2023).

**Quick issue/conflict resolution:** Pacesetter leaders ensure that critical milestones are met, allowing any issues that arise to be addressed and resolved promptly (Human Resource Development Quarterly [HRDQ] Team 2022).

**Opportunity for employees or team members to shine:** When working with a highly skilled and experienced team, pacesetter leadership allows team members to showcase their abilities and identify their competencies. It can even give the weak and lazy or nonchalant employees the chance to wake up to responsibilities and shine better than before being in the midst of people with high achievement motivated and goal-oriented people with high expectations.

### **Concept of Employees Effectiveness**

Employee effectiveness refers to employees ability to perform their job responsibilities successfully and

contribute to the overall goals and success of an organization. It can be referred to as the ability of a workforce in an organization to achieve set goals and objectives efficiently and successfully without much waste of time and other precious resources. In a more broader sense, employees' effectiveness speaks of being up and doing, it speaks of the degree to which workforce either as a group or as individual on a frequent bases successfully accomplishes a given task and achieve an expected result given the available resources and time frame. Teo and Low (2016) perceived employee effectiveness as enhanced level of employee performance that would lead to higher productivity. Divya (2016) explained employee effectiveness as the extent to which an employee is capable of achieving desired performance.

### **Attributes of Effective Employees**

Several attitudes and actions exhibited by employees in organization have being used to describe the characteristics of effective workforce. Effective employees in the words of Suchanya (2021) performs and delivers on expectations, they work well with others to contribute to goals of the organizational and they display capability to go above and beyond the job description and the organization's expectations. A summarized attribute of highly effective employees highlighted by Vanderbloemen blog (2022) that:

**They are always anticipating team/organization's needs:** Effective employees often ask themselves, "What does my organization/team need", "how can I add value to organization today?" They always try to think one step ahead of order workers and their team members, anticipating potential roadblocks or challenges the team might face. Instead of sitting back and hoping someone else does the work, they take ownership and make things happen. They don't sit around until their bosses remind them of their duties.

**They shoot trouble instead of making problems:** They always try to create solutions to a problem at hand by suggesting solution instead of creating or identifying problems without suggesting any form of way out.

**They are always responsive and accessible:** the effective employees is always accessible and available not isolating his/herself from the work team. effective employees are reliable and can be counted upon for prompt respond and moving the organization forward.

**They have the heart of a servant:** these individuals approach daily work with selfishly or selflessly. They are selfless approaching their work duties with the objective of serving their the organization well. Always

work daily to answer the question "how can I perform my duty well in the organization today" They are motivated intrinsically and carry out job duties not for an external reward only, but for the self fulfillment they derive from the job (Vanderbloemen blog, 2022).

### **Importance of Employee Effectiveness to an Organization**

Employees effectiveness is very key to the performance as well as effectiveness and competitiveness of an organization in an industry. Employees effectiveness makes an organization shine among its equals in an environment. An institution/organization is effective if its goals are most times met successfully. If employees frequently meet targets in terms of utilization of time and other resources to produce an expected result, the credit goes to the organization because the organization is able to render quality services/products to the society on time without waste of other resources making the outside world to see such organization as high performing organization in the industry. According to Suchanya (2021) research has shown that effective workforce plays a crucial role in the effectiveness of an organization and thus, increasing employee effectiveness does not only enhance employees' personal growth but also leads to organizational success.

An effective organization always concerned itself with several employees factors like how well and effectively employees perform their duties in the business process of the organization and seeks measures to improve the effectiveness of employees if they are not performing well. This is where leadership comes in.

### **Linking Pacesetting Leadership Style and Employees Effectiveness**

Different styles of leadership according to the position of Muhammad and Peter (2016) result in different consequences, which have direct or indirect impact on the attitude and behaviors of the employees. The link and relationship between pacesetting leadership approach and employees effectiveness though may be subtle but can be seen in how it influences and motivates employees to be effective as far as work duties and responsibilities in the institution in concern especially in the school setting.

The pacesetting leadership style which is characterized by setting high performance standards and expecting employees to meet them, can be a motivator for growth and improvement by pushing employees or team members to go beyond their comfort zones, learn new skills, improved methods and improve their performance. In school organizational setting,

pacesetting could motivate teachers i.e employees to sought means for self-improvement and acquire new skills and methods so as to meet the set standard and expectations of the organization in terms of quality teachings. According to Kim, Yang, and Lee (2023) when a leader expect high job performance and quality services from staff, staff tend to hold high expectations of themselves that is; they believe in their abilities to effectively complete a given task.

According to Ugur (2016) if the manager's expectations are high, performance and productivity of the subordinates automatically goes up and if expectations are low, then there is a drop in employees performance. The pacesetting leadership dimension of emphasis on high quality and standard result can inspire employees to strive for excellence. They may feel motivated to meet and exceed expectations, resulting in improved performance for both themselves as employees and the students they teach

Initiative & adaptability culture hold by the pacesetting leader and exemplary leading can encourage and foster a growth mindset among employees to also apply high level of initiative and adapt to dynamic situation in the work situation. By this in the school setting, teachers or team members view challenges and setbacks as opportunities for growth and learning, rather than as threats to their ego or self-esteem. By promoting a growth mindset, pace-setters can help employees develop resilience, persistence, and a willingness to take risks which are features of effectiveness. Culture of high initiative and adaptability of the pace setting leader encourage employees to think outside the box and explore new ideas. This stimulates employees' minds, sparks their creativity, and enables them to come up with innovative solutions to challenges. As a result, employees become more effective in problem-solving and driving positive change within the organization.

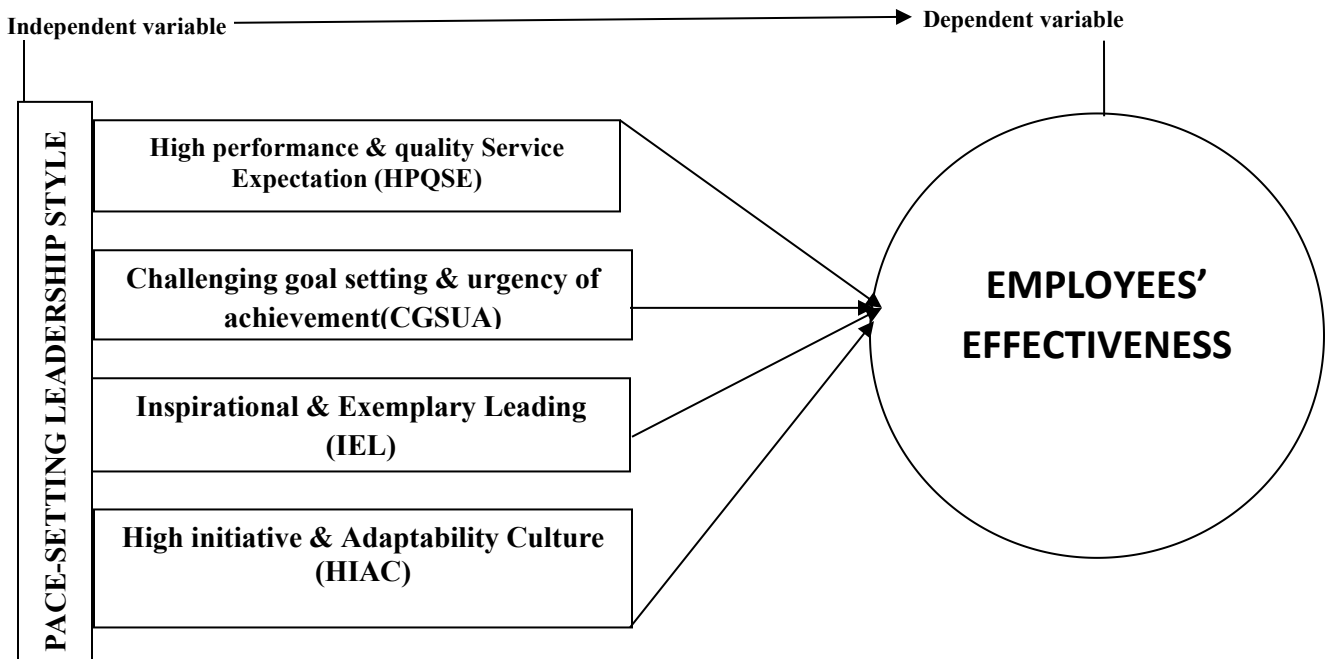
The challenging goal setting dimension of pacesetting leadership that involves setting goals that are skill demanding and maintaining a sense of urgency can drive employees to work more efficiently and effectively by indirectly instigating employees to develop new skills, competencies and initiatives in order to meet those expectations of the job. This can contribute to their professional growth and advancement(Human Resource Development Quarterly [HRDQ]Team 2022). As noted by Oleksandra M.(2023) pacesetting leadership enables the team to go outside their comfort zones, pick up new useful abilities, and enhance their overall work performance. Urgency of achievement propel employees especially the nonchalant ones to be efficient with their time and resources. It encourages them to find ways to streamline processes, eliminate unnecessary tasks, and allocate resources effectively to meet the deadline.

They prioritize tasks and allocate their time and resources effectively, focusing on the most critical and high-impact activities that will contribute to the achievement of the goal.

Inspirational and Exemplary leading of pacesetter leader fosters collaboration and teamwork among employees. When employees see their leader taking the initiative in embracing change and adapting to new circumstances, they are more likely to follow suit and work together to achieve common goals. This

collaborative environment enhances communication, cooperation, and synergy among team members, resulting in increased effectiveness and productivity. According to Indeed Editorial Team(2023) When employees see a leader modeling a strong work ethic, they may often aspire to the same level of commitment. Employees enjoy working with people who inspire them, and they may commit to a company largely because of an excellent and inspirational manager.

**Fig. 1: Conceptual Model**



Sources: Author's Conceptualized Model (2024)

**Theoretical Framework**

This study is hinged on the Goal-Setting Theory(GST) of Locke and colleagues in 1981. In the theory, the scholars explained the 'goal' in the Goal-Setting Theory to mean what an individual or group is attempting to achieve; according to them, goal is the aim or objective of an action being performed. Then Moeller, Theiler and Wu (2012) described goal setting as the act of creating an effective and specific targets for task being performed. In the theory, Lock hypothesizes that individual who sets goal performs better than those who did not set goal but just depends on 'the do your best group'. This was proven by Locke who in a study titled 'goal setting and task performance' from which he found and reported that goal setting has a positive influence on task performance. Thus infers that there is likely a corresponding increase in performance when there is increase in goal. Thus, Latham and Locke (2007) posited that setting specific high

goal/expectation leads to even more higher performance than encouraging people to do their best. This study is anchored on the goal setting theory because the present study which is pace setting leadership style is one that is characterized by leaders that sets challenging goals that are skill, effort, initiative and commitment demanding. The style of leadership drives subordinates or team members from their comfort zones and put them on track to sought ways to achieve the goals. This drive as a result of challenging goal makes them perform at maximum unlike those that does not have challenging goals set for them. More so, the bottom line of the theory which stressed that setting high specific goal results in a more higher performance than just urging/advising workers to do their best, may or should be the ideology behind the adoption of the pacesetter leadership especially in the educational institutions(schools) where standards and quality is expectations of stakeholders



Authors in past have also hinged studies on the GST and the one very close to this particular study is that carried out using academics institution by Gardner, Diesen, Hogg, and Huerta (2016) on the impact of goal orientedness and goal setting have on performance of students in surgical training of clerkship skill acquisition program and found that there is a significant influence of setting goals on students' learning performance

### **Empirical Review**

The study by Teo and Low (2016) which investigated the effect goal setting which is an aspect of pacesetting leadership style have on effectiveness of employee for increased organizational effectiveness was carried out among employees of high-tech company in Singapore with the sole aim of ascertain if setting of goal have any effect on employee's effectiveness and if it ultimately improves organisational effectiveness. The researchers adopted a qualitative method in which they applied open-ended and close-ended structured interviews to obtain data from 100 employees of the organization and they reported that the interview participants were concurrence and unanimous in their response that goal setting play a significant role in employees effectiveness for improve organizational effectiveness. This implies that goal setting in an organization influences employees' effectiveness and eventually influences organisational effectiveness. This study though examined goal setting as variables of pacesetting leadership but looked at employees' effectiveness holistically and did not consider other variables underpinning effectiveness like positive attitude to work, application of initiative and skill set.

The study by Gardner, Diesen, Hogg, and Huerta (2016) in which they examined the impact of goal setting and goal orientation on performance with sample of 127 medical students who participated in surgical skill training during a clerkship surgical skills training program applied questionnaires which were completed both pretested and/or post-tested. Correlations statistics were employed in their data analysis and from their results reported goal orientation play a significant role in performance improvement, that goal setting was effective in helping new students acquire surgical skills, especially when students develop specific strategy and becomes goal oriented. In summary their study revealed that students have better learning performance when more specific goals were set. This research left a gap which is failure to examine the goal oriented leadership style which is pace-setting related on employees performance.

A quasi-experimental study conducted by Moeller, Theiler, and Wu (2012) to ascertain the relationship between goal setting and the performance of Spanish language learners in high school which was carried out with a sample of 1,273 students from twenty three high

schools. They analyzed the association between goal setting and achievement of student over time at both the teacher levels and individual student level. Applying correlational statistical analysis they reported that setting high-quality goals contributed to students' better language acquisition. Brown and Latham (2000) in a study with thirty-six sampled employees of a telecommunications company in Canada tested the effectiveness of three ways to increase employees' performance. Their results indicated that the employees with specific and challenging goals reached higher performance levels than those who set goals along with self-instructions to do their best.

Study of Ozlem, Mehmet, and Veysi, (2017) which investigated the impact of leadership style on the performance of employees in an organization in which they used secondary data by analyzing past related studies on leadership styles and employees performance and did not use any specific sampling technique because there was not particular case study. They considered three leadership styles which are; Transactional, Transformational and Contingency forms of leadership styles examining how subordinates under any of the aforementioned leadership styles perform. They reported that leadership style adopted can affect employees performance. The gap in their study is that they did not consider pacesetting style of leadership if it also have effect on employees' performance or effectiveness.

Mohammad, Mahfuzur and Kazi (2018) whose study aimed at identifying the influence of practices of supportive, autocratic and participative styles of leadership on job performance of employee used a sample of 118 workers of mobile telecommunication companies from whom the research data was collected with aid of questionnaire. They employed descriptive, correlations and regression statistics in their data analysis and they found a significant positive association between the styles of leadership and employees' job performance. The gap in this study is that they still did not consider pacesetting style of leadership if it also have effect on employees' performance or effectiveness.

### **Gap in literature**

From the empirical literatures, it was observed that studies have not been carried out on the concept of pacesetting leadership style as variable that can influence employees effectiveness. More so, studies that have used some of the dimensions of pacesetting leadership style did not consider urgency of achievement, inspirational & exemplary Leading and high initiative & adaptability culture.

### **Methodology**

**Design:** The study adopted the descriptive survey research design.

**Population and Sample:** The method of population and sampling is somewhat Multi-methodological in nature in that it adopted more than one method which are the stratified random, convenient and purposive sampling techniques in disguise. The population comprised of the 338 private owned secondary schools

in Delta State (Delta State Ministry of Basic and Secondary Education website). The stratified random sampling was adopted in the study. Doing this, the study area was divided into three strata(Delta central Zone, Delta South Zone and Delta North Zone) and twelve 12 schools(taking 4 from each strata)with total number of 290 teachers/employees participated in the study as shown overleaf:

ZONES	NAME OF SCHOOLS	L.G.A	Number of Employees
DELTA NORTH	Graceville College, Asaba	Oshimili South	20
	Perpetual Secondary School, Obiaruku	Ukwuani LGA	32
	Ideal Secondary School, BojiBoji, Agbor	Ika South LGA	19
	St. KizitoGrammer School. Utagba-Uno	Ndokwa West	20
DELTA CENTRAL	Holy Cross Secondary School, Omojeta Street, Aragba-orogun	Ughelli-North	15
	Brentford Millennial Academy, New Abraka, Agbor - Eku Rd, Abraka	Ethiope East	20
	Holy Child Secondary School, AmukpeSapele	Sapele LGA	36
	Jeminaye Comprehensive College, Ogharefe	Ethiope West	27
DELTA SOUTH	Royal Foundation Academy, along Uruto Road, Ozoro,	Isoko North	33
	Benchill College, Warri	Warri South LGA	28
	Merit Secondary School, 98 Iyara Street, Odion, Warri	Warri South LGA	25
	Model Scholars School, 15, Temisanren Street, Off Iyara Road, Warri	Warri South	15
TOTAL	12		290

Source: principals/school heads( 2023)

Criteria for selection is based on their full registration and license to conduct Basic school, WAEC and NECO external examination in Delta State as verified from Delta State Ministry of Basic and Secondary Education

**Instrument:** A structured close-ended questionnaire in a four point Likert rating scale with response categories ranging from "Strongly Agree (4)", "Agree (3)", "Disagree (2)", to "Strongly Disagree (1)" duly validated by experts and tested reliable was employed as instrument for data collection in the study. The questionnaire measured employee effectiveness as it relates to initiative & adaptability, employees' punctual attitude towards work and proficient performance of duties with modified questionnaire items from team

#### Reliability Statistics

Measurement	Cronbach's Alpha	No. of Items	N
Pacesetting leadership assessment( PSLS)	0.972	5	15
High performance & quality Service Expectation (HPQSE)	0.774	5	15

effectiveness questionnaire scale by University of Colorado and staff performance evaluation questionnaire scale by the University of the Fraser Valley [UFV].

#### Validity and Reliability of Research Instrument:

The content validity was applied to validate the instrument for this study. To test the reliability of the instrument, the Cronbach Alpha statistical tools of testing for internal consistency of instrument was applied. The questionnaire after been validated by the supervisor, the researcher administered 15 copies of the instrument to a separate group of teachers in Abraka and the data was collated with aid of SPSS software, and the reliability coefficients were obtained as given below.

Challenging goal setting & urgency of achievement (CGSUA)	0.943	5	15
High initiative & Adaptability Culture(HIAC )	0.950	5	15
Inspirational & Exemplary Leading(IEL)	0.944		
Employee Effectiveness(EE)	0.964	5	15

**Model Specification and Method of Data Analysis**

The independent variable in this study is Pacesetting leadership Style while the dependent variable is employee effectiveness measured with ‘initiative &

adaptability, punctual attitude towards work and proficient performance of duties. In line with the above, the model is given as follows:

$$EE = \alpha_0 + \alpha_1 \text{HPQSE} + E_1 \text{----- eq 1}$$

PSLS →  
 EE = f(PSLS )  
 PSLS = f(HPQSE, CGSUA, IEL, HIAC )  
 EE = f(HPQSE, CGSUA, IEL, HIAC )  
 EE =  $\alpha_0 + \alpha_1 \text{HPQSE} + E_1$ ----- eq 1

$$EE = \alpha_0 + \alpha_1 \text{CGSUA} + E_2 \text{----- eq 2}$$

$$EE = \alpha_0 + \alpha_1 \text{IEL} + E_3 \text{----- eq 3}$$

$$EE = \alpha_0 + \alpha_1 \text{HIAC} + E_4 \text{----- eq 4}$$

**Where :**

- HPQSE - High performance & quality Service Expectation
- CGSUA- Challenging goal setting & urgency of achievement
- IEL - Inspirational & Exemplary Leading
- HIAC - High initiative & Adaptability Culture
- EE = Employee Effectiveness
- $\alpha_0$ , = Constant terms
- $\alpha_1$ = Coefficients
- $E_1, E_2, E_3, E_4$  = Error terms

**Data Analysis:** Descriptive and inferential statistics were employed to analyze obtained data. The descriptive(mean rating and standard deviation) was applied to show the response rate on the parameters for measurement. While the inferential statistics of multiple regression was applied to test the hypotheses at 0.05 alpha level. This is to ascertain the level of effect the dimensions(sub-variables) of the independent variables have on the dependent variable. All was done with the aid of Statistical Package for the Social Sciences (SPSS) software v.23

**Results**

This section presents and discusses the result gotten by the researcher according to the content of the questionnaire. A total of 290 questionnaire was taken to the field(schools) for administration, however, 285 accounting for 98.3% was retrieved valid and used for the analysis.

B.Sc/B.ed holders, 42.5% are N.C.E holders and 3.2% are holders of others qualifications not listed.

**Work Experience:** From the result, 26% of the participants have work experience between 1-4years, 27% have between 5-8years, 31% have between 9-12years and 16% have work experience above 12years. This indicates that majority of the teachers have work experience above 4years

Table 1:

	NO	Rate
Questionnaire Administered	290	100%
Questionnaire Retrieved	285	98.3%

**Result Relating to Research Objectives**

Analyzing the data relating to the objectives, the descriptive statistic of mean and standard deviation was used. As a rule, where the mean for a given parameter is greater than 2.50, it is accepted as the opinion of the respondents. But is orders, it is rejected.

**Bio Data of Respondents**

**Gender:** From the result, 74% of the teachers are female while 26% are male.

**Educational Qualifications:** From the result, 16.1% of the teachers are M.Sc/M.ed holders, 38.2% are

**Table 2: Assessing the adoption of pacesetting leadership style**

**Descriptive Statistics**

Parameters	SA	A	D	SD	Total					
	Count	Count	Cou nt	Cou nt	Cou nt	Mean	Maxi	Mini	Std. Devi	Valid N
PSLS 1	77	157	33	18	285	3.03	4.00	1.00	.80	285
PSLS 2	112	160	7	6	285	3.33	4.00	1.00	.63	285
PSLS 3	132	145	4	4	285	3.42	4.00	1.00	.60	285
PSLS 4	122	154	5	4	285	3.38	4.00	1.00	.60	285

PSLS 5	167	109	6	3	285	3.54	4.00	1.00	.60	285
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*Field survey 2024*

Parameters coded PSLs 1-5 were used to assess if pace setting leadership style is adopted in the organizations. From the result above, all the parameters (PSLS 1-5)

had mean score >2.50. this indicates that pace setting leadership style is adopted by the leaders of the institutions in guiding the employees

**Table 3: Data on Leaders high performance & quality of service expectation(HPQSE)**

Parameters	SA	A	D	SD	Total					
	Count	Count	Count	Count	Count	Mini	Maxi	Mean	Std. Dev	Valid N
HPQSE 1	162	122	1	0	285	2.00	4.00	3.56	.50	285
HPQSE 2	0	1	152	132	285	1.00	3.00	1.54	.51	285
HPQSE 3	180	101	3	1	285	1.00	4.00	3.61	.53	285
HPQSE 4	120	163	2	0	285	2.00	4.00	3.41	.51	285
HPQSE 5	156	123	2	4	285	1.00	4.00	3.51	.59	285

*Key: HPQSE - high performance & quality of service expectation item 1-5*

Parameters coded HPQSE 1-5 are statements in the questionnaire used to assess the ways employees' effectiveness may be influenced by high performance & quality of service expectation dimension of pace setting leadership style of the institutions. From the result displayed in the above table, all the parameter

except HPQSE 2 were accepted with mean scored >2.50. This indicates that high performance & quality of service expectation have some level of influence on employees' effectiveness in the organization.

**Table 4: Data on challenging goal setting & urgency of achievement (CGSUA)**

**Descriptive Statistics**

Parameters	SA	A	D	SD	Total					
	Count	Count	Count	Count	Count	Minimum	Maximum	Mean	Std. Dev	Valid N
CGSUA 1	182	97	6	0	285	2.00	4.00	3.62	.53	285
CGSUA 2	182	101	2	0	285	2.00	4.00	3.63	.50	285
CGSUA 3	169	110	5	1	285	1.00	4.00	3.57	.55	285
CGSUA 4	183	90	9	3	285	1.00	4.00	3.59	.61	285
CGSUA 5	129	137	12	7	285	1.00	4.00	3.36	.68	285

*Field survey 2024*

Statements in table 4 are parameters used to obtain data in assessing the influence of effect of challenging goal setting & urgency of achievement dimension of pace setting leadership on employees effectiveness. From the table, all the parameters CGSUA 1-5 were accepted

with mean point >2.50 which indicate that pace setting leadership dimension of challenging goal setting & urgency of achievement in some ways influence employees' effectiveness at work.

**Table 5: Data on inspirational & exemplary leading(IEL) dimension of pacesetting leadership**

Inspirational & Exemplary Leading	SA	A	D	SD	Total				
	Count	Count	Count	Count	Count	Mini	Maxi	Mean	Std.Devi
IEL 1	74	160	33	18	285	1.00	4.00	3.02	.79
IEL 2	110	162	7	6	285	1.00	4.00	3.32	.63
IEL 3	131	146	4	4	285	1.00	4.00	3.42	.60
IEL 4	123	153	5	4	285	1.00	4.00	3.39	.60
IEL 5	171	105	6	3	285	1.00	4.00	3.56	.59

**Field survey 2024**

From the result, it shows that inspirational & exemplary leading(IEL) dimension of pacesetting leadership has influence on employees’ effectiveness at work. All the parameters as statements were accepted with higher mean point >2.50

Scale	SA	A	D	SD	Total					
	Count	Count	Count	Count	Count	Mini	Maxi	Mean	Std.Dev	Valid N
HIAC 1	151	131	3	0	285	2.00	4.00	3.52	.52	285
HIAC 2	149	134	2	0	285	2.00	4.00	3.52	.51	285
HIAC 3	163	118	4	0	285	2.00	4.00	3.56	.53	285
HIAC 4	186	96	2	1	285	1.00	4.00	3.64	.52	285
HIAC 5	203	82	0	0	285	3.00	4.00	3.71	.45	285

**Table 6: Data on high initiative &**

**adaptability culture of leader (HIAC) dimension of pacesetting leadership**

**Field survey 2024**

**Descriptive Statistics**

Parameters	SA	A	D	SD	Total					
	Count	Count	Count	Count	Count	Minim	Maxim	Mean	Std. Devi	Valid N
EE 1	152	132	1	0	285	2.00	4.00	3.53	.51	285
EE 2	170	108	6	1	285	1.00	4.00	3.57	.56	285
EE 3	204	77	4	0	285	2.00	4.00	3.70	.49	285
EE 4	179	102	3	1	285	1.00	4.00	3.61	.53	285
EE 5	165	112	3	5	285	1.00	4.00	3.53	.61	285

From the result, it shows that high initiative & adaptability culture of leader (HIAC) dimension of pacesetting leadership style have some level of

influence on employees’ effectiveness at work. This is evident from the response rate to the parameters as statements were accepted with higher mean point >2.50

**Table 7: Assessing Employee’s effectiveness (EE) in face of pacesetting leadership**

**Field survey 2024**

Statements in table 6 are parameters used to assess employees effectiveness in the face of pacesetting leadership style. From the table, all the parameters EE 1-5 were accepted with mean point >2.50. This indicate that the employees are effective in the face of the leadership style.

**Hypotheses Testing**

This aspect show the inferential statistic result of the Pearson correlation linear regression statistics to show the level or the degree of effect the independent dependent have on the dependent variable.

**Decision rule:** IF the Sig. (p-value) is less than 0.05 (p-value<0.05), we reject the null hypothesis, and accept the alternate hypothesis i.e there is significant effect of independent variables on the dependent variable. Also, if calculated F-value is greater than F-critical value, we reject the null hypothesis, and accept the alternate hypotheses

Thus:

**Hypothesis H<sub>01</sub>:** High performance & quality of service expectation of leaders does not have any effect on employees’ effectiveness in basic & secondary school organizations

**Hypothesis H<sub>02</sub>:** Challenging goal setting & urgency of achievement attitude of leader does not have any

influence on employees effectiveness in basic & secondary school organizations

**Hypothesis H<sub>03</sub>:** Inspirational & exemplary leading behavior of pacesetter does not have effect on employees effectiveness in basic & secondary school organizations

**Hypothesis H<sub>04</sub>:** High initiative & adaptability culture of pacesetter leader do not influence employees' effectiveness in basic & secondary school organizations

**Multiple regression analysis testing the effect of pace setting leadership style on employees effectiveness**

**Table 8: Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
		1	(Constant)	-3.136			.772		-4.062	.000
	HPQS	.343	.071	.254	4.846	.000	.204	.482	.298	3.350
	CGSUA	.553	.055	.453	9.996	.000	.444	.662	.398	2.514
	HIAC	.239	.070	.173	3.414	.001	.101	.376	.320	3.128
	IEL	.096	.052	.099	1.842	.067	-.007	.198	.281	3.563

a. Dependent Variable: Employees Effectiveness(EE)

Based on individual dimension of the independent variable (Pacesetter leadership style),

CI=0.444, 0.662, Sig. 0.000 i.e P<.05), High initiative & adaptability culture[HIAC], (  $\beta = 0.173$ ,  $t = 3.414$ ,

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1215.865	4	303.966	235.609	.000 <sup>b</sup>
	Residual	361.237	280	1.290		
	Total	1577.102	284			

CI=0.101, 0.376, Sig. 0.001 i.e P<.05), and

The analysis shows that high performance & quality of service expectation of leaders(HPQS) as ( $\beta = 0.254$ ,  $t = 4.846$ , CI=0.204, 0.482, Sig. 0.000 i.e P<.05), Challenging goal setting & urgency of achievement attitude of leader[CGSUA]( $\beta = 0.453$ ,  $t = 9.996$ ,

Inspirational & exemplary leading[IEL] ( $\beta = 0.099$ ,  $t = 1.842$ , CI=-0.007, 0.198, Sig. 0.067 i.e P > .05). The result of the value inflation factors(VIF) shows no evidence of multicollinearity in the data set as the are less than 10

**Table 8.1 ANOVA<sup>a</sup>**

a. Dependent Variable: Employees Effectiveness(EE)

b. Predictors: (Constant), Inspirational & Exemplary Leading (IEL), Challenging goal setting & urgency of achievement(CG SUA), High Initiative & Adaptability Culture(HIAC), High performance & quality Service Expectation HPQS

Also the ANOVA table show F- calculated value of 303.9 which is greater than F-critical value of 0.878<sup>a</sup> and a p-value of 0.000<sup>b</sup> which is less than 0.05

**Table 8.2:**

indicating a significant positive influence of the independent variable on the dependent variable. That is, Pacesetter leadership style have a significant influence on employees effectiveness in the basic & secondary school organizational setting.

**Model Summary**

a. Predictors: (Constant), Inspirational & Exemplary Leading (IEL), Challenging goal setting & urgency

Table 8.2 above display the value of R = 0.878<sup>a</sup> and the coefficient of determination (R square) amounted to 0.771, Adj R<sup>2</sup> 0.768, model fit F(3, 280) = 235.60, P<.05, This suggests the notion that the dimension of

**Discussion**

Having analyzed the data obtained using various statistical tools and means, the following were observed in relation to the objectives:

**High performance & quality of service expectation of leaders and employees' effectiveness**

Based on the response rate in table 3 and the report table 8 ( $\beta = 0.254$ ,  $t = 4.846$ ,  $P<.05$ ), the null hypothesis(Hypothesis one) was rejected and the alternate accepted. Hence, it can be said that high performance & quality of service expectation of leaders have a significantly positive effect on employees effectiveness in the basic & secondary school organization. This implication is that when employees are expected by the employer to maintain a specific standard of performance, the employees will have no choice than to step up and perform as expected by all means. This is in agreement with the position of the Human Resource Development Quarterly [HRDQ]Team (2022) that pacesetting leadership attribute of quality and high performance oriented, influence employees by driving employees to work more efficiently and effectively as they are indirectly instigated to develop new skills, competencies and initiatives in order to meet those expectations of the job. According to Kim, Yang, and Lee (2023) when a leader expect high job performance and quality services from staff, staff tend to hold high expectations of themselves that is; they believe in their abilities to effectively complete a given task.

**Challenging goal setting & urgency of achievement**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.878 <sup>a</sup>	.771	.768	1.13584	.771	235.609	4	280	.000

**attitude of leader and employees effectiveness**

Based on the response rate in table 3 and the report table 8 that showed ( $\beta = 0.453$ ,  $t = 9.996$ ,  $P<.05$ ), the null hypothesis was rejected and alternate was accepted implying that pacesetting leadership dimension of challenging goal setting & urgency of achievement attitude of leader have a positive effect on employees effectiveness in basic & secondary school organizations. This observation is in affirmation and

of achievement(CGSUA), High Initiative & Adaptability Culture(HIAC), High performance & quality Service Expectation (HPQS)

pacesetting leadership style influenced 77.1% of employees' effectiveness. In order word, 77.1% of employees effectiveness is as a result of pacesetting leadership style.

similar to that of Linda in Yusuf (2008) who examined the influence of school leadership and management on teachers' attitudes to their jobs and reported from one of the participant that the pace setting leader make employees want to do their best, make them raised their game which implies being effective(Yusuf 2008). Also has posited by Oleksandra (2023) setting challenging goals enables the team to go outside their comfort zones, pick up new useful abilities, and enhance their overall work performance. Also related to Gardner, Diesen, Hogg, and Huerta (2016) who found from their study on impact of goal setting and goal orientation on performance that goal orientation play a significant role in performance improvement, that goal setting was effective in helping new students acquire surgical skills, especially when students develop specific strategy and becomes goal oriented.

**Inspirational & exemplary leading behavior of pacesetter and employees effectiveness**

The result in table 8 with ( $\beta = 0.099$ ,  $t = 1.842$ , P.value  $0.06 > .05$ ) indicates that Inspirational & exemplary leading have positive but insignificant effect on employees effectiveness in basic & secondary school organizations leading to rejection of the null hypothesis. According to Indeed Editorial Team(2023) When employees see a leader modeling a strong work ethic, they may often aspire to the same level of commitment. Employees enjoy working with people who inspire them, and they may commit to a company largely because of an excellent and inspirational manager.

**High**

**initiative & adaptability culture of pacesetting leader and employees' effectiveness**

The fourth hypothesis was rejected based on the result in table 8 ( $\beta = 0.173$ ,  $t = 3.414$ ,  $P<.05$ ), indicating that the pacesetting leadership dimension of high initiative & adaptability culture have a significant positive effect on employees effectiveness in basic & secondary school organizations. According to Ugur (2016) if the

manager's expectations are high, performance and productivity of the subordinates automatically goes up and if expectations are low, then there is a drop in employees performance.

Finally, on a more holistic note, it was found that pacesetting style of leadership have a positive effect on effectiveness of employees in the school organizational setting. The is no so at variance with the report of Teo and Low (2016) that goal setting play a significant role in employees effectiveness for improve organizational effectiveness implying that goal setting in an organization influences employees' effectiveness and eventually influences organisational effectiveness. Thus bring to confirmation the position of Muhammad and Peter (2016) that different styles of leadership result in different consequences, which have direct or indirect impact on the attitude and behaviors of the employees in any organization.

### **Conclusion**

Based on the observations in the course of the study that pace setting style of leadership is characterized by leaders or managers who always set challenging goals, have high expectation for quality performance and prompt achievement of goal and that this style of leadership have positive influence on employees being effective, it can be concluded without any form of doubt that the pace setting leadership style is an appropriate one to be adopted in academic institutions based on the expectation of the public that schools are to produce excellent students who will contribute to development of the society. It motivate teachers to strive for proficiency in carrying out their duties, it make teachers adopt punctual behavior in their duties, teachers under pacesetting leaders are motivated to seek more skills in order to boost their competence for high performance as expected by the pacesetter.

### **Recommendations**

Based on the findings in the study, it is therefore recommended that:

1. Organizations especially educational organizations who have not being adopting this style of leadership should endeavor to adopt it as it will make teachers who are school employees to strive to perform their best and meet up to standard.
2. Teachers should also adopt some level of pace setting in their dealing with students, this will motivate students to be more quality performance oriented and seek more ways to achieve set standard
3. principal/head teacher should improve on their inspirational and exemplary leading behavior in their adoption of pacesetting leadership style

4. This same study be carried out among teachers of the public basic & secondary schools, in order to ascertain if pacesetting leadership style will show same effect on teachers effectiveness as in this study with private school teachers.

### **Contribution to Existing literatures**

The researcher through this study has contributed to the body of knowledge because the study has been able to prove an exemption to school/educational organization in the position that pacesetting leadership does not work well in all organization as this study has shown that pacesetting leadership style have positive effect on school employees(teachers) effectiveness. Thus, clearing the air that it is appropriate for academic institutions to adopt it.

Also, this study has contributed by been an addition to the scanty existing literatures hence, has increased the number of pacesetting related literatures that can serve as reference to future researchers

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