INFLUENCE OF PRINCIPALS' LEADERSHIP STYLES ON THE MAINTENANCE OF FACILITIES IN SECONDARY SCHOOLS IN KADUNA STATE, NIGERIA

BY

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P14EDFC8045

A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER DEGREE IN EDUCATIONAL ADMINISTRATION AND PLANNING

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM,

FACULTY OF EDUCATION,

AHMADU BELLO UNIVERSITY,

ZARIA

DECEMBER, 2017

DECLARATION

I declare that the work in this dissertation titled “Influence of Principals’ Leadership Styles in the Maintenance of Facilities in Secondary Schools in Kaduna State, Nigeria.” has been carried out by me in the Department of Educational Foundations and Curriculum. The information derived from the literature has been acknowledged in the text and a list of reference provided. No part of this dissertation was previously used for the award of degree at this University or any other Institution. I am responsible for mistake found in this work.

_____ _____

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CERTIFICATION

This Dissertation titled **"Influence of Principals' Leadership Styles in the Maintenance of Facilities in Secondary Schools in Kaduna State, Nigeria"** by Modibbo Ahmed Tahir, meets the regulations governing the award of the Master's Degree in Educational Administration and Planning of the Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This dissertation is dedicated to my parents and the entire members of my family.

ACKNOWLEDGEMENTS

My profound gratitude goes to Almighty Allah who has given me this golden opportunity to make this write up a reality. My sincere appreciation goes to the supervisory committee of this research work: Dr. M.I Harbau and Prof. B.A Maina. They tirelessly supervised the research work from the beginning to the end despite all the academic and administrative responsibilities.

I also acknowledge the efforts of our hardworking postgraduate coordinator Dr. A.A Dada and my able lecturers Dr. E.I Makoju, Dr. A.M Jumare and Dr.A.AIgunnu for their efforts that empowered me towards the completion of this research work. I will not forget the effort and concern given to me by the entire senior and junior non academic staffs of the department of Educational Administration and Planning. I will like to acknowledge the effort of my parents who have contributed a lot through their prayers, moral training, and financial contributions from the beginning to the end of this research work. I also want to acknowledge the effort of Kaduna State Ministry of Education and the respondents who have kindly responded to the items on the examination and made this work possible. In conclusion, I want to acknowledge the support of my brothers, sisters, friends, mentors, colleagues and well-wishers who have contributed immensely for the success of this research work. May you be rewarded abundantly for your efforts in giving me both moral and financial support?

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ABSTRACT

This research titled "Influence of Principals' Leadership Styles on the Maintenance of Facilities in Secondary Schools in Kaduna State, Nigeria" set to determine the influence of principals' democratic leadership style on the maintenance of facilities in secondary schools in Kaduna state, determine the influence of principals' autocratic leadership style on the maintenance of facilities in secondary schools in Kaduna state, assess the influence of principals' instructional leadership style on the maintenance of facilities in secondary schools in Kaduna state, determine the influence of principals' transformational leadership style on the maintenance of facilities in secondary schools in Kaduna state, ascertain the influence of principals' charismatic leadership style on the maintenance of facilities in secondary schools in Kaduna State. Research questions and hypotheses were set according to the stated objectives. A Descriptive survey research design was adopted for this study. The instrument used for collecting data from the respondents was questionnaire with the Likert five points scale options of Strongly Agreed, Agreed, Undecided, Strongly disagreed and Disagreed. The instrument was submitted to the supervisors of this research work for verification and it was successfully vetted and validated. The instrument was obtained at the reliability coefficient of 0.79. The respondents comprised 294 teachers, 28 principals and 8 Supervisors. The data were analyzed and interpreted through the use of Analysis of Variance (ANOVA) at 0.05 alpha level of significance level and the reason for the use of this analysis of variance was because there were more than two categories of respondents. Out of the seven hypotheses tested, two were retained while five were rejected. The results showed that the application of democratic and autocratic leadership styles of principals have influence on the maintenance of facilities in secondary schools in Kaduna state while the other leadership styles such as instructional, transformational, charismatic, situational and inspirational have not influenced on the maintenance of facilities in secondary schools in Kaduna state. It is therefore recommended that the principals of secondary schools should try to maintain the use of democratic and autocratic leadership styles interchangeably for the good maintenance of facilities in the schools.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The primary purpose of the teaching and learning process is to bring about in the learners desirable attitude through critical thinking. This process does not take place in a vacuum but rather in an environment structured to facilitate learning. The management of academic and administrative affairs of school traditionally falls within the purview of the principal. Unerringly, formal education in Nigeria is rapidly changing and technically tailored towards meeting certain set goals such as "education for all" (Nwaogu, 1991). The requirements of these various goals from the school mangers are centered on the advancement of teaching and learning through the implementation of performance based management which is led by a management team with the principal at the fulcrum.

Given this onerous task, the principal as a matter of fact, must understand the role of school managers to effectively manage to meet the overall objectives of the school system. It is in line with this assertion that Ukeje (2000) maintains, "the unsatisfactory performance often experienced in school by students and educational program is always attributed to lack of infrastructure, lack of adequate and accurate statistics, inadequate funding, embezzlement, bureaucratic bottleneck and poor attitude to work". Generally, the principal's responsibility in the management of educational facilities entails bringing together individuals as a group that will control, coordinate and articulate activities to achieve tangible and holistic learning for the overall benefits of the society (Omokorede, 2011).

Nwagwu (1978) and Ogunsaju (1980) maintained that "the quality of education that children receive bears direct relevance to the availability or lack thereof facilities and overall atmosphere in which learning takes place". The school facilities consist of all types of buildings for academic and non – academic activities, equipment for academic and non – academic activities, areas for sports and games, landscape, farms and gardens including trees, road and paths. Others include furniture and toilet facilities, lighting, acoustics, storage facilities and parking lot, security, transportation, I.C.T, cleaning materials, food services and special facilities for the physical challenged persons. All these facilities cannot function effectively without proper maintenance. The type of leadership which principal operates therefore determines how best such facilities can be maintained. The school facilities may also consist of not only the physical structure and the variety of building systems such as mechanical, plumbing, electrical and power, telecommunications, security and fire suppression systems. The facilities also include furnishing, material and supplies, equipments and information technology, classrooms, administrative buildings, library, building grounds such as athletic fields, play ground, areas for outdoor learning, vehicular access and parking among many others.

Uko (2001) asserts that "the leadership styles of principals dictate the pace of the entire school system in terms of discipline, teacher's commitment to work, school facilities management and students academic performance". Asiabaka (2008) states that "the provision and management of school facilities must take into cognizance modern views of the teaching learning process which have moved beyond memorizing to involvement of teachers and students in applying, analyzing, synthesizing and evaluating to stress the need for flexibility in time and space". The maintenance of school facilities is the sole responsibility of the principal. Whatever the leadership style he applies, he should be conversant of the management strategy that will assist in ensuring

sustainability of the school facilities because such facilities have direct relationship with students' academic performance. Ogunsaju (1980) recommends that "a strong relationship exists between the physical environment and students' academic performance".

The International Facilities Management Association (2003) described facilities maintenance as the practice of co-coordinating the physical workplace with the people and the work of the organization by integrating the principles of business administration and architecture with the behavioral and engineering science. In educational institutions, facilities constitute essential inputs which create favorable learning environment, facilitate interaction and enhance achievement of educational objectives (Oyesola, 2007). Uko and Ayuk (2014) opined that "in essence, school curriculum would not be meaningful and functional if required facilities are not provided in adequate quality and quantity at appropriate times through the principals' administrative finesse".

For effective maintenance of school facilities to prevail, the principal as a leader and administrative functionary should adopt the most appropriate style of leadership that will interestingly bring positive impact not only on the school physical facilities but also on the entire programmes of the school. Specifically, this research will focus on: Democratic, authoritative, charismatic, situational, transformational, transactional and contingent leadership styles of principals and find out how such styles of leadership affect school facilities in secondary schools in Kaduna State.

1.2 Statement of the Problem

The poor facilities maintenance linked to leadership style of school principals. There are however, serious negative consequences to students when school facilities are not properly managed. First in the ranking is poor academic performance. Danesty (2004) pointed out a clear picture of the need for effective facilities maintenance in schools where he discovered that "there is a nexus between learning and school facilities as available and good condition will exude academic excellence". Often times, in Nigeria, parents' preference of their wards are informed by the quality of school facilities. Dike (2005) recommends that "schools run the risk of losing students to other well-equipped institutions when their schools lack the required facilities or available facilities are not properly managed.

However, if school facilities are poorly maintained, this could lead to health and sanitary condition problems. For instance, if the toilets are broken down and students defecate indiscriminately, epidemics and other contagious disease may occur to endanger not only the lives 0of the student but also the staffs, the immediate neighborhood and the nation at large (Oladipo& Oni, 2010). Lyons (2012) also documented that "the incompetency of most school principals has resulted in the poor maintenance of school facilities which has woefully affected students' academic performance". Onyeile (2013) states that "in many cases the laboratories do not exist or are in advanced state of disrepair, resulting in the poor performance of students in West African Examinations Council (WAEC) and the National Examination Council (NECO)". Kenezevich (1975:563) discovered that "the physical needs are met through provision of safe structure, adequate sanitary facilities, a balanced visual environment, appropriate thermal environment and sufficient shelter space for work and play". The learners' emotional needs are met by creating pleasant surroundings, a friendly atmosphere and an inspiring environment. The

head of an institution should therefore make it a point of duty to appoint people whose task is to check all these facilities and equipment and submit their report to the authorities for adequate attention. In that case, maintenance culture should be part and parcel of our secondary schools in Nigeria.

Sometimes, the type of leadership style principals adopt may affect the school facilities both negatively and positively. In most cases, if principals fail to adopt the appropriate leadership style in the administration of the school, the result may be that the entire school programmes will be negatively affected including the schoolfacilities. Therefore, this research intends to investigate the influence of principals' leadership styles on the maintenance of school facilities in kaduna State.

1.3 Objectives of the Study

This study is set to:

1. determine the influence of principals' democratic leadership style on the maintenance of facilities in secondary schools in Kaduna State;
2. find out the influence of principals' authoritative leadership style on the maintenance of facilities in secondary schools in Kaduna State;
3. ascertain the influence of principals charismatic leadership style on the maintenance of facilities in secondary schools in Kaduna State;
4. ascertain the influence of principals' transformational leadership style on the maintenance of facilities in secondary schools in Kaduna State;
5. find out the influence of principals' situational leadership style on the maintenance of facilities in secondary schools in Kaduna State;

6. investigate the influence of principals' transactional leadership style on the maintenance of facilities in secondary schools in Kaduna State; and
7. determine the influence of principals' inspirational leadership style on the maintenance of facilities in secondary schools in Kaduna State;

1.4 Research Questions

The following research questions were asked for this study:

1. Is there influence of principals' democratic leadership style on the maintenance of facilities in secondary schools in Kaduna State?
2. Is there influence of principals' authoritative leadership style on the maintenance of facilities in secondary schools in Kaduna State?
3. Is there influence of principals' charismatic leadership style on the maintenance of facilities in secondary schools in Kaduna State?
4. Is there influence of principals' transformational leadership style on the maintenance of facilities in secondary schools in Kaduna State?
5. Is there influence of principals' situational leadership style on the maintenance of facilities in secondary schools in Kaduna State?
6. Is there influence of principals' transactional leadership style on the maintenance of facilities in secondary schools in Kaduna State?
7. Is there influence of principals' inspirational leadership style on the maintenance of facilities in secondary schools in Kaduna State?

1.5 Hypotheses

The following null-hypotheses were postulated for the study:

1. There is no significant difference in the opinions of teachers, principals and Supervisors on the influence of principals' democratic leadership style on the maintenance of facilities in secondary schools in Kaduna State.
2. There is no significant difference in the opinions of respondents on the influence of principals' autocratic leadership style on the maintenance of facilities in secondary schools in Kaduna State.
3. There is no significant difference in the opinions of respondents on the influence of principals' charismatic leadership style on the maintenance of facilities in secondary schools in Kaduna State.
4. There is no significant difference in the opinions of respondents on the influence of principals' transformational leadership style on the maintenance of facilities in secondary schools in Kaduna State.
5. There is no significant difference in the opinions of respondents on the influence of principals' situational leadership style on the maintenance of facilities in secondary schools in Kaduna State.
6. There is no significant difference in the opinions of respondents on the influenceinstructional leadership style on the maintenance of facilities in secondary schools in Kaduna State.
7. There is no significant difference in the opinions of respondents on the influence of principals' inspirational leadership style and maintenance of facilities in secondary schools in Kaduna State.

1.6 Basic Assumptions

The following basic assumptions were made:

1. The facilities in secondary schools in Kaduna state will be properly maintained if there are hardworking and qualified principals.
2. Secondary school facilities in Kaduna state can be taken care of through regular inspection and supervision.
3. Good condition of service for both principals and teachers will help to ensure proper maintenance of facilities in secondary schools in Kaduna.
4. Appointment of principals based on merit will help to ensure good maintenance of facilities in secondary schools in Kaduna State.
5. Organizing conference, seminars and workshops for principals will help to motivate and enlighten the principals on how to maintain facilities in secondary schools in Kaduna State
6. The leadership styles of principals in Kaduna state have a significant influence on facilities maintenance in secondary schools in Kaduna State.
7. The school facilities in secondary schools in Kaduna State will be properly maintained if principals set up committee among teachers that will take care for the maintenance and management of school facilities.
8. The researcher also assumed that all the leadership styles adopted for study are in use in selected/sample schools

1.7 Significance of the Study

This study is significant in the following ways:

It will assist principals and leaders of other institutions to revisit and enrich with new knowledge, theories, methodologies and practical behavior on the maintenance of facilities in secondary schools in Kaduna State.The research is also important because it will help to ensure good maintenance of facilities in secondary schools in Kaduna State.The finding of this study will help the public, administrators in education and the principals themselves to be able to define the importance of proper maintenance of facilities in secondary schools in Kaduna State in particular and the nation at large.The findings of this study may equally be important in that, it will enable principals in Kaduna state to be able to adopt a good leadership styles for the maintenance of school facilities in the state.This research is significant because it will help the government to appoint principals based on merit as this may have positive impact on school facilities in particular and the entire educational program in general.

Lastly, this research is important because it will provide a document that will serve as an academic reference for the subsequent researchers.

1.8 Scope of the Study

This study is to investigate the influence of principals' leadership styles on the maintenance of facilities in secondary schools in Kaduna State. The facilities consist of not only the physical structure and the variety of building systems such as mechanical, plumbing, electrical and power, telecommunications, security and fire suppression systems but also furnishings, materials and supplies, equipment and information technology as well as various aspects of the building grounds, namely: athletic fields, Playgrounds, areas for outdoor learning

and vehicular access and parking. However, the school facilities consist of all types of buildings for academic and non-academic activities, equipments for academic and non-academic activities and any other facility necessary for teaching-learning process. The study is limited to only public secondary schools in Kaduna state.The study is also limited to seven leadership styles of principals such as: Democratic, authoritative, charismatic, situational, transformational, transactional and contingency leadership style.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter discusses the conceptual framework of study under which some concepts related to the topic of the research would be explained. These include: the concept of principal, school facilities, types of school facilities such as: periodic, preventive, emergency and replacement maintenance, the need for effective facilities maintenance, principalship and effective facilities maintenance, stages of school facilities maintenance, implication of ineffective facilities maintenance, concept of leadership, leadership qualities, leadership roles of principals and the concept of leadership styles would all be explained under the conceptual framework of this chapter. This chapter also explains the theories of leadership under the theoretical framework of the study. The theories to be highlighted here include: Behavioral power influence, path-goal, situational and trait theory of leadership. The objectives of the study would also be explained one after the other in this chapter. These include: the impact of democratic, autocratic, transformational, situational, charismatic, instructional and inspirational leadership styles on the maintenance of facilities in secondary schools in Kaduna state. Empirical studies and summary of the chapter would equally be explained in this chapter.

2.2 Conceptual framework

This chapter presents an explanation of some basic concepts related to the study in the context of their perspectives and philosophy as follows:

2.2.1 The Concept of Principal

A principal is the head or administrator of a school, especially a grade school or secondary school. Encyclopedia of Education (2002) posits that the title of principal is an appropriate designation for the chief administrator of a school the early school principalship was given to any teacher found to possess some signs of demonstrative administrative ability. A teacher with academic qualification and the right type of personality could be appointed the administrative head in addition to full time teaching duty. In Nigerian schools, the principalship evolved from the position and performance of teacher. Hence, the title principal usually refers to the head of a secondary school or a post- primary institution. (Ajayi, 2007). The secondary school education needs a lot of changes and the school principal is likely to be the key agent to introduce and sustain such changes. He is responsible for the smooth running of the school. His challenge therefore, is to ensure that all children reach the level of academic achievements. This is achieved by setting the instructional methods for the attainment of school goals. The principal must possess certain qualities to reach the acme of success. An effective and efficient principal must be learning officer, a coach, an architect and ideal person, a leader of leaders and a teacher. Certainly, principal is a head of an instruction that occupies a pivotal position, requires initiatives and skills for the day to day administration of school. As a school leader, principal must have foresight for effective, efficient and dynamic principles in handling matters between the school, staffs and the host community. Similarly, a principal must be in a position to ensure proper maintenance of school faculties because such facilities are among the determinants of academic success of both school and the students.

Aghenta (2006) viewed school principal as a leader that provides direction and expert advice on the development of teaching learning in school. The principal has a duty to lead, guide, conduct,

direct, and motivate both the teaching and non teaching staffs towards the attainment of school goals and objectives. He is the general overseer and controller of the entire school facilities. The principal's position is a high-pressure job in the context of instructional supervision, funds and facilities management in his or her day to day running of the school. Aghenta (2006) viewed principals as those professional educationists charged with responsibility of educational development through the application of administrative and management skills which ensures goals attainment within the given school environment. Principal have holistic responsibilities and in his line of action, has the first contact with the parents and the local community who bring their children to school, with teachers who need resources to use in the classroom, with the students in the learning environment, with staffs in the central administration and with outside agencies and the institutions who wish to make some impact on each individual school unit (Nwakafor, 1988).

John (2002) sees principal as a person who is vested with responsibility of administering and running the affairs of pos-primary school. He is the leader, coordinator and overall supervisor of all duties and responsibilities of the school. He provides direction, resources and supports the teacher as an instructional leader. The role of the principal is much more complicated than the process of just dealing with a primary group. He deals with many groups both formal and informal. Many of these groups have conflicting goals, purposes and expectations. Teachers expect that the principal should be fair, firm and just. Students expect that the head ensures that teaching and learning go on smoothly in an enabling environment full of learning facilities. Parents also expect that the principal should maintain the power growth of their children physically, academically and spiritually. The non teaching staffs on the other hand, expect fairness in the administrative methods of the principal. The past students association wants to see

their school progressing academically. The chiefs and the people in the community expect a cordial relationship between the school and the community. However, principal from all angles is overloaded with tremendous responsibilities while running the affairs of the schools.

2.2.2 The concept of school facilities

School exists for the purpose of teaching and learning. Human and material are deployed for this purpose. School facilities therefore, are the material resources provided for staffs and students to optimize their productivity in the teaching and learning process. The quality of the products bears a direct relationship with quality of the facilities deployed in the process of the production. The demands that state of the art, facilities are provided in schools to prepare school leavers for life in the global village. Castaldi (1994) was on the view that in the beginning, there was no educational facilities, that there were no classrooms and no desk for learners to sit or write on. Research showed that Plato and Aristotle met with the students to exchange and discuss ideas in the open air and in any convenient location perhaps in the shades of a temple or wall. Nowadays, these school facilities are seen in the school compound for effective teaching and learning but how they are being managed is a different ball game. This becomes a challenge to the school mangers as a whole to ensure that they are well maintained. Ojede (1998) posited that "school facilities comprise the school site and all the structures that have been put in place to aid effective teaching and learning in the school system". Yusuf (2008) supports that "school facilities are space interpretation of the school curriculum". He adds that it will be impossible for the curriculum to be implemented if the facilities required for teaching and learning are not readily available. Absence of school facilities make teaching and learning ineffective and the desired learning may not take place. It therefore becomes necessary to ensure that such facilities

are properly planned, provided and maintained to facilitate the effectiveness of the school system.

In similar perspective, Ajayi (2007) and Yusuf (2008) maintained that "school facilities comprise the machinery which in turn includes machines and tools used in the workshop in addition to the duplicating machines". They add that school site which is the landscape on which the school's permanent and non permanent structures are built, are part of school facilities. They also included buildings, equipments, furniture, vehicles of all kinds, electrical fittings, books, water supply and accessories like playgrounds, lawns, parks and farms as part of school facilities. Knezevick (1975) described school facilities as "the space interpretation of the school curriculum." He emphasized that the curriculum finds its physical expression in construction and arrangement of the school plant which is a controlled environment that facilitates the teaching and learning process and also protects the physical well being of the occupants. He further stated that since teaching and learning does not take place in a vacuum, school facilities give meaning to planned curricula and extra-curricular activities. Ngoka (2003) emphasized that both teachers and students need places and resources to search, read, write, confer, interact, view, listen, think, experiment and record. Students need places to transact students' affairs or to gather for social purposes. Teachers on the other hand need office space, conference room for team planning, facilities for diagnosis of pupils needs and facilities for preparing instructional presentation. New view of teaching learning process that move beyond memorizing knowledge towards involvement of students in applying, analyzing, synthesizing and evaluating knowledge, stress the need for flexible facilities in schools. The complexity of the learning environment requires flexibility in the design of the school plant. Modern facilities are designed for diverse academic and social activities. However, the researcher is on the opinion that school facilities are physical

and non physical infrastructure designed for academic and non-academic activities in a formal school system. These facilities include: offices, classrooms, conference halls, library, laboratory, sporting facilities, gymnasium, information technology centre, cafeteria, toilets, laundry, hostel (as in the case of boarding school), building grounds such as athletic fields, playgrounds, areas for outdoor learning, vehicular access and parking, students common room, staffs common room, dining hall, office furniture, class furniture and other essential facilities necessary for effective teaching and learning process.

2.2.3 Types of school facilities maintenance

Effectiveness and efficiency of a maintenance program are achieved if the maintenance of the school facilities is scheduled instead of only responding to emergencies. This means planning the program in such a way that some maintenance services are performed on a regular basis, some periodically and others as the need arises. Based on these, the following types have been highlighted:

i. **Preventive maintenance:** this type of maintenance as the name implies, is the service rendered on school facilities in order to prevent malfunctioning or early deterioration of such facilities such as buildings, furniture, equipments and among others to maximize their useful life. Candoli (1988) defines this type of maintenance as "that program for servicing machines, systems and structures devised to prevent a break-down of the system or one of its components". Preventive maintenance protects buildings, grounds, furniture and equipments in order to avoid expensive maintenance. Preventive maintenance is carried out by custodial staffs. By performance of this task may be enhanced by on-the-job training. It is rarely practiced in Nigerian public schools most of which do not even have the custodial staffs to render such services. Absence of any type

of maintenance programs and school inspection schedule in schools also hinder the rendering of such maintenance services.

ii. **Periodic maintenance:** This is a type of work done on regular intervals of time-yearly or two-year intervals or more. It is the type of work most often done on contract basis at predetermined times. It is the type of work associated with servicing of offices, laboratory, and other equipment in the school periodically. This type of maintenance also includes such work as painting and repair of leaking roofs which can be scheduled to take place periodically as building continue to age.

iii. **Replacement maintenance:** This type of maintenance involves removing and replacing an equipment or part of it when due. Some machines and vehicles' parts and some plumbing fixtures, for instance, need to be replaced before they become so bad that the item breaks down. It is poor practice to wait until an item of equipment or machine becomes completely unusable before replacing it. Regular replacement of an item of equipment or some of its parts prevents occasional embarrassment. It also prevents unbudgeted expenses during the school year.

iv. **Emergency maintenance:** No matter how well a maintenance program is planned and adhered to, there will always be some unforeseen or unexpected emergencies. This type of maintenance is the work done when a system, an equipment especially one that is frequently in use, unexpectedly breakdown. It is also the type of work done when a part of a building collapses because of natural disaster and other reasons. This type of maintenance is the most common in Nigerian schools. Some of the emergency maintenance works could, perhaps, been avoided if there were operational maintenance programs in the school systems.

2.2.4 The Need for Effective Facilities Maintenance in Secondary Schools

Asiabaka (2008), maintained that school facilities maintenance play a pivotal role in the actualization of educational goals and objectives by satisfying the physical and emotional needs of the staff and students. According to her, physical needs are met through the provision of safe structures, adequate sanitary facilities, a balanced visual and thermal environment, sufficient shelter space for work and play; while emotional needs are met by creating pleasant surroundings, friendly atmosphere and an inspiring environment. Supporting the need for effective management of facilities in schools, Fenker (2004) stated that it involves a planned process to ensure that the buildings and other technical systems support the proper discharge of operations and services within the school organization. Ngoka (2003), stated that school plant is a major component of school facilities. She further stated that since teaching and learning do not take place in a vacuum, school facilities give meaning to the planned curricular and extra-curricular activities. To her, any discussion on the school plant starts with the conceptualization of the educational programmes to be offered in the school. Thus, the nature and type of educational programmes will determine the nature and type of school plants to be provided.

Asiabaka (2008) further stated that the provision and management of school facilities must take into cognizance modern views of the teaching-learning process which have moved beyond memorizing to involvement of teachers and students in applying, analyzing, synthesizing and evaluating to stress the need for flexibility in time and space. Thus, the complexity of the learning environment requires flexibility in the design of facilities to meet present day school needs- that is, the facilities should be designed to meet diverse academic needs of the school system. According to her, in today's parlance, multipurpose facilities used for academic activities during school hours may also be available for use by the community during and after

school hours. Such programmes may be used for continuing education programmes, social activities and recreation. This requires proper scheduling of such facilities to allow for accessibility to the community or other public users during school hours without interfering with academic programmes. This will eliminate the burden of duplication of such facilities as: conference halls, gymnasium, library, theatre, football pitch, tennis court, swimming pool and other sporting facilities, thereby integrating the collective effort towards cost effectiveness and enhancing healthy school-community harmonious relationship.

The need for effective management of school facilities according to Hargreaves, Earl, Moore & Manning (2011), leads to a shift in the conception of principalship from the managerial and administrative perspective to that of instructional leadership whereby the principal acts as a leader in all aspects of the school curricula, imparting and enforcing on the intellectual and emotional development of the teachers, changing the instructional climate of the school and affecting and transforming the students learning and achievement behavior and attitude. In Latin America, a study conducted by Williams (2000) showed that children whose schools lacked adequate classroom materials and library services were significantly more likely to show lower test scores and higher grade repetition than those whose schools were well equipped. The American Association of School Administrators (1999) reported that students were more likely to perform better when their environment was conducive to learning; that is, environmentally responsive heating, air conditioning, proper ventilating systems, new or renovated school buildings and halls, adequacy of teaching equipment and other educational facilities in a more comfortable learning environment.

An evaluation by Morgan (2000) showed that the condition, adequacy and effective management of educational facilities had a stronger effect on the overall performance of students than the

combined influences of the family background, socio-economic status, school attendance and behavior. A major need of maintaining an effective management of educational facilities is that the school environment and the activities that take place therein must be considered healthy and productive; otherwise it will expose the untidy, careless and non-challant attitude of the principal, teachers, custodial staff, students and their educational programs.

2.2.5 Principalship and Effective Maintenance of School Facilities

This is a phenomenon where planning, organizing, staffing, leading and controlling the processes of supply, utilization, maintenance and improving educational facilities in secondary schools is superintended by the principal to fulfill the set educational objectives. Abdulkareem, (2012), maintained that, in order to fulfill educational objectives, educational facilities are required and should be central to the extent that teachers, students and other personnel will enjoy their stay and perform their duties effectively, made possible by the principal's leadership ingenuity and proficiency. The school curriculum would be meaningful and functional if the required facilities are provided in adequate quantities at appropriate times and maintained properly. The realization of the importance of educational facilities has informed the demand in the choice of secondary schools that parents/guardians send their children/wards to in Nigeria. This commitment is demonstrated by government in the provision and establishment of Universal Basic Education (UBE), to bring all categories of citizens into the school system and ensure retention till graduation (Ukeje, 2000). However, this can only be achieved if the existing facilities are properly managed especially as greater demands would be mounted by the users (Nwadiani, 2001). In a related study, Adeboyeyein Fadipe, (2000) stated that the utilization of facilities is of various degrees depending on the extent to which an item has been put into effective use. This includes non-utilization, underutilization, maximum utilization, optimum

utilization and over-utilization. Non-utilization occurs when a facility is not put into use at all; when a facility is not used to its fullest capacity, underutilization occurs. There is over-utilization, when a facility is used more than its capacity. All of these require the ingenuity of the principal to balance the usage and maintenance of available facilities of various degrees depending on the extent to which an item has been put into effective use. This includes non-utilization, underutilization, maximum utilization, optimum utilization and over-utilization. Non-utilization occurs when a facility is not put into use at all; when a facility is not used to its fullest capacity, underutilization occurs. There is over-utilization, when a facility is used more than its capacity. All of these require the ingenuity of the principal to balance the usage and maintenance of available facilities.

2.2.6 Stages of School Facilities Maintenance

In managing educational facilities, there are certain stages involved. These include:

a) Provision of Educational Programmes

Execution of educational programmes demands that facilities are provided if success is to be achieved. Government, school proprietors, parents and other stakeholders are expected to provide for their schools and be involved in every aspect of school management facilitated by the principal. Olagboye (2004), observed that this aspect is the most neglected in school management and has led to disparity in provision of facilities from one school to another.Isaac&

Musbahu (2010) maintained that excellent school facilities are basic ingredients for good education programmes and basic to achieving set targets and achieving the literacy rate of a country. They stated further that the phenomenon that some schools have surplus facilities while others lack are an indicator of poor educational planning in schools.

b) Utilization of Educational Facilities

The degree to which an item is used determines its sustainability or degenerative consequences on the expertise of the school head (Adeboyeje, 2002). In managing facilities, and for them to meet the objectives, caution must be taken in the usage, that is, facilities must not be underutilized nor over-utilized, but optimally used. That is, maximum utilization occurs when facilities are put into effective use in line with the primary objectives – otherwise, it would be counter-productive.

c) Maintenance of Educational Facilities

A major problem facing schools today is that facilities are not properly managed and maintained. The physical appearance of most schools proves and speaks volumes. Isaach&Musibau (2010) asserted that poorly maintained buildings, untidy walls, leaking roofs, over grown compounds may suggest that education within the buildings follow the same pattern. Facilities tend to depreciate, wear and tear as soon as they are put into use. Hence, there is need for maintenance through repairs and servicing of the components and sustaining their working conditions and capacity. According to Adeboyeje (2002), maintenance enhances performance and durability; prevents wastage, corrects breakdown and shutdown services.

Here, the principal's responsibility is to regularly check and recheck the available facilities and take necessary measures to prevent mal-functioning or non-functioning of a particular facility. Uko (2001); Ngoka (2003); Eze (2006), Ihuoma (2008) and Agenyi (2012), had identified six types of maintenance of school facilities, namely preventive; corrective, routine; emergency; structural and predictive. Preventive maintenance includes regular inspection of the buildings and immediate repair of minor damages and deterioration (Uko, 2001). This is done to avoid breakdown and to ensure optimal performance of plants and equipment and saves cost and time

(Ngoka, 2003). Corrective maintenance includes remodeling, renovating and updating of existing facilities, avoiding obsolesce and making the facilities adaptable to current educational needs (Uko, 2001). Routine maintenance requires periodic servicing of machines and equipments – monthly, quarterly, yearly as per the requirements provided in the manufacturer's guide (Agenyi, 2012). Emergency maintenance may take place due to unforeseen occurrences which may be as a result of lack of maintenance culture (Ihuoma, 2008). Structural maintenance is carried out due to the structural needs of some plants and equipment such as refurbishing, re-fabricating or reshaping due to current requirements or new designs (Agenyi, 2012). Predictive maintenance is seen to be the most vital and relevant as it involves the use of modern day computer software to predict equipment age, manufacturing fault, user demands, quality control and performance indices (Agenyi, 2012).

d) Improvement of Educational Facilities

Apart from depreciation, facilities tend to be outdated because of changing needs of the society, which necessitates changes in school curricula. In this respect, facilities need to be improved upon from time to time. In other words, facilities improvement is the alteration or modification of facilities to suit a new demand, new situation or new programmes. Wherever there are changes in any part of the education system, the existing facilities need modification, improvement or change. Improvement of educational facilities helps to meet the needs of specific individuals and groups within the school system. This calls for availability of accurate information collected through facilities audit.

e) Facilities Audit:

According to the Planning Guide for Maintaining School facilities (2003), facilities audit is a comprehensive inventory of a school's facilities that provides a standard method for

establishing baseline information about the components, policies and procedures of a new or existing facility. It provides information on the status of school facilities. It is carried out by assessing buildings, grounds and equipment, documenting the findings and recommending appropriate service options to increase efficiency, reduce waste, and save money. According to the guide, facilities audits are important to the educational system because they:

i. Help educational planners, managers and staff to know available facilities, their conditions, service history, maintenance needs, cost involvement and locations.

ii. Provide facts, action plans for maintenance and improvement of school facilities.

iii. Establish a baseline for measuring facilities maintenance progress.

iv. Allow for in-depth analysis of product lifecycles to occur on a routine basis that is, measuring actual life versus expected life.

2.2.7 Implication of Ineffective School Facilities Maintenance

The quality of school facilities and environment shape attitude not only of the students, but that of the teachers and other support staff. However, many school facilities throughout Nigeria face general mismanagement and social turmoil. Meindl (1995) observed that, a successful management of school facilities is a necessary and essential investment that would increase quality of schools and educational performance and future outcomes. An academically successful school must radiate a sense of well-being of its facilities which in turn generate information for positive results. This will lead to effective restoration achieved through good design that addresses educational needs of the students. Apart from the grossly inadequate facilities in most secondary schools in Nigeria, the classrooms are usually overcrowded with up to sixty or more students in classrooms designed for only thirty or forty students, the chairs and desks are not enough, students therefore engage in sharing chairs, standing up, or sitting on

windows or broken desks, a situation that generally stalls the teaching-learning process, disrupts the students mental activity, and militates against the intellectual development of the children (Akomolafe, 2013).

Lyons (2012) documented that learning is a complex activity that supremely tests student's motivation, physical conditions, teaching resources, methods and skills of teaching and the school curricula. All these play vital roles in the children's development. He further stated that there was an explicit relationship between the physical characteristics of school facilities and educational outcomes. While good maintenance, modern systems and flexible designs are clearly required; linkages between different subject areas are growing and teachers continually are enhancing their multi-disciplinary capabilities. The implication is that effective management of school facilities must of necessity take cognizance of the changes in teaching methods, the grounds and school environment, school curricula, designs and systems, ages and numerical strength of the children, personnel and expected outcomes (Fuller &Dellagnelo (1999).

2.2.8 The Concept of Leadership

Leadership seems to be the most operational tool of influencing people so that they strive willingly and enthusiastically towards the accomplishment of set goals. Leaders design motivation system not only to encourage employees to perform in the most effective way but also to draw potential candidates. The key to create a conducive atmosphere in the school is an answer to the question of what really enhances teachers' commitment to work.

Nworgu (1991) maintains that "leadership is that aspect of the organization which influences the activities of a group of people by a leader in efforts towards goal attainment". Supporting this assertion, Nwadian (1998) asserts that "it could be described as the ability to get things done with the assistance of the leader himself or herself". Obilade (1999) recommends that "teacher's

commitment to work could be described as the duties performed by a teacher at a particular period in the school system in achieving organizational goals". Akinyeme (1993) and Okeniyi (1995) support the above assertion and emphasize that "teachers' commitment to work could be described as the ability of teachers to combine relevant input for the enhancement of teaching and learning processes". However, Meindl (1995) argues that commitment to work is determined by the works' level of participation in the day to day running of the organization".

It is noted that principals behave differently under different situations. Principals can therefore encourage effective management of school facilities in schools by virtue of their positions. Supporting this argument, Adepoju (1996) asserted that "variables of effective facilities maintenance such as effective supervision, monitoring and disciplinary abilities are virtues which principals should uphold effectively in the school system". In this regard, the teachers performance could be measured through annual report of his/her activities in terms of performance in teaching, lesson preparation and lesson presentation, mastery of subject matter, competence, teachers' commitment to job and extra curricula activities. However, areas of facility maintenance include effective supervision and effective monitoring facilities. Whether or not a principal performs these virtues effectively in secondary schools in Kaduna state, it is a subject to investigation. Researchers and management theorists have examined and extensively discussed the concept and practices of leadership in organizational management. The educational management theorists further explored the leadership fields in attempt to investigate the impact of leadership styles on the maintenance of school facilities (Maehr, 1990 and Ahmed, 2005).

However, despite the extensive and intensive study of the concept of "leadership", no agreement has been reached among scholars on a single conceptual definition of the term for the purpose of universal acceptability. Different scholars have viewed and defined leadership from different

perspectives. The views depend fundamentally on the aspects of leadership styles and the type of organization they have in focus. In regard, Stogdill (1974) defined leadership as "the process of influencing the activity of an organized group towards goal setting and goal achievement", supporting the above assertion, Paretemode (1991) maintains that "leadership is considered as the process of influencing group activity towards organizational goal attainment". In the same trend, Nanson (2010) perceive leadership as "the behavior of an individual when he is channeling the activities of the group toward a shared goal", in a similar view, Nwokafor (1988) opined that "leadership is a status of dominance and prestige acquired by ability to control, initiate or set the pattern of behavior for others".

Okumbe (1998) considered leadership as "interpersonal influence, exercised in situation and directed through the communication process toward the attainment of a specific groups set goals". Ukeje (1992) asserts that leadership "is an input in an organization and involves interpersonal influences as one initiates structure and acts that result into consistent pattern of group interaction aimed at productivity and self-fulfillment of individuals". Olubadewo (1992) maintains that "leadership behavior can be considered "as dimensional, these dimensions are finite in number and vary according to the leaders personality, the requirement of task to be performed by him and his followers, and attitudes, needs and expectations of the followers and the organizational and physical environment in which he and they operate," Leithwood (1994) argue that "true leaders must lead not dominate, inspire and encourage not force and bully and arouse in others an emergent leadership". Goldman (2000) opines that "leading is the process of influencing people to accomplish desired objectives either their objectives or those of the leader". Furthermore, in his summation, Sodhi (2009) see leadership to mean "the process of influencing the activities of an individual or a group in efforts towards goal achievement in a

given situation". Nwanko and Edem (1982) maintain that leadership "is simply interpersonal influence exercised through communication which is directed towards achieving group goals".

From the definitions above, it is easily discernible that leadership is a feature of every human organization. The definitions described leadership in terms of the behavior of incumbent of the position of leadership in the course of discharging responsibilities in an organization. The definitions further depict the fundamental tasks leader has to perform in ensuring effective organizational management such a planning, organizing, controlling and coordinating. It is also well indicated that for optimum achievement of the organizational goals, leadership takes cognizance of ensuring effective facility maintenance of an organization.

Therefore, leadership in educational enterprise involves people of various positions in an educational organization and institutions. Musaazi (1982) asserts that "school principals, headmaster, and supervisors, teachers, directors of education, minister/commissioner of education etc. all play leadership roles at their different levels of authority in the educational system. Therefore educational leadership entails such action and behavior among individuals and group which causes both individual and the group to move toward what is increasingly acceptable to them. It is undoubtedly clear that different types of situations call for different types of behaviors. There is no guarantee that any one leadership behavior utilized by a leader while administrating the affairs of his office is likely to have an impact on facilities maintenance be it positively or negatively.

2.2.9 Leadership Qualities

Nwanko (1982:76) recommends that "being a leader requires that one should be true to himself and his own ideals but at the same time, it requires sufficient flexibility and sensitivity to

the duties and functions required in the complex leadership situations". Below are some of the qualities a successful educational leader should possess:

1. He must be sensitive towards the feelings of others while being at once considerate, helpful, responsive and friendly.
2. Loyal to his ideals and ideas, respectful of the benefits, rights and dignity of others.
3. Strong in his feelings of self-discipline and the ability to identifying easily with his own co-workers including those who supervise him and those who he supervises.
4. A leader should be consistent, generous, humane, honest modest and fair in dealing with others.
5. He should be firm not proud or stubborn in making judgments and decisions as well apparently. Sincere, strait forward, approachable, alert to get best out of people without aggressiveness, open to suggestions, enthusiastic, warm-inspiring released and has a sense of humor.
6. He should also be willing to improve himself and encourage others to learn among other qualities.
7. He should possess a very good academic qualification relevant to his assigned responsibility.
8. He should instruct without ordering, correct without nagging and above all persuade without insisting. (Love, 1993)

2.2.10 Leadership Roles of principals

A number of researches on principal's roles as an educational leader have examined how such leadership roles influence the performance of teachers in secondary schools. Ogundele (2000) observed that "the demands on school leadership will depend upon the

administration/leadership of the primary or secondary school and whether it is located in urban or sub urban setting. He argues that these factors will determine how complex the school organization is and the type of support it can expect from the community it serves".

However, the roles and duties of the principal will be the same no matter where he serves or how many teachers and student the leader directly supervise this is because Okumbe (1998) assert that "the school leadership has eight basic tasks that never seem to vary. Seven involve the principal's interaction with others inside the school premises and the eight relates to his association with the outside world. Inside the school, the principal is responsible for the following:

i. Professional and classified staffing of organizational positions

ii. Instructional material

iii. Leadership and improvement

iv. Curriculum development and materials

v. Students service

vi. Resource procurement

vii. Budget building – utilization and maintenance

He went further to contend that principal's responsibility out of the school as the eight tasks revalue around his/her association and combinations with community groups and other stakeholders in education of the state. In Nigerian education system, the roles and authority statuses of the school principal are derived from the education laws and authorities at the levels of the National policy on education as well as state federal ministries of education and other education authorities (Peretomode, 1991 and Igwe, 2000). The statuses are legally carried out

under federal ministry of education. The principals' authority exists only when he is in the school building and carrying out the legal responsibilities.

Therefore, the principal is the essential manager or leader in the formal organization of the school he is one who must articulate and carry out the responsibilities of the school. The principal is the only legally responsible person in the school and one who can delegate authority to staff members. He coordinates the efforts of teachers so that the goals of the school are realized in the most efficient manner. The style of leadership and management skills of the principal function across the seven important tasks mentioned earlier. Effective management of these operational areas enable the administrator ensures quality of the end product of the education for the attainment of the desired development of the nation. In similar trends Udoh (1995) observed that the roles of school administrator in ensuring effective process of teaching and learning in the school include:

1. Ensuring adequacy and efficient use of instruction material/facilities and equipment and school library service. Ensuring adequate and prudent use of school funds for efficient conduct of both the school instructional and administrative functions.
2. Enhancing effectively parental/community involvement and participation in school decision such as discipline as well as contribution morally, materially and financially for effective attainment of education goals.
3. Ensuring prevalence of sound school social climate conductive for effective instruction and learning in both the curricular and co – curricular activities.

The school administrator, through instructional supervisory function has the responsibility of ensuring quality of the school instructional function for the attainment of the objectives of education for national development. The supervisory roles are efficiently harnessed

through setting up of functional organizational structure which requires the roles of different persons individually and collectively toward the attainment of educational objectives. As different individuals are assigned various positions of responsibilities in the school system, there is need for the administrator to supervise the task performance (Ogunsaju, 1990).

Ohuche (1988) and Mgbodile (1990) identified the following monitoring measure principals should take into consideration to ensure promotion of positive climate that will enhance good academic performance of the students and encourage active participation of teachers:

→ Appraisal of the educational conduct and materials

→ Diagnosing the behaviors of learners

→ Enhancing teachers task commitment

→ Study of both instruction and the curriculum in operation

→ Study of materials of instruction including the socio – physical environment

Through the supervisory roles therefore, the school leadership exerts influence on classroom activities teachers' performance, ensure proper materials and financial utilization and management as well as maintain sound discipline. Effective supervision provides appropriate guide in the conduct of administrator's task of planning, organization, coordinating, supervising communicating, decision making, delegation of responsibility, evaluation boosting staff morale, staff welfare, and motivation. The discharge of these roles constitutes the pre – requisite for effective school management process and ensuring attainment of quality conduct of the school teaching and learning process. The school principal therefore, has the responsibility to employ the leadership style most appropriate for effective and greater achievement of educational objectives. The principal should be able to enlist the support and cooperation of the teaching and non-teaching staff for effective discharge of their assigned responsibilities. Ijaiya (1999)

concluded that “capabilities of principal school leadership roles have strong influence on the discharge of the school leadership roles and the attainment of qualitative school climate that promote teacher effective professional performance.

2.2.11 TheConcept of Leadership Styles

Every leader in every organization performs certain roles / tasks for the smooth running of the organization and improvement of organizational performance. As a result, Ezeuwa (2005) sees it as the act of influencing people so that they strive willingly and enthusiastically towards the accomplishment of goals” Leithwood (1994) observes that leadership style means “a way of influencing people to work willingly with zeal towards the achievement of the corporate goals”. A leader cannot work alone, he must have people to influence, direct, carry along, sensitize and mobilize towards the achievement of the corporate goal. The manner in which leader performs these roles and directs the affairs of the organization is referred to as his/her leadership style. Leadership style therefore is the way leader leads. Some leaders are more interested in the work to be done than in the people they work with while others pay more attention to their relationship with subordinates than the job. Whether a leader emphasizes of the task of human relations is usually considered central to leadership style.

Chandan (1987) perceives leadership style “as the ingredient of personality embodied in the leaders that causes subordinates to follow them”. Okumbe (1998) on the other hand asserts that leadership style ‘is a particular behavior applied by an elder to motivate subordinates to achieve the objectives of the organization”. The school principal is therefore in unique position as the manager or administrator who controls schools resources for the purpose of achieving educational goals and can accelerate the process of schools development or can demolish the progress of education.Leaders express leadership in many roles. These among others are:

formulating aims and objectives, establishing structures, managing and motivating personnel's and providing leadership (Daresh 2002:11). However, Nathan (1996:7-8) asserts that providing leadership is a very essential component of a leader's role. The leadership style leaders choose to perform, the above mentioned roles will determine whether they will accomplish the task at hand long-term organizational goals or not and whether they will be able to achieve and maintain positive relationship with staff (Mazzarella& Smith, 1989:28).

2.3 Theoretical Framework of the Study

Certain theories of leadership have been identified by researchers. But for the purpose of this research work, emphasis would be made on the leadership theories as identified by Akintayo and Adeola (1993) and Ogunsanyo (2000). These include among others:

1. Behavioral theory
2. Power influence theory
3. Path-goal theory
4. Trait theory
5. Situational theory

2.3.1 The Behavioral Theory of Leadership

This theory focuses on the study of specific behaviors of a leader. Ibukun (1997) asserts that "a leader's behavior is the best predictor of his leadership influence and as a result, is the best determinant of his or her leadership success". The behavioral approach focuses on what leaders and managers do in their daily work in their respective organizations. This can be broken into two categories. The first uses ethnography, observational methods, diaries and interviews to study the nature of managerial work in organization or small group. It also studies the things managers do and the way they spend their time supervising others. Another interest is in the

duties and responsibilities demanded by different managerial situations and the roles, functions, practices of effective and ineffective executives (Lussier and Achua, 2001).

Ezeuwa (2005) maintains that "the behavior focused approach provides real marketing potential as behaviors can be conditioned in a manner that one can have a specific response to specific stimuli. As a result, we have gone from the supposition that leaders are born through to the responsibility that we can measure the leadership potential via psychometrics measurements and then to the point that anyone can be made a leader by teaching them the most appropriate behavioral response for any given situation". As the early researchers ran out of steam in their search for traits, they turned to what leaders did, how they behaved especially towards their followers. They moved from leaders to leadership and this become the dominant way of approaching leadership within organizations in the 1950s and early 1960s (Hackman, 2009). Nanson (2010) adds that "different patterns of behaviors were grouped together and labeled as styles".

From whatever level we look at the above theory of leadership we can belief that the behaviors of the school leaders or administrators have significant impact on school facilities. Appropriate behavior of the school principal will no doubt produce positive result on teachers' performance. But if on the other hand, the inappropriate behavior is used by the school administrator then there is every tendency that the teachers cannot perform effectively in the discharge of their duties. Hence, the teaching and learning process may not be successful. Clearly how leaders behave affects their performance. Researchers have realized that many of these leadership behaviors are appropriate at different times. The best leaders are those who can use many different behavioral styles and choose the right style for each situation. This may help them (leaders) to attract the attention of their employees and ensure proper maintenance of organizational facilities.

2.3.2 The Power Influence Theory of Leadership

Power and influence theory of leadership takes an entirely different approach and this is based on the different ways that leaders (in this case, principals) try to get things done and they look at the leadership styles that emerge as a result. Peratomode (1991) opines that power influence theory "is the use of power and influence to analyze the leader's effectiveness in terms of his/her power to get things done in an organization". He went further to stress that in order to ensure the efficiency of the power influence approach, the following questions must be answered.

1. How much power does a leader has in a particular situation?

2. How such power is exercised?

3. How important is power in influencing subordinates in complex organization and others who are peers or outside the immediate group?

Using power influence approach of leadership some have sought to learn the source of a leader's power following weber's ideas while others have been concerned with the way a leader's personal characteristics and the leadership and situation interact to determine how much or how little power a leader will have (Olubadewo, 1992). Okumbe (1998) suggests that "using personal power is the better alternative and that the leaders should work on building expert power that is the power that comes with being a real expert in the job because this is the most legitimate source of personal power". Olubadewo (1992) asserts that "the power and influence theory have used macro and micro level of analyzing power to have a clear understanding of leadership effectiveness in small group and in large organizations". In educational organizations or institutions, the theory attempts to determine how school leaders try to efficiently use the power and authority granted to them for effective managerial control towards the attainment of

educational objectives. However, the school principal or administrator should use the power bestowed on him appropriately to ensure effective maintenance of facilities.

2.3.3 The Path Goal Theory

This theory was advanced by House (1968). The theory asserts that a good leader should enhance his subordinates' job performance by clarifying and setting goals with the subordinates. The leader shows the subordinates a clear path to follow and how to remove barriers to the goal attainment. House (1968) stipulates that path goal approach helps in improving the performance of subordinates (in this case teachers) thus enhancing goal achievement as follows: when subordinates are confused, the leader tells them what to do and shows them a clear path to follow. When the path is shown, the subordinates (teachers) become satisfied and motivated, so they accept leaders' behavior thus performing effectively. The leader's behavior further enhances the subordinates work environment through directing, controlling, supervising, rewarding, proper communication, delegation of duties and joint decision making between principals and teachers thus enhancing good performance among the workers. The leader defines role tasks and performance among the employees.

By doing these, workers expectations become high and their performance is improved based on these, the researcher believes the path goal theory as developed by House (1968) will help principals to involve teachers in decision making, communicate to them and proper delegation of duties to them should be done.

2.3.4 Trait Theory

The earliest systematic studies on leadership concentrated on the traits approach which is sometimes referred to as "great man" theory (Trawattan and Nteport, 1979: 466) in Afolayan (1982). The advocate of this theory viewed a leader as a person with well-developed personal

qualities such as physical energy, weight, height, attractiveness, imagination and eloquence. They hold the opinion that leaders are "born not made". By this, they mean that effective leadership qualities cannot be learnt; a person is either born with them or does not possess them at all. Thus, if the authority of the school system believes in this theory, they will not employ "smallish man" as a principal, they will assert that, he is lacking in personality" (Ukeje, 1998). The trait approach to leadership studies centres its attention on the personal characteristics of the leaders. The leader's success or failure is linked to personal qualities or traits as tirelessness, special insights and persuasive capabilities. The central assumption of the theory is that people who are appointed to be leader have sufficient combination of traits.

Adepoju (1998) identifies some traits as critical leaders. These include: ambitions and achievement oriented, assertive, cooperative, decisive, dependable, dominant, energetic, persistent, self-confident, tolerant of stress and willing to assume responsibility. The trait theory argues that effective leaders share a number of common personality characteristics or traits. However, trait theory helps us to identify traits and qualities for instance, integrity, good decision making skills and likeability that are helpful when leading others. Yenenew (2012) asserts that "traits are external behaviors that emerge from the things going on within our minds and it is these internal beliefs and processes that are important for effective leadership", Yukl (1998) observes that "this line of inquiry of trait theory dominated research efforts until 1940 when the united states army commissioned studies to learn more about leadership in military situations. This line of inquiry has reappeared in managerial research, focusing on leader motivation and skills rather than personality characteristics and mental aptitude.

2.3.5 Situational Theory of Leadership

The situational theory uses the situation as the basic unit of leadership. Garibu and Rostun (1998) maintain that "situational leadership approach asks who the important person is in the situation, the individual without whom the interaction or work cannot take place. It is interested in the type of work performed, the role requirements of members and the leader and measurements of subordinates abilities and satisfaction" Peretomode (1991) supports the above assertion and recommends that "the situational theory of leadership has two basic subgroups of proponents. The first group considers the behavior of the manager as a primary influence in the way people interact with the one another in the work situation in different organizations and at different level of management. The second approach is concerned with the need for flexibility in leadership situations; the supposition is that different situations will require different forms or styles of leadership.

It can be observed that situational leadership can be considered as a contingency method of leadership because the manager's behavior and decisions are contingent upon the situation he encounters. Armstrong (1999) argues that an effective leader does not just fall into a single preferred style of decision making such as using transactional or transformational method when a decision is needed, rather, the leader has to work on such factors as external relationships, acquisition of resources, managing demands on the group and managing the organization". The situational theory of leadership rejects the idea that natural endowments of a leader makes him successful, instead, it emphasizes that the situations which he finds himself would dictate the degree of his effectiveness.

This theory also is based on the premise that leadership is a dynamic process varying from one situation to another with changes in leaders and followers. This approach suggests that leadership

is neither determined by the type or style of leaders and personalities, but rather it is determined by forces in both leaders and followers. These forces can be:

i. The forces operating in the leaders' personality including his or her value system.

ii. The forces in subordinates affect the leader's behavior.

iii. The forces in the environment (Okumbe, 1998).

Fieldler (1954) identified key contextual factors that can determine the effectiveness of leadership situation as follows:

i. The quality of relationship between the leader and his followers.

ii. The degree to which the task is structured

iii. The power of the leaders' position.

In this regard therefore, the leader should be someone who cannot only recognize the desires but move further to realize it. Therefore, a leader should adopt this leadership approach in accordance with the situation and the personalities of his subordinates. At times, he may be institutionally oriented and another time people oriented him depending on the task or circumstance within the operational frame of the organization. The situational approach suggests that the best leadership style depends on the situation in which the leader finds himself. It also tries to predict which style is best and in which circumstance. As in the case of education industry, this leadership style proposes that the principals should adopt his/her leadership based on the situation at hand, this situation at hand is the only ingredient that can enhance his subordinates (teachers) commitment to their work thereby yielding positive result in the teaching and learning process.

2.4 Influence of Democratic leadership style of Principals on the maintenance of facilities in secondary Schools in Kaduna state.

Democratic leadership style refers to a situation where there is equal work among leaders and followers. Goldman (2002) emphasizes "leaders using democratic leadership style build consensus through participation but these leaders also expect a higher level of excellence and self-direction". He adds that democratic leaders have time to listen and share ideas with their followers. They also tend to be more flexible and are responsive to one's needs. They are able to motivate teachers to participate in decision making and are respectful.

The democratic style of leadership emphasizes group and leader participation in the making of policies. Decisions about organizational matters are arrived at after consultation and communication with various people in the organization. The leader attempt as much as possible to make each individual feel that he is an important member of the organizations communication is multi-directional while ideas are exchange between employees and the leader (Heenan and Bennis, 1999). In this style of leadership, a high degree of staff morale is always enhanced (Mba, 2004). Goldman (2002) suggests that democratic organizations typically have the following six characteristics:

i. Policies are determined by a group of organizations

ii. Technical and job performance measures are discussed so that they can be understood by all.

iii. Leaders provide advice to members in regards to implementing tasks.

iv. Members are free to choose with whom they work

v. The group determines the distribution of tasks and

vi. Leaders try to be objective in giving praise and criticism.

Mbarah (1996) considered democratic leadership to exist when leadership indicates action involving the group in decision making with respect to policy and programmes. Mullins (2005) recommends that democratic leadership is a good style of leadership in that:

a. It respects the dignity of individuals or groups

b. It recognizes respects and accepts all social interactions in the organization.

c. It can be used in Nigerian secondary schools because Nigerian teachers do not like unnecessary pressure from administrators.

However, democratic leadership style consists of the leader sharing the decision making abilities with group members by promoting the interest of the group members and by practicing social equality. (Meindle 1995). Muzzarela and Smith (1989) lament that "the boundaries of democratic participation tend to be circumscribed by the organization or group needs and the instrumental value of people's attributes (skills and attitudes). Therefore, the democratic style of leadership encompasses the notion that every one, by virtue of his human status should play a part in the group's decisions. The democratic style still requires guidance and control by a specific leader. The democratic style of leadership therefore demands the leader to make decisions on who should be called upon within the group and who is given the right to participate in make and vote on decisions.

Onen (2008) recommends that traits of a good democratic leader comprised the following:

1. **Honesty:** he displays sincerity, integrity and candor in all his actions. He believes that deceptive behavior will not inspire trust.
2. **Competency:** he bases his actions on reason and moral principle. He does not make decisions based on childlike emotional desires of feelings.

3. **Forward-looking:** he sets goals and has a vision of the future. The vision must be own throughout the organization.
4. **Inspiring:** he displays confidence in all that he does by showing endurance in mental, physical and spiritual stamina.
5. **Intelligence:** A democratic leader is always ready to learn, read, study and seek challenging assignments.
6. **Fair minded:** he shows fair treatment to all manner of his subordinates. He believes that prejudice is the enemy of justice. A democratic leader displays empathy by being sensitive to the feelings, values, interest and well-being of his subordinates.
7. **A democratic leader is also courageous:** This means that he has the perseverance to accomplish a goal regardless of the seemingly insurmountable obstacles. He shows a confident calmness when under pressure.
8. **Straight forwardness:** he uses sound judgment to make a good decision at the time.
9. **Imaginative:** he makes timely and appropriate changes in his thinking, plans and methods. He shows creativity by thinking of new and better goals, ideas and solutions to problems.
10. **Broad minded:** he seeks out diversity.

However, a principal who employs a democratic leadership style is said to be friendly to his subordinates (teachers). He/she involves his/her teachers in decision making process. This style of leadership encourages teachers and students to develop positive attitude while using the school facilities.

2.5 Influence of Autocratic Leadership Style of Principals on the maintenance of facilities in secondary Schools in Kaduna state.

Autocratic leadership style refers to the system that gives full empowerment to the leader with minimal participation from the followers. Autocratic leadership style is also known as "the authoritarian style of leadership" in which power and decision–making reside in the autocratic leader. The leader directs group members on the way things should be done and does not maintain clear channel of communication between himself and the subordinates. He or she does not delegate authority nor permit subordinate to participate in policy – making (John, 2012).

Olubadewo (1992:33) disputes that "authoritarian or autocratic leaders have been known or described as dictators. In most cases, they make their followers to fear them. They adopt the strategy of creating distance between their followers and their personal position". Hence characteristically they:

1. Rely heavily on power and authority.

2. Impose strict control

3. Instead of using respected personality to carry employees along with them, to influence staff behavior, they use formal position.

4. Fear trusting people and consequently do not delegate power or authority to the subordinates.

Edem (1982:44) asserts that "autocratic leadership is controlled by a domineering leader and exemplified by dictation of all policies and procedures by the leader with little or no group participation in decision making". He adds that this type of leader is a dictator who sees himself as an undisputed super-ordinate if not a semi-god. The system under this kind of leadership is totally void of human relations and effective human cooperation. Yukl (1994) observes that autocratic leaders tend to have the following five characteristics:

1. They do not consult members of the organization in the decision making process.

2. Authoritative leaders set all policies by themselves.

3. They determine the methods of work to be carried out.

4. They determine the duties of the followers and

5. They specify technical and performance evaluation standards.

Since this style of leadership usually only involves on person deciding, it permits quick decision making. Though, the autocratic style is relatively unpopular. In certain circumstances, it can be an effective strategy, especially when the leader is short of time and when followers are not productive. The authoritarian leadership style keeps main emphasis on the distinction of the authoritarian leader and their followers. These types of leaders make sure to only create a distinct professional relationship. Direct supervision is what they believe to be a key in maintaining a successful environment and followership.

Yenenew (2012) is on the opinion that "authoritarian leadership style often follows the vision of those that are in control and may not necessarily be compatible with those that are being led". He adds that authoritarian leaders have a focus on efficiency, as other styles such as democratic styles, may be seen as a hindrance of progress. Ukeje (1998) resonates that an authoritarian leader has the following characteristics:

- He personally and individually sets goals of the organization.
- He engages primarily in one way and own ward communication.
- He controls discussion with followers:
- He dominates interaction.

An authoritarian style of leadership therefore may create a climate of fear where there is little or no room for dialogue and complaining may be considered futile. However, from the

perception of different scholars above, we can see that an authoritarian leader is one who dominates all the aspects of the organization without giving room for suggestions and complaints from the side of the followers. A principal as an educational or school administrator who adopts this style of leadership is likely to hinder good management strategy of school facilities which is considered important because it is one of the ways through which educational standard can be maintained. A principal who adopts this leadership style does not in any way involve his teachers in making decision. He does not also communicate to teachers on school related issues. He considers himself as the overall individual in the school, the final decision – maker, the only implementer of school policies and the super-ordinate stakeholder in the school organization.

But on the contrary, authoritative leadership style is important in that it does not consume much time while making decision since the leader makes decisions individually without the consent of his followers. However, this style of leadership should not be adopted by the school principals since it cannot help to promote effective facilities maintenance.

2.6 Influence of Transformational Leadership Style of Principals on the Maintenance of Facilities in Secondary Schools in Kaduna State.

A transformational leader is a person in which the leader is not limited by his or her follower's perception. The main objective is to work to change or transform his or her follower's needs and redirect their thinking. Leaders that follow the transformational leadership style changes and inspire their followers with a sense of purpose and excitement. They also create a vision of what they aspire to be and communicate to their followers.

Gunter (2001:69) asserts that "transformational leadership is about building a universal common interest between leaders and follows". Leithwood (1999) maintains that "transformational leadership assumes that the central focus of leadership ought to be the commitments and capacities of organizational members: Miller and Miller (2001) explain that "transformational

leadership is more potent and complex than instructional leadership and occurs when one or more teachers engage with others in such a way that administrators and teachers raise one another to higher levels of commitment and dedication, motivation and morality". They add that through the transforming process, the motives of the leader and followers merge. Leithwood (1994) conceptualizes transformational leadership style along weight dimensions. Thus:

- Building school vision
- Establishing school goals
- Providing intellectual stimulation
- Offering individualized support
- Modeling best practices and important organizational values
- Demonstrating high performance expectations
- Creating a productive school culture
- Developing structures to foster participation in school decisions.

Leithwood (1999:21) claims that transformational leadership is a style that comes closer to providing a comprehensive approach to leadership although he subsequently states that transformational leadership practices ought to be considered a necessary but not sufficient part of an effective leader's repertoire. Fiol (1999) laments that transformational leadership has the potential to become despotic because of its strong, heroic and charismatic features. He believes that the leader's power ought to raise moral qualms and serious doubts about its appropriateness for democratic organizations".

The contemporary policy climate within the schools has to operate also raises questions about the validity of the transformational leadership style, despite its popularity in the literature. The system increasingly requires school leaders to adhere to government prescriptions which affect

aims, curriculum content and pedagogy as well as values. There is a more centralized, more directed and more controlled educational system that has dramatically reduced the possibility of realizing a genuinely transformational education and leadership (Bottery, 2001:215).

Coleman (1996) resonates that "transformational leadership style describes a particular type of influence process based on increasing the commitment of followers to organizational goals. Leaders seek to engage the support of teachers for their vision for the school and to enhance their capabilities to contribute to goal achievement". He went further to stress that a transformational leader must possess the following core characteristics:

1. A transformational leader has a broad knowledge of field, a self-promoting personality and willing to take risk in order to stimulate the interest of the followers to think independently.
2. Individualized consideration
3. Intellectual stimulation.

Hallinger (1992) argues that "transformational leadership is a vehicle for promoting and developing the instructional leadership capabilities of classroom teachers and those leaders with direct responsibility for promoting learning".

2.7 Influence of Situational Leadership Style of Principals on the maintenance of facilities in secondary Schools in Kaduna State.

In this style of leadership, the leader or manager of an organization adjust his style to fit the development level of the followers he or she is trying to influence. With situational leadership, it is up to the leader to change his style not the followers to adapt to the leader's style. In situational leadership, the style may change continually to meet the needs of others in the organization based on the situation. Nanson (2010) laments that "the style a leader uses under

situational leadership is based upon combining levels of directive behavior and supportive behavior. A directive is providing support or guidance to the employees".

Sheppard (1996) maintains that "under situational leadership style, the leader's function is to determine the level of followers' task and psychological maturity. Once the leader determines the followers' overall level of maturity, the leader should adjust his behavior in a way that most effectively manages the followers' behavior in light of the follows' maturity". He adds that more matured employees require less direction and support while employees with less maturity require more direction.

Therefore, the situational leadership style requires the principal to first and foremost understand the levels of maturity of the teachers; this will give him a guide on how to succeed in influencing them to perform well in the course of teaching learning situation. The principal at this time will adopt his leadership style depending on the situation he/she finds himself. Leithwood (1994) categories the styles of situational leadership as follows:

1. Telling and directing: the leader of the organization is the one making the decisions and informing others in the \organization of the decisions and informing others in the organization of the decision. This situational style of leadership may also be referred to as red and closely supervises the employees who are working. It is a very top down style and employees simply do exactly what they are told.

2. Selling and coaching: A situational leader is still very involved in the day to day activities. The decision still untimely lie with the leader, however, input is requested from the employees before the decision is implemented with this style of situational leadership, employees are still supervised but it is more of coaching manner rather than management manner. This style typically works well with those who are inexperienced and still with

those who are inexperienced and still learning. It involves direct praise to increase employee's confidence and self–esteem.

3. Participating and supporting: This style of situational leadership passes more responsibility to the employees. While the leader still provides some direction, the decisions untimely lie with follower. The leader is there to provide feedback and to increase their confidence and motivation with praise and feedback for the tasks completed. Those who work well under this style of situational leadership have the necessary skills bit lack the confidence or motivation to achieve them.

4. Delegating: this is another situational leadership style where the administrator is involved the least amount with the employees. The employees are responsible for choosing the tasks and the directions they will take. Although the leader may still be involved for direction or feedback purposes, it is on a much lower level than with other situational leadership styles. With this style or leadership, the employees know their roles and perform it with little supervision required.

5. Development level: At this level, the followers determine the situational leadership style of the leader.

The above explanations of situational leadership style give a full detail of who a situational is. At whatever degree we look at it, we can see that a situational leader is some on who studies the situation of the organization systematically before he begins to give direction for his followers. The principal, who is said to be situational in his style of leadership, influences his teachers based on the situation at hand. Therefore, leadership task varies from leaders' power and influence to subordinates power and influence. A principal who adopts this method varies his lifestyle of leadership in accordance with the situation and personalities of his staffs. At times, he

may be institutionally oriented, another time people oriented him depending on the task or circumstances within the operational frame of the organization.

2.8 Influence of Charismatic Leadership Style of Principals on the Maintenance of School Facilities.

Charisma is often a trait that someone perceives in another, but difficulty in describing that perception without directly referencing particular behaviors, traits, or individual characteristics in common (Kanungo, 1987). Charismatic leadership style therefore, describes what to expect from both the leaders and followers. Leaders engage in extraordinary behaviors and display substantial expertise. Crisis situations or other substantial realities create an atmosphere that is conducive for the emergence of charismatic leadership. Followers react to these extraordinary behaviors as part of the greater situational context and attribute charisma to the leader. It is asserted here that followers' attribution of charisma is interwoven with both the leader's behaviors and contextual circumstances. Thus, charismatic leadership is framed as reciprocal process. Although, this reciprocity exists, charismatic leadership is the common understanding tends to be leader-focused. Max Weber's work in defining charisma of an individual when only examining the untraditional form of influence where the leader possesses exceptional qualities as perceived by his or her followers (Yukl, 2010). Yukl further notes that follower attribution of charismatic qualities to a leader is jointly determined by the leader's behavior, expertise, and aspect of the situation. Therefore, the main focus for this study is to determine the influence of principals' leadership styles on the maintenance of school facilities in secondary schools in Kaduna state in which charismatic style of leadership is one of the styles which the researcher is interested to include in his study. A charismatic leader is expected to display the following characteristics:

- ✓ **Effective communication**: This is an essential quality in any leadership style. In that regard, charismatic leadership is no different, but charismatic leaders act differently than

non-charismatic leaders (Fiol, 1999). Yukl (2010) asserts that "For the charismatic leader, effective communication requires more than merely the dissemination of information, and to be effective, charismatic often include emotional appeals within their rhetoric". In the area of school facilities maintenance, charismatic leaders are more likely to be successful in the control of such facilities; this is because the language they use in giving order to the subordinates to take active part in maintaining the school facilities make significant impact on the maintenance of such facilities. The above statement is in line with the assertion of Sheedan and Sheedan (2006) that "the message delivered by charismatic leaders is obviously important, but the importance of the delivery of the message supersedes that of the message itself."

- ✓ **Vision**: As with effective communication, establishing a vision is a necessary trait for successful leaders. Charismatic leaders often emerge with a vision that is solution-oriented and is very different from the 'status quo' (Yukl, 2010). This new vision is separated from the way things are or have always been and is an important separator from other leadership styles. The ideological vision portrayed by a charismatic leader is often the source of the differentiation from the normative. This ideology vision cannot be merely a said vision, but as Conger and Kanungo (1987) claim, leaders must be the "holders of an idealized vision". The leader with good visionary attributes will not influence his followers' attitude but also encourage the judicious use of school facilities by both the teachers, students and the surrounding community. This is in line with assertion of Garrison (2008) that "the vision of a leader, in this case principal, determines the success of a school in all ramifications". This proves beyond reasonable doubt that a school principal who has a very vision is in a unique position to ensure not

only the development of his staffs and students but also the entire facilities surrounding the school.

- ✓ **Impression and facilities management**: Managing the school facilities and the impression of the leader held by his or her followers is an important task of the charismatic leaders (Yukl, 2010). A concerted effort regarding image building and facilities management must be undertaken by charismatic principals in order to maintain charismatic attributions (Shamir, 1999). Charismatic leaders use their position of authority to manage school resources and also manage followers' impressions by constantly demonstrating charismatic courage and conviction (Yukl, 2010; Fiol, 1999). The goal of charismatic is to create a positive atmosphere for learning thereby maintaining the available school resources and facilities.
- ✓ **Expertise**: The methods by which leaders express expertise are closely related to the power source which they lead. This power source can often explain whether the charismatic leader is viewed as positive or negative leader. A socialized power orientation is one in which the charismatic leader does not relish personal power but, rather, desires to share power among and with subordinates so as to ensure proper maintenance of school facilities.

These and many others are the attributes which a charismatic leader is expected to possess. The attributes therefore help to ensure full compliance of guiding rules and regulations on how the school facilities are to be used by both the teachers, students and the host community. A leader with charismatic style of leadership is expected to be more active and cautious in handling and managing the school facilities.

2.9 Influence of instructional Leadership Style of Principals on the maintenance of facilities in secondary schools in Kaduna state.

Leithwood (1999:8) asserts that "instructional leadership style typically assumes that the critical focus for attention by leaders is the behavior of the teachers as they engage in activities directly affecting the growth of students". Sheppard (1996) claims that "there are narrow and broad conceptions of instructional leadership where the latter also involves variables such as school culture which may have important consequences for teacher behavior". He went further to state that the narrow definition focuses on instructional leadership as a separate entity from administration. In the narrow view, instructional leadership is seen as those actions that are directly related to teaching and learning. In the broader view, instructional leadership entails all leadership activities that affect students learning.

South worth (2002:78) maintains that "instructional leadership is likely to be more effective when it is conceptualized as "broad" rather than "narrow" because it increases the scope for other leaders to play a role as well as the principal and because recognizes how social organizations operate. He adds (2002:79) that "instructional leadership is strongly concerned with teaching and learning including the professional learning of teachers as well as students growth". Geltner and Shelton (1991:339) also appear to advocate a broad view in claiming that "effective instructional leadership is characterized by a strategic perspective which leads to the integrated linkage and deployment of all resources available to the school to achieve its purpose and mission".

The administrator who recognizes both the needs of the school and those of the personnel tends to satisfy both by practicing this style of leadership. This type of leadership style can be used and accepted by administrators in Nigerian schools because it takes into consideration their needs (Rabo, 2002). This type of leadership does not operate except in specific situations, it is passive

and it is not just the possession of certain traits but it also appears to be a working relationship among members of a group which the leader acquires status through active participation and demonstration of capacity for carrying cooperation task to completion. Leithwood (1999:8) asserts that "instructional leadership style typically assumes that school leaders usually principals have both the expert knowledge and the formal authority to exert influence on teachers". Hillinger and Murphy (1985) state that instructional leadership comprises three broad categories; thus:

- Defining the school mission
- Managing the instructional programme
- Promoting school climate.

In the same dimension, Blase and Blase's (1998) research with 860 principals in America elementary, middle and high schools, suggest that effective instructional leadership behavior comprises three aspects. These include:

1. Talking with teachers (conferencing)
2. Promoting teachers professional growth
3. Fostering teacher reflection.

Southworth's (2002) qualitative research with primary heads of small schools in England and Wales shows that three strategies were particularly effective in improving teaching and learning. These are:

1. Modeling
2. Monitoring
3. Professional dialogue and discussion.

Southworth's third category confirms Blase and Blasé (1998) first point but his other strategies introduce new notions of which instructional leadership practices are likely to be successful. He also concurs with Hill (2001) that "school leaders may lack sufficient knowledge of teaching and learning to provide adequate, let alone successful, instructional leadership". He went further to advocate that this dimension should be included in leadership development programmes. In contrast, Leithwood (1994:499) claims that" instructional leadership images are no longer adequate because they are hardly classroom focused and do not address second order changes such as organization building". From the above therefore, we can observe that the work of instructional leaders is to ensure that every student receives the highest quality instruction each day. Doing so requires that instructional leaders lead to the improvement of the quality of teaching and for the improvement of students learning. There is no doubt that instructional leadership requires the school principal to wear many hats. At various times, principals must be administrators, managers, diplomats, teachers and curriculum leaders, sometimes all within one school day. It is definitely a balancing act and principles must be proficient in all of these areas as well as be able to fluidly move from one role to another. Principals and school leaders continue to strive for balance and proficiency in their roles as instructional leaders.

Yenenew (2012) asserts that "school administrators who adopt instructional leadership style are more likely to set clear goals, manage curriculum, monitor lesson plans, allocate resources and evaluate teachers regularly to promote students learning and growth" Yenenew adds that quality of instruction is the top priority for the instructional principal. Goldman (2000) supports that "instructional leadership style is committed to the core business of teaching, learning and knowledge staff members should meet on a regular basis to discuss how to do their jobs better and untimely help students learn more effectively" Leithwood (1994) disputes that

"instructional leadership is a style of leadership and on the behavior of teachers in working with the students. The leaders' influence is targeted at student learning via teachers".

Leithwood (1994) emphasizes that four skills are essentials for effective instructional leadership in principals. They are:

i. **Effective use of resources:** It is not sufficient for principals to just know their faculty's strength and weaknesses. If specific resources can benefit the staff, the principals should be ready and prepared to provide them. They should also clearly recognize that teachers thrive on being appreciated and acknowledge for good performance.

ii. **Communication skills:**Leithwood maintains that instructional principals should be excellent communicators. Interpersonal or people skills are crucial to the success of a principal. They should therefore be able to communicate their beliefs pertaining to education, including the conviction that every student is capable of learning. These skills inspire trust, spark motivation and empower teachers and students.

iii. **Serving as instructional resources:** teachers rely on principles and other administrative official's to be resources of information related to effective instructional practices and current trends in education. School administrators who adopt instructional leadership style should be turned into all of the pertinent issues and current event related to curriculum, effective assessment and pedagogical strategies.

iv. **Being visible and accessible:** Principals who employ instructional leadership style are positive, vibrant, and visible presence in the school. Modeling behaviors of learners, focusing on learning objectives, positive maintenance culture of school facilities and leading by examples are crucial to the success of an instructional principal.

2.10 Influence of Inspirational Leadership Styleof Principals on the maintenance facilities in secondary Schools in Kaduna state.

Inspirational leadership is about energizing and creating a sense of direction and purpose for employees, excitement and momentum for change. It involves energizing individuals to strive towards a compelling vision of the future. This is in line with what Robert and Tim (1998) assert that "an inspirational leader offers clarity around goals and objectives and ensures that those who are led work collaboratively towards a shared purpose". They went further to state that inspirational leader provides resources and motivational support that the employees need to grow and the empowerment and accountability to take responsibility for the growth of the organization. Inspirational leaders instill passion and direction to their followers so that both the leaders and employees will meet the target goal.

Therefore, to become an inspirational principal requires an understanding of how you as a leader affect the psychology of your employees and how the employee's reactions affect the leader and each of the individual members of that organization. Supporting this statement, Leithwood (1994) maintains that "the leaders who adopt inspirational style of leadership are much more than great motivators, much more than just charismatic icons. In fact the majority of such leaders are not what one might describe as charismatic at all". He went further to state that these special people seem to have the knock of consistently making good or great decisions, they are able to take on board a wide range of parameters and mould them into strategies with vision.

Nanson (2010) asserts that "inspirational leaders sometimes lead by example but, more often than not, they led in much the same way as the great symphonic orchestra conductors, first by studying in immense detail their subject matter and only them, as if by magic, inspiring the talent that surrounds them to deliver extraordinary results". This is in line with what Chandon (1987) describes as "inspirational leaders have influence on all their followers that enter their

space and take the time to listen". Leithwood (1994) comments that "inspirational leadership style helps leaders to bind their team together and give meaning to the way their employees will commit and engage themselves in their assigned responsibility".

2.11 Empirical studies

Uko (2015) conducted a research on "principalship and effective management of facilities in secondary schools in River state, Nigeria." The sample of the study included 36 secondary schools in the state, with two drawn from each of the 18 Local Government Areas in the state. The primary data were collected from Questionnaire and personal interview while the secondary data were collected from checklists, school records and documents, journals and internet. The data were given both qualitative and quantitative treatment. Pearson product moment statistical instrument was adopted in the analysis. The outcome of the study showed that there is a significant relationship between the principal proficiency, creativity and the overall educational objectives in the management of school facilities. This shows that effective management of school facilities is necessary in creating the enabling conducive academic environment thereby enhancing a corresponding achievement and performance in the teaching and learning process. Based on the above, appropriate recommendations were made to include: Appointment of qualified and competent professionals as principals, Government should set up a committee or agency to oversee, supervise and monitor school facilities while school principals, teachers and students should be encouraged to inculcate maintenance culture in handling school facilities across school organizations in the state in particular and Nigeria at large. However, the study is very relevant in that, it aims at finding out the roles of principals in ensuring effective maintenance and management of school facilities which is the core concern of the present

research work. Though, it was carried out in Cross river state, while the present research is conducted in Kaduna state, Nigeria.

Muawuya (2012) conducted a similar research on "the roles of principals on the maintenance of school facilities in secondary schools in Katsina state." The sample size for the study was 375 respondents selected from 42 sampled secondary schools in the state. t-test was used in the analysis of data. The findings of the study revealed that some of the principals in the sampled secondary schools were not competent enough in the management and maintenance of school facilities in Katsina state, while others deserve merit in their maintenance culture. The research further recommended that the Government should place more emphasis on the appointment of principals based on merit as doing so will enhance the sustainability of school facilities in secondary schools in Katsina state. The research is relevant because it analyses the performance of principals on the maintenance of facilities in secondary schools in Katsina state which the present research is interested to investigate.

Soliu (2003) undertook a research on "principals' leadership effectiveness on the maintenance of physical facilities in secondary schools in Kwara and Oyo states". In order the problem, 50 secondary schools were selected for the study. 530 secondary school teachers in kwara and oyo states, Nigeria took part in the study using a questionnaire as an instrument for data collection. Standard deviation and percentages were the statistical methods used in the collection data. The findings of the study revealed that principals in the study area were hardworking and active participants in the maintenance of school physical facilities. The recommendations made by the researcher was that the government should redouble efforts in exposing secondary school principals to seminars and workshops in order to enable them enhance further, the good maintenance practices of such facilities. The study is therefore, relevant because physical facilities are part and parcel of school facilities only that the present study is wider or broader than the previous study.

Amadu (2009) conducted a research on "The roles of principals on effective management of facilities in secondary schools in Kano metropolis". The sample of the study for teachers was 151 and 14 secondary schools respectively. The methods employed in the collection of data were questionnaire and interview. Percentages, frequencies and means were the statistical methods used in analyzing the data. The findings of the study revealed that there was total negligence on the part of the principals in the management of facilities in secondary schools in Kano metropolis. In addition, the principals do not liaise with teachers to ensure effective maintenance of school facilities in the study area. The researcher recommended that the Government and other educational support organizations should as a matter of fact, intensify more efforts I organizing conference, seminars and workshops to the principals of secondary schools as this will equip them with management strategy of school facilities that yield result. The study is relevant because it paid emphasis on the roles that are expected from the side of the principals on maintenance and management of facilities in secondary schools. Though, the findings may not necessarily be the same, but the two researches are geared towards achieving almost the same goal.

2.12 Summary

This chapter explained in details the concepts that are relevant to the topic of the research. These concepts include: principal, leadership, school facilities, types of school facilities maintenance, leadership styles and the leadership roles that are expected to be played principals. The explanation of these important concepts is very vital in that, it would enable the reader to have a clear picture of the subject matter. The researcher went ahead to highlight and explain the theories of leadership where five of the theories were selected and explained. These include: behavioral, power influence, path-goal theory, trait and situational theory of leadership. These theories explained the positions and opinions of the scholars on leadership aspect and how such affect the performance of the leaders in the process of discharging their assigned responsibilities. The empirical studies has also been explained and this has proved that the topic of the research is very much researchable meaning that

similar researches in relation to the topic of the research have been undertaken by different researchers.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

It is usual for any research to explain the methodology used in the research and the procedure for data collection. However, this chapter provides an explanation on research design, population, sample and sampling technique, validity and reliability of the instrument, pilot testing, method of data collection and administration of the instrument.

3.2 Research Design

A descriptive survey design was adopted for this study. This was enable the researcher obtain reliable and acceptable data for the study. The choice of this research design was based on the recommendation of Ary, Lucy and Razevieh (2002) that "a descriptive survey research design is used to obtain information concerning the current position of a phenomenon.Welberge and Bowen (1977) supported that a survey design is appropriate for any study that involve a large population of the respondents.

3.3 Population of the Study

The population of this study consisted of all the teachers and principals of public secondary schools in Kaduna state. Therefore, the total aggregate population for the study will be ten thousand two hundred and ninety four (10,294) teachers and five hundred, forty one (541) principals and one and twenty seven supervisors (127) respectively. However, the source of this information is Ministry of Education, Science and Technology, Kaduna State. Details of this information are shown on table 1.

Table 1: Population of the study

S/N	Educational Zone	No. Of Sec. Sch.	No. Of principals	No. Of teachers	No of Supervisors
	ANCHAU	67	67	858	7
	BIRNIN GWARI	21	21	178	7
	GIWA	33	33	628	6
	GODOGODO	36	36	477	8
	KACHIA	56	56	573	11
	KADUNA	37	37	1,762	4
	KAFANCHAN	52	52	1,256	10
	LERE	44	44	479	10
	RIGACHIKUN	30	30	435	7
	SABON TASHA	66	66	1,446	10
	ZARIA	51	51	1,524	9
	ZWANKWA	48	48	678	8
	Total	**541**	**541**	**10,294**	**127**

Source: Ministry of Education, Science and Technology, Kaduna state (2016).

3.4 Sample and sampling techniques

In selecting the sample size of the educational zones in Kaduna state, the researcher intends to use 30%. This approximately gives a total of four educational zones out of the twelve educational zones in the state. The twelve educational zones include: Anchau, BirninGwari, Giwa, Godo-Godo, Kachia, Kaduna, Kafanchan, Lere, Rigachikun, Sabontasha, Zaria and Zonkwa educational zones. But for the purpose of this study, the researcher intends to select BirninGwari, Giwa, Godo-Godo and Zaria as sample for the study which will represent the entire educational zones in the state. The researcher also used the same 30% in selecting the number of secondary schools, principals and supervisorsin each of the sampled educational zone in the state. But 10% w3

3as used to select the number of teachers in each of the sampled educational zones. The choice of 30% sample size is in line with the opinion of Aderounmu (1985) in descriptive survey that 30% sample size for the study is adequate. James, Joy and Chadwick (2001) were in conformity with the idea of 30% sample size. While the use of 10% is in accordance with the opinion of Gay and Diehl (1992) who maintained that " a researcher can use 10% if the population of the study is large". The simple random sampling technique was adopted for this study. The table below represents the sample size for the study:

Table 2: Sample Table

SN	Sampled Educational Zones	Sample of Teachers	No. of Principals	No. of Supervisors
1.	BIRNIN GWARI	18	6	2
2.	GIWA	63	10	2
3.	GODO-GODO	47	11	1
4.	ZARIA	152	15	3
	TOTAL	**280**	**42**	**8**

Table 2 shows that 280 teachers were selected for the study, 42 principals and 8 supervisors were equally selected for the study. This gives a total of 330 respondents.

GRAND TOTAL: 280 + 42 + 8 = 330

3.5 Research Instrument

The instrument used for this research was questionnaire with the Likert five point scale options for the collection of data. The Likert five (5) options which include: Strongly Agreed, Agreed, Undecided,Strongly Disagreed and Disagreed, was designed to gather data/response. The questionnaire included the following sections:

Section one: request letter

Section two: personal data of the respondents

Section three: guidelines and

Section four to ten: opinions statement for testing the hypothesis.

3.5.1 Validity of the Instrument

The content validity was determined by giving to English professionals and professionals in educational administration and planning to check whether the instrument would be able to check what it was expected to check and it was ascertained. Kerlinger (1986) and Gay (1976) both hold the view that the validation of the content of the research instrument by experts is an important and acceptable technique.

3.5.2 Pilot Study

A pilot test was conducted in four secondary schools in Zaria education authority. A total of 30 copies of the questionnaire were distributed but only 26 were returned. The questionnaire consisted of four sections such as request letter, bio – data of the respondents, guidelines on how to fill the questionnaire and statement section which was designed to test the opinion of the respondents based on the hypothesis of the research. The data collected were subjected to statistical analysis through the use of reliability coefficient.

3.5.3 Reliability of the Instruments

The reliability of the instrument was obtained at reliability coefficient 0.79. This means that the instrument could be considered reliable. Spiegel (1992) and Steven (1986) supported that "an instrument will be considered reliable if it lies between 0 and 1 and that the closer the calculated reliability coefficient to zero the less reliable is the instrument and the closer the calculated reliability coefficient to 1, the more reliable is the instrument".

3.6 Procedure for Data Collection

The following methods were used for this research: the researcher made personal visit to the sampled local government education authorities and the sampled public secondary schools in Kaduna state. Consultations with Kaduna state Ministry of Education, science and Technology

were made to assist the researcher to obtain the correct number of the population for the study. A letter of introduction was received from the department of educational foundations and curriculum, educational administration and planning section, Ahmadu Bello University, Zaria to facilitate the above mentioned process. For the successful distribution and administration of the research instrument, ten sections of questionnaire ware designed to generate data which would help to answer the research questions set for the study. The questionnaire was designed in such a way to help in finding the information which analyzed the questionnaire through the assistance of the teachers and principals within sampled areas.

3.7 Methods of Data Analysis

The data collected from the respondents for this research were analyzed using frequency counts and percentages. These are presented in tabular forms. Interpretation of data analysis was made after every table. The raw scores from the frequencies were converted to percentage through the descriptive statistical techniques such as mean and percentage and answered the research questions. The overall frequencies and percentages for items in the instrument were computed and shown in tables in chapter four. Frequency and percentage distribution were used to show the respondents' distributions on a given item on the table. To test the postulated hypothesis of this research, the analysis of variance (ANOVA) was employed at 0.05 significance level.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter deals with the presentation and analysis of the data collected. The data is analyzed and presented based on the respondents' opinions on each aspect of the study. A total of 294 copies of the questionnaire were distributed to teachers but only 270 copies were retrieved. 28 copies of the questionnaire were distributed to principals but only 23 copies were retrieved. While 8 copies of the questionnaire were distributed to supervisors but only 6 copies were returned. Hence in total of 330 copies of the questionnaire issued to the respondents, only 299 copies were retrieved.

The analysis was therefore based on the data gathered. The bio-data of the respondents was presented in frequencies and in tabular forms. The data was also presented in tabular forms. Each table contains serial number, item statement, category and the responses of agreed, undecided and disagreed were put in frequencies and percentages. Moreover, the chapter contains interpretations of the hypotheses tested also in tabular forms with explanations made based on analysis of variance. Major findings and the general discussions of the major findings were presented based on the result of the data collated.

4.2 Bio-Data of Respondents

This section contains gender, status, marital status, educational qualifications and working experience of the respondents. This could be seen in tables 4.2.1 to 4.2.5 below:

Table 3: Gender of Respondents

S/N	Gender	Freq	Percentage
1.	Male	210	70
2.	Female	89	30
	Total	**299**	**100**

Table 3 shows that male respondents had 210 frequency representing 70% while female respondents had frequency 89 representing 30%. This shows that male respondents outnumbered the female respondents.

Table 4: Status of Respondents

S/N	Status of the Respondents	Freq	Percentage
1.	Teachers	270	90
2.	Principals	23	8
3.	Supervisors	6	2
	Total	**299**	**100**

Table 4 shows that teachers respondents had 270 frequency representing 90%, principals respondents had 23 frequency representing 8% and supervisors had 6 frequency representing 2%. This shows that teachers' respondents outnumbered the principals and supervisors.

Table 5: Marital status of Respondents

S/N	Marital Status	Freq	Percentage
1.	Married	213	71
2.	Single	86	29
	Total	**299**	**100**

Table 5 shows that married respondents had 213 frequency representing 71% while single respondents had 86 frequency representing 29%. This shows that the percentage of married respondents was high than the single respondents.

Table 6: Educational Qualification of the Respondents

S/N	Educational Qualification	Freq	Percentage
1.	Doctor of Philosophy (Ph.D)	-	-
2.	Master of Education (M.Ed)	15	5
3.	Bachelor of Education (B.Ed)	127	42
4.	Nigeria Certificate in Education(NCE)	149	50
5.	Others (Pivotal and Diploma)	9	3
	Total	**299**	**100**

Table 6 shows that the Ph.D respondents had 0 frequency representing 0%, M.Ed respondents had 15 frequency representing 5%, B.Ed respondents had 127 frequency representing 13%, NCE respondents had 149 frequency representing 50% while others respondents had 9 frequency representing 3%. This shows that NCE respondents outnumbered the rest of the respondents.

Table 7: Years Working Experience of the Respondents

S/N	Working Experience	Freq	Percentage
1.	1-20 years	167	56
2.	21-30 years	70	23
3.	31-35 years	60	20
	Total	**299**	**100**

Table 7 shows that the years of working experience of the respondents between 1-20 had 167 frequency, representing 56%, 21-30 had 70 frequency, representing 23% and 31-35 had 60 frequency, representing 20%. This shows that the number of respondents that had 1-20 years of working experience was higher than those with 21-30 and 31-35 years of working experience respectively.

4.3 Opinions Analysis of Respondents

This section covers all the study objectives and research questions. This covers opinions of respondents on the Influence of principals' leadership styles on the maintenance of facilities in secondary schools in Kaduna State, Nigeria. Seventy items statements were used in the evaluation of the respondents' opinions. Ten items of similar bases were grouped together on

each, six tables were presented and an item by item analysis was used in the presentation of the findings. Details could be seen in tables 4.3.1 to 4.3.7

4.3.1 Opinions of Respondents on the Influence of Principals' Democratic Leadership Style on the Maintenance of Facilities in Secondary Schools in Kaduna State

This section covers item statement 1-10 in the questionnaire presented to each respondent. Details could be seen in table 8.

Table 8: Descriptive Statistics on the Influence on Principals' Democratic Leadership Style on the Maintenance of Facilities in Secondary Schools in Kaduna State.

S/N	ITEM STATEMENT		RESPONSES					
		CATEGORY	AGREED		UNDECIDED		DISAGREED	
			F	%	F	%	F	%
1.	Principal is friendly to every staff and student	Teachers	235	88	6	2	29	10
		Principals	21	92	1	4	1	4
		Supervisors	5	83	-	-	1	17
2.	Staff and students are always encouraged to use school facilities appropriately	Teachers	229	85	13	5	23	10
		Principals	21	92	1	4	1	4
		Supervisors	5	83	1	17	-	-
3	There is cooperation among staff during decision making on how the facilities in the school could be maintained	Teachers	213	80	12	4	43	16
		Principals	19	82	2	9	2	9
		Supervisors	5	83	-	-	1	17
4	Staffs and students use school facilities appropriately	Teachers	217	84	11	4	34	12
		Principals	21	92	2	8	-	-
		Supervisors	6	100	-	-	-	-
5	Good moral example for teachers and students on the utilization of facilities in school is shown	Teachers	207	77	14	5	46	17
		Principals	20	87	1	4	2	9
		Supervisors	3	50	3	50	-	-
6	School furniture are always supervised	Teachers	193	72	19	7	51	19
		Principals	20	87	3	13	-	-
		Supervisors	5	83	-	-	1	17
7	There is free flow of information from and to the staffs on issues relating to school facilities	Teachers	203	75	13	5	52	20
		Principals	19	83	1	4	3	13
		Supervisors	5	83	-	-	1	17
8	Principal encouraged staff members to ensure judicious use of school facilities	Teachers	180	67	20	7	67	25
		Principals	19	83	-	-	4	17
		Supervisors	5	83	1	17	-	-
9	An atmosphere that encourages creativity and initiatives that promote the standard of facilities in the school is created	Teachers	193	72	18	7	57	21
		Principals	16	70	1	4	5	26
		Supervisors	4	67	-	-	2	33
10	The effort of the principal on the maintenance of facilities in the school is appreciated	Teachers	177	66	18	7	63	24
		Principals	11	48	2	9	6	43
		Supervisors	3	50	-	-	3	50

Table 8 shows the opinions of teachers, principals and supervisor on the influence of democratic leadership style on the maintenance of facilities in secondary school in Kaduna state. The result shows that there was unanimous agreement of opinions between the respondents that principal is friendly to every staff members, staffs and students were encouraged to use facilities in school appropriately, there was cooperation among staffs members during decision making on how the facilities in the school could be maintained, staffs and students used school facilities appropriately, good moral example on the utilization of school facilities was shown to teachers and students, school furniture were always supervised, there was free flow of information from and to the staffs and students on issues related to school facilities, an atmosphere that encouraged creativity and initiatives that promote the standard of facilities in school was created and the effort of principal on the maintenance of facilities in school was appreciated.

4.3.2 Opinions of Respondents on the Influence of Principals' Autocratic Leadership Style on the Maintenance of Facilities in Secondary Schools in Kaduna State

This section covers item statement 11-20 in the questionnaire presented to each respondent. Details could be seen in table 9.

Table 9: Descriptive Statistics on the Influence on Principals' Autocratic Leadership Style on the Maintenance of Facilities in Secondary Schools in Kaduna State.

S/N	ITEM STATEMENT	RESPONSES					
		CATEGORY	AGREED		UNDECIDED		DISAGREED	
			F	%	F	%	F	%
1.	Members of staffs are not consulted when making decision in the school	Teachers	157	58	15	6	95	36
		Principals	3	13	-	-	20	87
		Supervisors	3	50	-	-	3	50
2.	There is lukewarm attitude on the part of principal on the maintenance of facilities in the school	Teachers	147	56	21	8	95	36
		Principals	-	-	-	-	23	100
		Supervisors	1	17	1	17	4	66
3	The school library is not properly used by the staffs and students	Teachers	154	57	19	7	89	33
		Principals	9	39	2	9	12	52
		Supervisors	1	17	-	-	5	83
4	The school laboratory is not been taken care of	Teachers	135	50	15	6	115	44
		Principals	-	-	3	13	20	87
		Supervisors	2	33	-	-	4	67
5	The school library is not functioning properly	Teachers	148	55	18	7	100	38
		Principals	7	30	4	17	11	48
		Supervisors	1	17	-	-	5	83
6	Both students and staffs toilet are carelessly used	Teachers	151	56	13	5	82	38
		Principals	8	35	4	17	11	48
		Supervisors	2	33	-	-	4	67
7	Power is not delegated to the staffs while overseeing the well being of facilities in the school	Teachers	147	54	31	12	87	32
		Principals	7	30	3	13	12	52
		Supervisors	1	17	1	17	4	66
8	All policies that guide the proper maintenance of facilities in the are set by the principal	Teachers	162	61	27	10	75	29
		Principals	15	65	3	13	5	22
		Supervisors	6	100	-	-	-	-
9	The school facilities are handled satisfactorily	Teachers	165	61	28	11	72	27
		Principals	13	57	3	13	7	30
		Supervisors	5	83	-	-	1	17
10	Decision making is not encouraged in the school	Teachers	145	56	17	6	101	37
		Principals	2	9	-	-	21	91
		Supervisors	-	-	1	17	5	83

Table 9 shows the opinions of the respondents on the influence of principals' autocratic leadership style on the maintenance of facilities in secondary schools in Kaduna state. 58% of teachers, 50% of supervisors agreed and 87% of principals disagreed that members of staffs were not consulted when making decision in the school. Items 2 and 3 were also agreed by the teachers with 56% and 57% and disagreed by the principals and supervisors with 100% and 52% of principals and 66% and 83% of supervisors that principals had a lukewarm attitude on the maintenance of school facilities and the school library was not properly used by staffs and students. Items 4, 5, 6 and 7 in table 4.3.2 above received 50%, 55%, 56% and 54% of teachers agreed, 87%, 48%, 48% and 66% of principals disagreed while 67%, 83%, 67% and 66% of supervisors disagreed that school library was not been taken care of, was not functioning properly, staffs and students toilets were carelessly used and power was not delegated to staffs while overseeing the well being of facilities in the school. There was also high consensus of opinions in agreement between the respondents with the regards to items 8 and 9 where 61% of teachers, 65% of principals and 100% of supervisors agreed that all policies that guided the proper maintenance of facilities in the school were set by the principals. 61% of teachers, 57% of principals and 83% of supervisors agreed that school facilities were handled satisfactorily. However, item 10 was agreed by teachers with 56% and disagreed by principals and supervisors with 91% and 83% respectively.

4.3.3 Opinions of Respondents on the Influence of Principals' Instructional Leadership Style on the Maintenance of Facilities in Secondary Schools in Kaduna State

This section covers item statement 21-30 in the questionnaire presented to each respondent. Details could be seen in table 10.

Table 10: Descriptive Statistics on the Influence on Principals' Instructional Leadership Style on the Maintenance of Facilities in Secondary Schools in Kaduna State.

S/N	ITEM STATEMENT	RESPONSES						
		CATEGORY	AGREED		UNDECIDED		DISAGREED	
			F	%	F	%	F	%
1.	Impressive directive is given to staffs and students to take care of the school facilities	Teachers	168	62	24	10	72	27
		Principals	21	91	-	-	2	9
		Supervisors	4	67	-	-	2	33
2.	There is good management of school's resources	Teachers	168	62	16	6	80	32
		Principals	19	83	-	-	12	52
		Supervisors	4	67	1	17	1	17
3	Good school climate is promoted	Teachers	162	60	19	7	79	29
		Principals	21	91	2	9	-	-
		Supervisors	5	83	1	17	-	-
4	There is proper monitoring of the entire school facilities	Teachers	174	64	15	6	70	26
		Principals	19	83	3	13	1	4
		Supervisors	5	83	-	-	1	17
5	Professional training is organized for teachers on school facility maintenance culture	Teachers	154	59	21	8	85	34
		Principals	15	64	5	22	3	13
		Supervisors	3	50	2	33	1	17
6	The principal is always visible and accessible in the school.	Teachers	178	66	14	5	71	29
		Principals	16	70	3	13	4	17
		Supervisors	3	50	1	17	2	33
7	The principal strives for balance and proficiency of school facilities	Teachers	168	62	21	8	73	30
		Principals	17	74	-	-	6	26
		Supervisors	4	67	1	17	1	17
8	Meeting with the teachers on how to ensure proper maintenance of facilities in the school is organized	Teachers	175	65	13	5	73	27
		Principals	19	83	2	9	2	9
		Supervisors	5	83	-	-	1	17
9	The standard of facilities in the school is promoted	Teachers	155	57	12	5	96	36
		Principals	18	77	2	9	3	13
		Supervisors	5	83	-	-	1	17
10	The principal has the expert knowledge to exert influence on both teachers and students on how the school facilities should be used	Teachers	164	61	17	6	83	31
		Principals	18	78	3	13	1	4
		Supervisors	5	83	-	-	1	17

Table 10 shows the opinions of the respondents on the influence of principals' instructional leadership style on the maintenance of facilities in secondary schools in Kaduna state. The result of the responses gathered from the above mentioned table shows that a very high percentage of principals, teachers and supervisors have unanimously agreed that Impressive directive was given to staffs and students to take care of the school facilities, there was good management of school's resources, good school climate was promoted, there was proper monitoring of the entire school facilities, professional training was organized for teachers on school facility maintenance culture, principals were visible and accessible in the school, principals strived for balance and proficiency of school facilities, meeting with the teachers on how to ensure proper maintenance of facilities in the school was organized, the standard of facilities in the school was promoted and the principal has the expert knowledge to exert influence on both teachers and students on how the school facilities should be used.

4.3.4 Opinions of Respondents on the Influence of Principals' Transformational Leadership Style on the Maintenance of Facilities in Secondary Schools in Kaduna State

This section covers item statement 31-40 in the questionnaire presented to each respondent. Details could be seen in table 11.

Table 11: Descriptive Statistics on the Influence on Principals' Transformational Leadership Style on the Maintenance of Facilities in Secondary Schools in Kaduna State.

S/N	ITEM STATEMENT	RESPONSES						
		CATEGORY	AGREED		UNDECIDED		DISAGREED	
			F	%	F	%	F	%
1.	You are always guided by the principal on how to use school facilities.	Teachers	159	61	16	6	90	33
		Principals	16	70	4	17	3	13
		Supervisors	4	67	-	-	2	33
2.	The school parking space is properly organized	Teachers	150	56	13	5	102	38
		Principals	13	56	5	22	4	17
		Supervisors	2	33	-	-	4	67
3	The school athletic field is very attractive and conducive	Teachers	143	53	21	8	99	37
		Principals	11	48	5	22	7	30
		Supervisors	3	50	1	17	2	33
4	There is conducive learning environment in the school	Teachers	187	69	17	6	60	22
		Principals	21	91	-	-	2	9
		Supervisors	5	83	1	17	-	-
5	The principal promotes a productive school culture	Teachers	175	65	18	7	69	26
		Principals	17	74	3	13	2	9
		Supervisors	1	17	-	-	5	83
6	The principal always maintain his position as the general overseer of the school facilities	Teachers	188	70	16	6	62	24
		Principals	20	87	1	4	2	9
		Supervisors	2	33	-	-	4	67
7	The principal is a role model in the maintenance of school facilities	Teachers	191	71	12	4	57	25
		Principals	19	83	1	4	3	13
		Supervisors	4	67	-	-	2	33
8	The principal to stimulates the interest of teachers on the maintenance of facilities in the school	Teachers	172	64	20	7	71	29
		Principals	20	87	2	9	1	4
		Supervisors	4	67	-	-	2	33
9	The principal is sound in dealing with school problem	Teachers	176	65	16	6	67	25
		Principals	20	87	3	13	-	-
		Supervisors	5	83	-	-	1	17
10	The principal offers lasting suggestion to school facilities upgrade.	Teachers	172	64	18	7	74	27
		Principals	17	74	5	22	1	4
		Supervisors	5	83	-	-	1	17

Table 11 shows the opinions of the respondents on the influence of transformational leadership style of principals on the maintenance of facilities in secondary schools in Kaduna state. Item 1 shows that 61% of teachers, 70% of principals and 60% of supervisors agreed that principals guided both the members of staffs and students on how to use school facilities. 56% of teachers, 56% of principals agreed and 67% of supervisors disagreed that the school parking space was properly organized. Items 3 and 4 showed that 53% of teachers, 48% of principals, 50% of supervisors, 69% of teachers, 91% of principals and 83% of supervisors agreed that the school athletic field was very attractive and conducive and that there was conducive learning environment in the school. Items 5 and 6 showed that 65% of teachers, 74% of principals agreed 17% of supervisors disagreed, 70% of teachers 87% of principals agreed and 33% of supervisors disagreed that the principal promotes a productive school culture and always maintain his position as the general overseer of the school facilities. There was also consensus of opinions in agreement with the respect to items 7-10 in the table above. The result shows that high percentage of teachers, principals and supervisors unanimously agreed that principals of secondary schools were role models in the maintenance of school facilities, stimulated the interest of teachers and students on the maintenance of facilities in the school, were sound in dealing with school problems and offered lasting suggestion to school facilities upgrade.

4.3.5 Opinions of Respondents on the Influence of Principals' Charismatic Leadership Style on the Maintenance of Facilities in Secondary Schools in Kaduna State

This section covers item statement 41-50 in the questionnaire presented to each respondent. Details could be seen in table 13.

Table 12: Descriptive Statistics on the Influence on Principals' Charismatic Leadership Style on the Maintenance of Facilities in Secondary Schools in Kaduna State.

S/N	ITEM STATEMENT	CATEGORY	RESPONSES					
			AGREED		UNDECIDED		DISAGREED	
			F	%	F	%	F	%
1.	There is adequate provision of reading materials in the school	Teachers	173	64	24	9	68	25
		Principals	17	74	3	13	3	13
		Supervisors	4	67	-	-	2	33
2.	Staffs and students are loyal and obedient to the principal because of his fatherly advice on the proper maintenance of the school facilities	Teachers	178	66	13	5	72	27
		Principals	17	74	4	17	2	9
		Supervisors	4	67	1	17	1	17
3	Very good working relationship exists between the principal and teachers	Teachers	182	67	13	5	65	26
		Principals	17	74	4	17	2	9
		Supervisors	5	83	-	-	1	17
4	Improvisation of materials in school is encouraged	Teachers	177	66	13	5	68	25
		Principals	18	77	3	13	2	9
		Supervisors	5	83	-	-	1	17
5	Staffs and students are encouraged to work with better devotion and commitment.	Teachers	183	68	15	6	67	26
		Principals	21	91	-	-	2	8
		Supervisors	3	50	1	17	2	33
6	The principal demonstrates a holistic concern for the well-being of the school facilities.	Teachers	170	63	24	9	71	28
		Principals	21	91	-	-	2	9
		Supervisors	5	83	1	17	-	-
7	Better teaching and learning process in the school through provision and maintenance of teaching and learning facilities is adequately promoted.	Teachers	175	67	11	4	78	29
		Principals	18	78	3	13	2	9
		Supervisors	4	67	1	17	1	17
8	The principal demonstrates superior moral character and integrity which enhance the durability of the facilities in the school.	Teachers	160	59	14	5	89	36
		Principals	21	91	2	9	-	-
		Supervisors	4	67	-	-	2	33
9	You enjoy working with the principal because of his interest in the provision of conducive learning atmosphere in the school.	Teachers	176	65	15	6	70	26
		Principals	17	74	3	13	3	13
		Supervisors	6	100	-	-	-	-
10	You regard the principal because he sets standard for the utilization of school facilities.	Teachers	171	63	16	6	74	28
		Principals	18	78	3	13	2	9
		Supervisors	6	100	-	-	-	-

Table 12 shows the opinions of the respondents on the influence of charismatic leadership style of principals on the maintenance of facilities in secondary schools in Kaduna state. In response to items 1, 2, 3, 4, it was agreed with the majority of the respondents with teachers having 64%, 66%, 67% 66%, principals having 74% 74%, 74%, 77% and supervisors having 67%, 67%, 83% and 83% that there was adequate provision of reading materials in the school, staffs and students were loyal and obedient to the principals because of their fatherly advice on the proper maintenance of the school facilities, very good working relationship exists between the principals and teachers and improvisation of materials in school was encouraged. Items 5, 6, 7, 8, 9 and 10 received 68%, 63% 67% 59%, 65% 63% of teachers agreed, 91% 91% 78% 91% 74%, 78% of principals agreed and 50%, 83% 67% 67%, 100% and 100% of supervisors agreed that staffs and students were encouraged to work with better devotion and commitment, principals demonstrated a holistic concern for the well-being of the school facilities, better teaching and learning process in the school through provision and maintenance of teaching and learning facilities is adequately promoted, principals demonstrated superior moral character and integrity which enhance the durability of the facilities in the school, staffs and students enjoyed working with the principals because of their interest in the provision of conducive learning atmosphere in the school set standard for the utilization of school facilities.

4.3.6 Opinions of Respondents on the Influence of Principals' Situational Leadership Style on the Maintenance of Facilities in Secondary Schools in Kaduna State

This section covers item statement 51-60 in the questionnaire presented to each respondent. Details could be seen in table 14.

Table 13: Descriptive Statistics on the Influence on Principals' Situational Leadership Style on the Maintenance of Facilities in Secondary Schools in Kaduna State.

S/N	ITEM STATEMENT	RESPONSES						
		CATEGORY	AGREED		UNDECIDED		DISAGREED	
			F	%	F	%	F	%
1.	The principal adjusts his leadership style from time to time to give teachers and students encouragement on how to use school facilities.	Teachers	177	66	8	4	80	30
		Principals	20	87	3	13	-	-
		Supervisors	5	83	-	-	17	
2.	There is provision of support and guidance to both staffs and students on how the facilities in the school should be used.	Teachers	161	60	17	6	85	34
		Principals	18	78	5	22	-	-
		Supervisors	6	100	-	-	-	-
3	The principal is psychologically proficient in giving suggestions on how best to use the facilities in the school.	Teachers	164	61	21	9	79	30
		Principals	18	78	5	22	-	-
		Supervisors	5	83	-	-	1	17
4	The principal participates actively in coaching the affairs of the school facilities.	Teachers	160	60	21	9	81	31
		Principals	21	91	2	9	-	-
		Supervisors	3	30	-	-	3	30
5	There is delegation of task when the need for the maintenance of any facility in the school arises.	Teachers	164	61	19	7	77	30
		Principals	19	83	4	17	-	-
		Supervisors	3	50	-	-	3	50
6	The principal handles issues related to the maintenance of the facilities in the school maturely.	Teachers	164	61	18	7	78	29
		Principals	19	83	1	4	4	13
		Supervisors	5	83	-	-	1	17
7	You are satisfied with the way the principal is managing the facilities in the school.	Teachers	159	59	20	7	78	29
		Principals	13	57	6	26	3	13
		Supervisors	6	100	-	-	-	-
8	Staffs and students are encouraged to explore new ideas for the maintenance of facilities in the school.	Teachers	169	63	15	6	76	29
		Principals	15	65	4	17	3	13
		Supervisors	4	67	-	-	2	33
9	The principal wants the members of staff to adhere strictly to the laid down rules and regulations on the use of school facilities.	Teachers	175	65	16	6	72	29
		Principals	16	70	3	13	2	9
		Supervisors	5	83	-	-	1	17
10	There is room for freedom of expression in the school.	Teachers	166	62	15	6	78	29
		Principals	18	78	1	4	3	13
		Supervisors	5	83	-	-	1	17

Table 13 shows the opinions of the respondents on the influence of principals' situational leadership style on the maintenance of facilities in secondary schools in Kaduna state. 66% of teachers, 87% of principals, 83% of supervisors, 60% of teachers, 78% of principals, 100% of supervisors, 61% of teachers, 78% of principals and 83% of supervisors agreed to items 1, 2, and 3 in the table above that principals made adjustment on their leadership style from time to time to give teachers and students encouragement on how to use school facilities appropriately, there was provision of support and guidance to both staffs and students on how the facilities in the school should be used and principals were psychologically proficient in giving suggestions on how best to use the facilities in the school. But in response to item 4, 60% of teachers, 91% of principals agreed and 30% of supervisor disagreed that the principals participated actively in coaching the affairs of the school facilities. However, the result of items 5, 6, 7, 8, 9 and 10 shows that a very high percentage of all the three respondents agreed that there was delegation of task when the need for the maintenance of any facility in the school arises, principal handled issues related to the maintenance of the facilities in the school maturely, were satisfied with the way the principals were managing the facilities in the school, staffs and students were encouraged to explore new ideas for the maintenance of facilities in the school, principals want the members of staff to adhere strictly to the laid down rules and regulations on the use of school facilities and there was room for freedom of expression in the school.

4.3.7 Opinions of Respondents on the Influence of Principals' Inspirational Leadership Style on the Maintenance of Facilities in Secondary Schools in Kaduna State

This section covers item statement 61-70 in the questionnaire presented to each respondent. Details could be seen in table 15.

Table 14: Descriptive Statistics on the Influence on Principals' Inspirational Leadership Style on the Maintenance of Facilities in Secondary Schools in Kaduna State.

S/N	ITEM STATEMENT		RESPONSES					
		CATEGORY	AGREED		UNDECIDED		DISAGREED	
			F	%	F	%	F	%
1.	The principal ensures team work among teachers on the proper management of facilities in the school	Teachers	168	62	15	6	77	29
		Principals	19	83	2	9	2	9
		Supervisors	4	67	1	17	1	67
2.	The principal is much more than great motivator	Teachers	177	66	12	5	69	25
		Principals	21	91	-	-	2	9
		Supervisors	5	83	1	17	-	-
3	The principal is a kind of leader who leads by example	Teachers	169	63	13	5	80	30
		Principals	15	65	4	17	3	13
		Supervisors	4	67	-	-	2	33
4	The principal dictates to teachers organizational policies.	Teachers	167	66	18	7	68	25
		Principals	17	76	5	24	-	-
		Supervisors	4	67	-	-	2	33
5	Staffs and students are motivated to commit and engage themselves in taking care of the school facilities.	Teachers	168	63	19	9	76	28
		Principals	13	53	4	17	4	17
		Supervisors	4	67	1	17	1	17
6	The principal does not take part in the maintenance of school facilities.	Teachers	159	59	19	7	84	34
		Principals	16	70	2	9	4	17
		Supervisors	4	67	-	-	2	33
7	The principal encourages division of responsibilities especially on the maintenance of facilities in the school.	Teachers	164	62	14	6	85	32
		Principals	16	70	2	9	5	21
		Supervisors	4	67	-	-	2	33
8	Staffs and students are always free to offer their suggestions on better way to administer and manage the facilities in the school	Teachers	168	63	14	6	82	31
		Principals	15	65	3	13	4	17
		Supervisors	4	67	-	-	33	
9	The principal displays good moral conduct in his administrative task	Teachers	171	64	12	5	82	31
		Principals	20	87	1	4	2	9
		Supervisors	3	50	-	-	3	50
10	Staffs and students are encouraged to conform to the standard of facilities in the school.	Teachers	164	62	16	6	83	32
		Principals	17	74	6	26	-	-
		Supervisors	5	83	-	-	1	17

Table 14 shows the respondents' opinions on the influence of inspirational leadership style of principals on the maintenance of facilities in secondary schools in Kaduna state. Majority of the respondents agreed to items 1, 2, 3 and 4 with the teachers having 62%, 66%, 63% 66%, principals having 83%, 91%, 65%, 76% and supervisors having 67% 83% 67% 67% that the principal ensured team work among teachers on the proper management of facilities in the school, was much more than great innovator, was a kind of leader who leads by example and dictated to teachers organizational policies. There was also consensus of opinions in agreement between the respondents on items 5-10 in the table above. A high percentage of all the three categories of the respondents agreed that staffs and students were motivated to commit and engage themselves in taking care of the school facilities, the principal does not take part on the maintenance of school facilities, encouraged division of responsibilities especially on the maintenance of facilities in the school, staffs and students were free to offer their suggestions on better way to administer and manage the facilities in the school, principals displayed good moral conduct in their administrative task and staffs and students were encouraged to conform to the standard of facilities in the school.

4.4 Hypotheses Testing

This research work formulated seven null-hypotheses. Out the seven hypotheses tested, only two were retained while the remaining five were rejected.

Analysis of variance was used to test the postulated hypotheses at the significance level of 0.05. Hypothesis is retained when p value<0.05 and rejected when p value>0.05 at level of significance.

4.6.1 Hypothesis I

Hypothesis I states that there is no significant difference in the opinions of teachers, principals and supervisors on the influence of principals' democratic leadership style on the maintenance of facilities in secondary schools in Kaduna state. Items covering this section were collected from items 1-10 in the questionnaire. Details are in table 16.

Table 15: Analysis of Variance on the Influence of Principals' Democratic Leadership Style on the Maintenance of Facilities in Secondary Schools in Kaduna State.

Status	Sum of Square	Df	Mean square	F	Prob.	F.critical
Between Groups	243.114	2	121.557	2.702	.069	3.33
Within Groups	13314.552	296	44.982			
Total	**13557.666**	**298**				

The table 15 shows that the probability level of significance p(.069) is greater than 0.05. This means that there is no significant difference in the opinions of respondents on the influence of principals' democratic leadership style on the maintenance of facilities in secondary schools in Kaduna state. Therefore, the null hypothesis is retained.

4.4.2 Hypothesis II

Hypothesis II states that there is no significant difference in the opinions of respondents on the influence of principals' democratic leadership style on the maintenance of facilities in secondary schools in Kaduna state. Items covering this section were collected from items 11-20 in the questionnaire. Details are in table 17.

Table 16: Analysis of Variance on the Influence of Principals' Autocratic Leadership Style on the Maintenance of Facilities in Secondary Schools in Kaduna State.

Status	Sum of Square	Df	Mean square	F	Prob.	F.critical
Between Groups	184.481	2	92.241	1.452	.236	3.33
Within Groups	18807.124	296	63.538			
Total	**5771.549**	**2998**				

The table 16 shows that the probability level of significance P(.236) is greater than 0.05. This means that there is no significant difference in the opinions of respondents on the influence of principals' democratic leadership style on the maintenance of facilities in secondary schools in Kaduna state. Therefore, the null hypothesis is retained.

4.4.3 Hypothesis III

Hypothesis III states that there is no significant difference in the opinions of respondents on the influence of principals' instructional leadership style on the maintenance of facilities in secondary schools in Kaduna state. Items covering this section were collected from items 21-30 in the questionnaire. Details are in table 18

Table 17: Analysis of Variance on the Influence of Principals' Instructional Leadership Style on the Maintenance of Facilities in Secondary Schools in Kaduna State.

Status	Sum of Square	Df	Mean square	F	Prob.	F.critical
Between Groups	1262.335	2	631.167	8.239	.00	3.33
Within Groups	22676.809	296	76.611			
Total	**23939.144**	**298**				

The table 17 shows that the probability level of significance p(0.000) is less than 0.05. This means that there is significant difference in the opinions of respondents on the influence of principals' instructional leadership style on the maintenance of facilities in secondary schools in Kaduna state. Therefore, the null hypothesis is rejected.

Table 18: Summary of Scheffe's Multiple Comparison Test on the Influence of Principals Instructional Leadership Style on the Maintenance of Facilities in Secondary Schools in Kaduna State.

Respondents	N	Mean
Teachers	270	31.28
Principal	23	38.73
Supervisor	6	35.66
Total	**299**	

As indicated in table 18, the mean score of teachers was found to be closer to that of the Supervisors, implying that the difference between the two respondents was not significant. However, the mean score of principal was found to be higher than that of teachers and supervisors. This implies that the principals differ significantly in their opinions regarding

the influence of instructional leadership style on the maintenance of facilities in secondary schools in Kaduna state, Nigeria.

4.4.4 Hypothesis IV

Hypothesis IV states that there is no significant difference in the opinions of respondents on the influence of principals' transformational leadership style on the maintenance of facilities in secondary schools in Kaduna state. Items covering this section were collected from items 31-40 in the questionnaire. Details are in table 20.

Table 19: Analysis of Variance on the Influence of Principals' Transformational Leadership Style on the Maintenance of Facilities in Secondary Schools in Kaduna State.

Status	Sum of Square	Df	Mean square	F	Prob.	F.critical
Between Groups	808.313	2	404.157	6.266	.002	3.33
Within Groups	19090.590	296	64.495			
Total	**19898.903**	**298**				

The table 19 shows that the probability level of significance p(.002) is less than 0.05. This means that there is a significant difference in the opinions of respondents on the influence of principals' transformational leadership style on the maintenance of facilities in secondary schools in Kaduna state. Therefore, the null hypothesis is rejected.

Table 20: Summary of Scheffe's Multiple Comparison Test on the Influence of Principals Transformational Leadership Style on the Maintenance of Facilities in Secondary Schools in Kaduna State.

Respondents	N	Mean
Teachers	270	31.90
Principal	23	37.95
Supervisor	6	34.66
Total	**299**	

As indicated in table 20, the mean score of teachers was found to be closer to that of the supervisors, implying that the difference between the two respondents was not significant. However, the mean score of principals was found to be higher than that of teachers and supervisors. This implies that the supervisors differ significantly in their opinions regarding the influence of transformational leadership style on the maintenance of facilities in secondary schools in Kaduna State, Nigeria.

4.4.5 Hypothesis V

Hypothesis V states that there is no significant difference in the opinions of respondents on the influence of principals' charismatic leadership style on the maintenance of facilities in secondary schools in Kaduna state. Items covering this section were collected from items 41-50 in the questionnaire. Details are in table 22

Table 21: Analysis of Variance on the Influence of Principals' Charismatic Leadership Style on the Maintenance of Facilities in Secondary Schools in Kaduna State.

Status	Sum of Square	Df	Mean square	F	Prob.	F.critical
Between Groups	1228.845	2	614.423	7.293	.001	3.33
Within Groups	24937.864	296	84.250			
Total	**26166.709**	**298**				

The table 21 shows that the probability level of significance p(.001) is less than 0.05. This means that there is a significant difference in the opinions of respondents on the influence of principals' charismatic leadership style on the maintenance of facilities in secondary schools in Kaduna state. Therefore, the null hypothesis is rejected.

Table 22: Summary of Scheffe's Multiple Comparison Test on the Influence of Principals Charismatic Leadership Style on the Maintenance of Facilities in Secondary Schools in Kaduna State.

Respondents	N	Mean
Teachers	270	31.85
Principal	23	39.04
Supervisor	6	37.166
Total	**299**	

As indicated in table 22, the mean score of supervisors was found to be closer to that of the Supervisors, implying that the difference between the two respondents was not significant. However, the mean score of teachers was found to be lower than that of teachers and supervisors. This implies that the principals differ significantly in their opinions regarding

the influence of Charismatic leadership style on the maintenance of facilities in secondary schools in Kaduna State, Nigeria.

4.4.6 Hypothesis VI

Hypothesis VI states that there is no significant difference in the opinions of respondents on the influence of principals' situational leadership style on the maintenance of facilities in secondary schools in Kaduna state. Items covering this section were collected from items 51-60 in the questionnaire. Details are in table 24.

Table 23: Analysis of Variance on the Influence of Principals' Situational Leadership Style on the Maintenance of Facilities in Secondary Schools in Kaduna State.

Status	Sum of Square	Df	Mean square	F	Prob.	F.critical
Between Groups	1313.374	2	656.687	7.873	.000	3.33
Within Groups	24688.699	296	84250			
Total	**26002.074**	**298**				

The table 23 shows that the probability level of significance p(.000) is less than 0.05. This means that there is a significant difference in the opinions of respondents on the influence of principals' situational leadership style on the maintenance of facilities in secondary schools in Kaduna state. Therefore, the null hypothesis is rejected.

Table 24: Summary of Scheffe's Multiple Comparison Test on the Influence of Principals Situational Leadership Style on the Maintenance of Facilities in Secondary Schools in Kaduna State.

Respondents	**N**	**Mean**
Teachers	270	31.01
Principal	23	38.30
Supervisor	6	37.166
Total	**299**	

As indicated in table 24, the mean score of supervisors was found to be closer to that of the principals, implying that the difference between the two respondents was not significant. However, the mean score of teachers was found to be lower than that of principals and supervisors. This implies that the principals differ significantly in their opinions regarding the influence of situational leadership style on the maintenance of facilities in secondary schools in kaduna state, Nigeria.

4.4.7 Hypothesis VII

Hypothesis VII states that there is no significant difference in the opinions of respondents on the influence of principals' inspirational leadership style on the maintenance of facilities in secondary schools in Kaduna state. Items covering this section were collected from items 61-70 in the questionnaire. Details are in table 26.

Table 25: Analysis of Variance on the Influence of Principals' InspirationalLeadership Style on the Maintenance of Facilities in Secondary Schools in Kaduna State.

Status	Sum of Square	Df	Mean square	F	Prob.	F.critical
Between Groups	627.187	2	313.593	3.764	.024	3.33
Within Groups	24658.693	296	83.306			
Total	**26002.074**	**298**				

The table 25 shows that the probability level of significance p(.024) is less than 0.05. This means that there is a significant difference in the opinions of respondents on the influence of principals' inspirational leadership style on the maintenance of facilities in secondary schools in Kaduna state. Therefore, the null hypothesis is rejected.

Table 26: Summary of Scheffe's Multiple Comparison Test on the Influence of Principals Inspirational Leadership Style on the Maintenance of Facilities in Secondary Schools in Kaduna State.

Respondents	N	Mean
Teachers	270	31.21
Principal	23	36.56
Supervisor	6	33.50
Total	**299**	

As indicated in table 26, the mean score of teachers was found to be closer to that of the Supervisors, implying that the difference between the two respondents was not significant. However, the mean score of principal was found to be higher than that of teachers and supervisors. This implies that the principals differ significantly in their opinions regarding the influence of inspirational leadership style on the maintenance of facilities in secondary schools in kaduna state, Nigeria.

Table 27: Summary of the Hypotheses Testing

S/N	Hypotheses statement	Statistical Test	Significance Level	Result	Restated Hypotheses
1.	There is no significant difference in the opinions of Teachers, principals and supervisors on the influence of principals' democratic leadership style on the maintenance of facilities in secondary schools in Kaduna state.	ANOVA	0.05	p(0.069) Retained	There is no significant difference in the opinions of respondents on the influence of principals' democratic leadership style on the maintenance of facilities in secondary schools in Kaduna state
2.	There is no significant difference in the opinions of respondents on the influence of principals' autocratic leadership style on the maintenance of facilities in secondary schools in Kaduna state.	ANOVA	0.05	P(.236) Retained	There is no significant difference in the opinions of respondents on the influence of principals' autocratic leadership style on the maintenance of facilities in secondary schools in Kaduna stae
3.	There is no significant difference in the opinions of respondents on the influence of principals' instructional leadership style on the maintenance of facilities in secondary schools in Kaduna state.	ANOVA	0.05	P(0.00) Rejected	There is a significant difference in the opinions of respondents on the influence of principals' instructional leadership style on the maintenance of facilities in secondary schools in Kaduna state
4.	There is no significant difference in the opinions of respondents on the influence of principals' transformational leadership style on the maintenance of facilities in secondary schools in Kaduna state.	ANOVA	0.05	P.(.002) Rejected	There is a significant difference in the opinions of respondents on the influence of principals' transformational leadership style on the maintenance of facilities in secondary schools in Kaduna state
5.	There is no significant difference in the opinions of respondents on the influence of principals' charismatic leadership style on the maintenance of facilities in secondary schools in Kaduna state.	ANOVA	0.05	P(.001) Rejected	There is a significant difference in the opinions of respondents on the influence of principals' charismatic leadership style on the maintenance of facilities in secondary schools in Kaduna state
6.	There is no significant difference in the opinions of respondents on the influence of principals' situational leadership style on the maintenance of facilities in secondary schools in Kaduna state.	ANOVA	0.05	P(.000) Rejected	There is a significant difference in the opinions of respondents on the influence of principals' situational leadership style on the maintenance of facilities in secondary schools in Kaduna state
7	There is no significant difference in the opinions of respondents on the influence of principals' inspirational leadership style on the maintenance of facilities in secondary schools in Kaduna state.			P(.024) Rejected	There is a significant difference in the opinions of respondents on the influence of principals' inspirational leadership style on the maintenance of facilities in secondary schools in Kaduna state

4.5 Summary of the Major Findings

The following are the major findings of the study:

1. It was agreed by most of the respondents from the findings that principals of secondary schools in Kaduna state employed Democratic leadership style in an effort to ensure proper management of facilities in secondary schools in the state.
2. It was also discovered that autocratic leadership style of principals has a significant influence on the maintenance of facilities in secondary schools in Kaduna state
3. Also from the findings, it was discovered that instructional leadership style by principals has no positive influence on the maintenance of facilities in secondary schools in Kaduna state
4. Furthermore, majority of the respondents disagreed that transformational leadership style of principals did not contribute to the success of facilities maintenance in secondary schools in Kaduna state
5. Charismatic leadership style of principals has no significant influence on the maintenance of facilities in secondary schools in Kaduna state.
6. It was unanimously disagreed by the majority of the respondents that situational leadership style of principals did not make any significant influence on the maintenance of facilities in secondary schools in Kaduna state
7. It was also discovered that inspirational leadership style of principals did not yield any positive result on the maintenance of facilities in secondary schools in Kaduna state.

4.6 Discussion of the Major Findings

The study aimed at investigating the influence of principals' leadership styles on the maintenance of facilities in secondary schools in Kaduna state, Nigeria. However, to give general description of the respondents' opinions on the issues raised, frequencies and simple percentages were used. The following are the discussions arising from the major findings of the study.

Table 8 shows the respondents' opinions on the influence of principals' democratic leadership style on the maintenance of facilities in secondary schools in Kaduna state. The result shows that there was unanimous agreement of opinions between the respondents with regards to items 1-10, that principals were friendly to every staff members, staffs and students were encouraged to use facilities in school appropriately, there was cooperation among staffs members during decision making on how the facilities in the school could be maintained, staffs and students used school facilities appropriately, good moral example on the utilization of school facilities was shown to teachers and students, school furniture were always supervised, there was free flow of information from and to the staffs and students on issues related to school facilities, an atmosphere that encouraged creativity and initiatives that promote the standard of facilities in school was created and the effort of principal on the maintenance of facilities in school was appreciated. It is therefore suggested that the principals of secondary schools in Kaduna state should maintain the application of democratic leadership style to ensure proper maintenance of facilities in secondary schools in state.

Table 9 shows that there was high degree of consensus of opinions in agreement with regards to items 8 and 9 that all policies that guided the proper maintenance of facilities in the school were set by the principals and school facilities were handled satisfactorily. Table 10shows the

respondents' opinions on the influence of instructional leadership style on the maintenance of facilities in secondary schools in Kaduna state. The result of the responses gathered from the above mentioned table shows that a very high percentage of principals, teachers and supervisors have unanimously agreed that Impressive directive was given to staffs and students to take care of the school facilities, there was good management of school's resources, good school climate was promoted, there was proper monitoring of the entire school facilities, professional training was organized for teachers on school facility maintenance culture, principals were visible and accessible in the school, principals strived for balance and proficiency of school facilities, meeting with the teachers on how to ensure proper maintenance of facilities in the school was organized, the standard of facilities in the school was promoted and the principal has the expert knowledge to exert influence on both teachers and students on how the school facilities should be used. It is therefore suggested that instructional leadership style should be applied from time to time by the principals of secondary schools in Kaduna state.

Table 11 shows the respondents opinions on the influence of principals' transformational leadership style on the maintenance of facilities in secondary schools in Kaduna state. The result of the items 3 and 4 showed that majority of the respondents agreed that the school athletic field was very attractive and conducive and that there was conducive learning environment in the school. There was also consensus of opinions in agreement with the respect to items 7-10 in the same table. The result shows that high percentage of teachers, principals and supervisors unanimously agreed that principalsof secondary schools were role models in the maintenance of school facilities, stimulated the interest of teachers and studentson the maintenance of facilities in the school, were sound in dealing with school problems and offered lasting suggestion to school facilities upgrade.

Table 12 shows the opinions of the respondents on the influence of principals' charismatic leadership style on the maintenance of facilities in secondary schools in Kaduna state. The result shows that high percentage of the respondents unanimously agreed with the statement in items 41-50 that there was adequate provision of reading materials in the school, staffs and students were loyal and obedient to the principals because of their fatherly advice on the proper maintenance of the school facilities, very good working relationship exists between the principals and teachers and improvisation of materials in school was encouraged, staffs and students were encouraged to work with better devotion and commitment, principals demonstrated a holistic concern for the well-being of the school facilities, better teaching and learning process in the school through provision and maintenance of teaching and learning facilities is adequately promoted, principals demonstrated superior moral character and integrity which enhance the durability of the facilities in the school, staffs and students enjoyed working with the principals because of their interest in the provision of conducive learning atmosphere in the school set standard for the utilization of school facilities.

Table 13 shows the opinions of the respondents on the influence of principals' situational leadership style on the maintenance of facilities in secondary schools in Kaduna state. high percentage of the respondents agreed items 1-3 that principals made adjustment on their leadership style from time to time to give teachers and students encouragement on how to use school facilities appropriately, there was provision of support and guidance to both staffs and students on how the facilities in the school should be used and principals were psychologically proficient in giving suggestions on how best to use the facilities in the school. Also, the respondents agreed with high percentage in respect to items 5-10 that there was delegation of task when the need for the maintenance of any facility in the school arises, principal

handledissues related to the maintenance of the facilities in the school maturely, were satisfied with the way the principals were managing the facilities in the school, staffs and students were encouraged to explore new ideas for the maintenance of facilities in the school, principals want the members of staff to adhere strictly to the laid down rules and regulations on the use of school facilities and there was room for freedom of expression in the school.

Table 14 shows the respondents' opinions on the influence of inspirational leadership style of principals on the maintenance of facilities in secondary schools in Kaduna state. Majority of the respondents agreed that the principals of secondary schools ensured team work among teachers on the proper management of facilities in the school, were much more than great innovator, led by example and dictated to teachers organizational policies, staffs and students were motivated to commit and engage themselves in taking care of the school facilities, the principal does not take part on the maintenance of school facilities, encouraged division of responsibilities especially on the maintenance of facilities in the school, staffs and students were free to offer their suggestions on better way to administer and manage the facilities in the school, principals displayed good moral conduct in their administrative task and staffs and students were encouraged to conform to the standard of facilities in the school. It is suggested that the principals of secondary schools in Kaduna state should try to maintain the situation.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter deals with the following

5.2 Summary

5.3 Conclusions

5.4 Recommendations

5.5 Suggestions of the further studies

5.2 Summary

The first chapter sets the tone and direction for the study. It introduced the background to the study and described the problems the research investigated. Seven objectives, research questions and hypotheses were set to guide the researcher. The objectives of the study were to determine the influence of principals' democratic, autocratic, instructional, transformational, charismatic, situational and inspirational leadership styles on the maintenance of facilities in secondary schools in Kaduna state, Nigeria. The study covers all public secondary schools in 12 educational zones in Kaduna state.

Chapter two deals with the reviewing other people's work in relation to the topic of the study. The conceptual framework explains the concept of principal, leadership, leadership style, facilities, and facilities maintenance. Theoretical framework was equally presented. There were also explanations on the influence of democratic, autocratic, instructional, transformational, charismatic, situational and inspirational leadership style on the maintenance of facilities in secondary schools in Kaduna state. Empirical studies and summary of chapter were also presented.

Chapter three focuses on the methodology. The research design used was descriptive survey design. The sample of the study comprised 294 teachers, 28 principals and 8 supervisors within the sampled educational zones in Kaduna state. Out of the seven null hypotheses tested, only two were retained.

5.3 Conclusions

Conclusions on the basis of the findings from the study were made based on the results found. The topic of the study, titled "influence of principals' leadership styles on the maintenance of facilities in secondary schools in Kaduna state, was studied through finding out the opinions of the respondents (Teachers, principals and supervisors). In the process of carrying out the research work, seven questions were raised to find out the influence of principals leadership styles on maintenance of facilities in secondary schools in Kaduna state. Each and every question was sub-broken into ten statements (items) to give a clear picture of the questions to the respondents. The items were arranged in the questionnaire. The respondents unanimously agreed on most of the statements and disagreed on the others.

The research questions which attempted to find out the influence of principals' leadership styles on the maintenance of facilities in secondary schools in Kaduna state had responses which indicated that most of the principals of secondary schools made use of democratic and autocratic leadership styles to ensure proper maintenance of facilities in secondary schools in the state. It was also found that there was a significant difference in the opinions of teachers, principals and supervisors on the influence of principals' instructional, transformational, charismatic, situational and inspirational leadership styles on the maintenance of facilities in secondary schools in Kaduna state. This indicates very clearly that there was ineffective application of instructional,

transformational, charismatic, situational and inspirational leadership styles by the principals with the regards to the maintenance of facilities in secondary schools in Kaduna state.

5.4 Recommendations

Based on the findings of the research, the following recommendations forwarded for better facilities maintenance in secondary schools in Kaduna state:

1. Democratic leadership style is found to be very influential style of leadership adopted by most principals of secondary schools in Kaduna state, considering the positive influence it resulted on facilities maintenance in the schools, it is recommended that the principals should try to make use of such leadership style appropriately with a view to promoting the standard of facilities in secondary schools in the state.
2. It is also recommended that, since autocratic leadership style was found to be a style that brought about significant influence on the maintenance of facilities in secondary schools in Kaduna state, it should therefore continue to be used in a more advanced way for better facilities upgrade in secondary schools in the state.
3. Instructional leadership style is recommended to be employed by the principals of secondary schools in Kaduna state because it is found to be of great importance on the aspect of facilities maintenance in secondary schools in the state.
4. Since the main objective transformational leadership style is to work to change or transform his or her follower's and the school's needs, it is therefore recommended that it should be adopted by theprincipals of secondary schools as this may help to ensure that the facilities in the school premises are properly utilized by the users

5. Even though, charismatic leadership style is never by age or experience but it is naturally favored by God almighty. However, those who were favoured by this power of leadership among the principals should try to make the best use of it so as to bring about positive changes on management facilities in secondary schools in the state.
6. Since in situational leadership, the style may change continually to meet the needs of the school organization based on the situation on ground. It is suggested that this style of leadership should from time to time be adopted by the principals of secondary schools in Kaduna state depending on the situation on ground. This may invariably help to ensure that the facilities in the schools are maintained.
7. In educational sphere, inspirational leadership is about energizing and creating a sense of direction and purpose for teachers, excitement and momentum for change of the entire school atmosphere. It is however recommended that the principals of secondary schools in Kaduna state should logically and systematically employ it to fit with the demand of facilities maintenance in the schools.

5.5 Suggestions for Further Studies

Based on the findings of this study, the following suggestions are proffered for further researches:

- The topic of this research was on the influence of principals' leadership styles on the maintenance of facilities in secondary schools in Kaduna state, Nigeria. There is need for further research on the same topic but in another state.
- Similar research should also be conducted on the influence of head teachers' leadership styles on the maintenance of facilities in primary schools in Kaduna state.

- Similar researches should equally be conducted on particular style of leadership e.g influence of democratic leadership style of principals on the maintenance of facilities in secondary schools in Kaduna state.

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APPENDIX A

A QUESTIONNAIRE ON THE INFLUENCE OF PRINCIPALS' LEADERSHIP STYLES ON THE MAINTENANCE OF FACILITIES IN PUBLIC SECONDARY SCHOOLS IN KADUNA STATE, NIGERIA.

Department of Educational Foundations and Curriculum,
Educational Administration and Planning Section,
Faculty of Education,
Ahmadu Bello University,
Zaria.
20th July, 2016.

Dear Respondent,

This questionnaire is designed to investigate the Influence of Principals' Leadership Styles on the Maintenance of Facilities in Public Secondary Schools in Kaduna State, Nigeria.

Therefore, your contributions in bringing about your honest opinion as one of the respondents will definitely enhance the validity and reliability of this research.

Moreover, your response will help to promote the standard of facilities in secondary schools in the state and the nation in general, as well as in the fulfillment of the criteria for the award of a master's degree in education (M.Ed) to the researcher.

All information given will be treated strictly confidential.

Thank you.

Yours faithfully,

Modibbo Ahmed Tahir

SECTION TWO:
Personal Data of the Respondents
Please tick (√) as appropriate

1. Sex: (a) Male ( ) (b) Female ( )
2. Status (a) Teacher ( ) (b) Principal ( ) (c) Supervisor ( )
3. Marital Status: (a) Married ( ) (b) Single ( )
4. Qualification: (a) PhD ( ) (b) M.Ed ( ) (c) B.Ed ( ) (d) NCE ( ) (e) others please specify _____
5. Years of experience: (a) 1-20 ( ) (b) 21-30 ( ) (c) 31-35 ( )

SECTION THREE

Guidelines

Beside each statement are possible options of SA (StronglyAgreed) A (Agreed), U (Undecided) SD (Strongly Disagreed) and D (Disagreed). Please tick (√) any that tallies with your opinion.

SECTION FOUR
Opinions of Respondents on the Influence of Democratic Leadership Style on the Maintenance of Facilities in Secondary Schools in Kaduna State.

S/N	**Statement**	**SA**	**A**	**U**	**SD**	D
1.	Principal is friendly to every staff member and student					
2.	There is co-operation among staffs during decision-making on how the facilities in the school can be maintained					
3.	Staff and students are always encouraged to use school facilities appropriately					
4	Teachers and Students use school facilities appropriately					
5	Good moral example for teachers and students on the utilization of facilities is shown by the school head					
6	School furniture are always been supervised by the principal					
7	There is free flow of information from and to the staffs on issues affecting the facilities in the school.					
8	The principal encourages teachers to ensure judicious use of facilities in the school					
9	An atmosphere that encourages creativity and initiatives that promote the standard of facilities in the school is created					
10	The effort of the Principal on the maintenance of facilities in the school is appreciated					

SECTION FIVE

Opinions of Respondents on the Influence of Autocratic Leadership Style on the Maintenance of Facilities in Secondary Schools in Kaduna State.

S/N	Statement	SA	A	U	SD	D
1.	Members of staffs are not consulted when making decision on issues relating to facilities in the school					
2.	No effort was made on the maintenance of facilities in the school					
3	The school library is not properly used by staffs and students					
4	The principal does not care for the school laboratory					
5	The school library is not functioning properly					
6	Both students and staffs' toilets are carelessly used					
7	There is inadequate delegation of power to the subordinates while overseeing the well being of all the facilities in the school					
8	The principal sets all policies that will guide the proper maintenance of facilities of the school					
9	The principal handles the school facilities satisfactorily					
10	Decision making is not encouraged at all					

SECTION SIX

Opinions of Respondents on the Influence of Instructional Leadership Style on the Maintenance of Facilities in Secondary Schools in Kaduna State.

S/N	Statement	SA	A	U	SD	D
1.	Impressive directive is given to staffs and students to take care of the school facilities					
2.	There is good management of school's resources					
3	Good school climate is promoted					
4	There is proper monitoring of the entire school facilities					
5	Professional training is organized for teachers on school facility maintenance culture					
6	The principal is always visible and accessible in the school.					

7	The principal strives for balance and proficiency of school facilities					
8	Meeting with the teachers on how to ensure proper maintenance of facilities in the school is organized					
9	The standard of facilities in the school is promoted					
10	The principal has the expert knowledge to exert influence on both teachers and students on how the school facilities should be used					

SECTION SEVEN

Opinions of Respondents on the Influence of Transformational Leadership Style on the Maintenance of Facilities in Secondary Schools in Kaduna State.

S/N	**Statement**	**SA**	**A**	**U**	**SD**	D
1.	You are always guided by the principal on how to use school facilities.					
2.	The school parking space is properly organized					
3	The school athletic field is very attractive and conducive					
4	There is conducive learning environment in the school					
5	The principal promotes a productive school culture					
6	The principal always maintain his position as the general overseer of the school facilities					
7	The principal is a role model in the maintenance of school facilities					
8	The principal to stimulates the interest of teachers on the maintenance of facilities in the school					
9	The principal is sound in dealing with school problem					
10	The principal offers lasting suggestion to school facilities upgrade.					

SECTION EIGHT

Opinions of Respondents on the Influence of Charismatic Leadership Style on the Maintenance of Facilities in Secondary Schools in Kaduna State.

S/N	Statement	SA	A	U	SD	D
1.	There is adequate provision of reading materials in the school					
2.	Staffs and students are loyal and obedient to the principal because of his fatherly advice on the proper maintenance of the school facilities					
3	Very good working relationship exists between the principal and teachers					
4	Improvisation of materials in school is encouraged					
5	Staffs and students are encouraged to work with better devotion and commitment.					
6	The principle demonstrates a holistic concern for the well-being of the school facilities.					
7	Better teaching and learning process in the school through provision and maintenance of teaching and learning facilities is adequately promoted.					
8	The principal demonstrates superior moral character and integrity which enhance the durability of the facilities in the school.					
9	You enjoy working with the principal because of his interest in the provision of conducive learning atmosphere in the school.					
10	You obey the principal because he sets standard for the utilization of school facilities.					

SECTION NINE

Opinions of Respondents on the Influence of Situational Leadership on the Maintenance of Facilities in Secondary Schools in Kaduna State.

S/N	Statement	SA	A	U	SD	D
1.	The principal adjusts his behavior from time to time to give teachers and students encouragement on how to use school facilities.					
2.	There is provision of support and guidance to both staffs and students on how the facilities in the school should be used.					
3	The principal is psychologically proficient in giving suggestions on how best to use the facilities in the school.					

4	The principal participates actively in coaching the affairs of the school facilities.					
5	There is delegation of task when the need for the maintenance of any facility in the school arises.					
6	The principal handles issues related to the maintenance of the facilities in the school maturely.					
7	You are satisfied with the way the principal is managing the facilities in the school.					
8	Staffs and students are encouraged to explore new ideas for the maintenance of facilities in the school.					
9	The principal wants the members of staff to adhere strictly to the laid down rules and regulations on the use of school facilities.					
10	There is room for freedom of expression in the school.					

SECTION TEN

Opinions of Respondents on the Influence of Inspirational Leadership Style on the Maintenance of Facilities in Secondary Schools in Kaduan State.

S/N	**Statement**	**SA**	**A**	**U**	**SD**	D
1.	The principal ensures team work among teachers on the proper management of facilities in the school					
2.	The principal is much more than great motivator					
3	The principal is a kind of leader who leads by example					
4	Staffs and students are motivated to commit and engage themselves in taking care of the school facilities.					
5	The principal dictates to teachers organizational policies.					
6	The principal does not take part in the maintenance of school facilities.					
7	Staffs and students are always free to offer their suggestions on better way to administer and manage the facilities in the school					
8	The principal encourages division of responsibilities especially on the maintenance of facilities in the school.					
9	The principal displays good moral conduct in his administrative task					
10	Staffs and students are energized to conform to the standard of facilities in the school.					