

**INFLUENCE OF LEADERSHIP STYLES OF PRINCIPALS ON
TEACHERS' COMMITMENT TO WORK IN SECONDARY SCHOOLS
IN KADUNA STATE, NIGERIA**

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MARCH, 2019

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DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM,
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY,
ZARIA, NIGERIA

MARCH, 2019

DECLARATION

I hereby declare that this dissertation titled: **Influence of Leadership Styles of Principals on Teachers' Commitment to Work in Secondary Schools in Kaduna State, Nigeria**; has been written by me in the Department of Educational Foundations and Curriculum (Educational Administration and Planning Section) under the supervision of Prof. B. A. Maina and Dr. M. I. Harbau. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this Dissertation was previously presented for another Degree or Diploma in any other University.

Name of Student

Signature

Date

CERTIFICATION

This dissertation titled: **Influence of Leadership Styles of Principals on Teachers' Commitment to Work in Secondary Schools in Kaduna State, Nigeria** by Maryam Umar Mahuta, P15EDFC8141; meets the regulations governing the award of a Master of Degree in Educational Administration and Planning in Ahmadu Bello University, Zaria, and is approved for its contributions to knowledge and literary presentation.

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DEDICATION

I dedicated this work to my parents, my husband, my family and the entire students of Ahmadu Bello University, Zaria.

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In the name of Allah, the Beneficent the most Merciful. All praises are due to Him, the Creator, the Sustainer and the all-knowing for the privilege given to me in starting and completing this research work.

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ABSTRACT

This study assessed the influence of Leadership Styles of Principals on Teachers' Commitment to Work in Secondary Schools in Kaduna State, Nigeria. For the purpose of this research, six research objectives were set to examine the influence of autocratic, democratic, transformational, transactional, situational and visionary leadership styles of principals on teachers' commitment to work in secondary schools in Kaduna State. The research questions and research hypotheses were also set based on the raised objectives of the study. Descriptive survey research design was adopted for the study and data were collected using researcher's constructed questionnaire which was validated by experts in Educational Administration and Planning. The population of the study involved 10,634 teachers, 529 principals and 229 Ministry of Education officials. Using purposive sampling technique, 4 Education Zones were selected in which more than 10% was used to arrive at 367 teachers, 55 principals and 45 Ministry of Education officials as samples for the study. From the pilot study test, the reliability coefficient was obtained at 0.78 using Cronbach's Alpha Statistical Technique. The data collected were presented by the use of frequency counts and percentages. The formulated hypotheses of the study were tested using Analysis of Variance at 0.05 level of significance. The findings revealed among others that autocratic leadership approach of many principals through use of personal authority and dictatorial approach in decision making affected teachers' commitments to work in secondary schools in Kaduna State. Also, undemocratic leadership style of many principals through poor involvement of teachers, students and community in decision making and low sharing of responsibilities affected teachers' commitments to work in secondary schools in Kaduna State. Based on the findings, it was recommended among others that autocratic leadership style should not be prioritized by principals. They should not use dictatorial approach in decision making process in secondary schools in Kaduna State and democratic leadership style should be prioritized by principals through sharing of managerial responsibilities among staff and involvement of all stakeholders in decision making in order to boost their participation in developmental activities in secondary schools in Kaduna State.

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ABBREVIATIONS

ANOVA:	Analysis of Variance
B.Ed:	Bachelor of Education
FRN:	Federal Republic of Nigeria
M.Ed:	Master of Education
MOE:	Ministry of Education
NCE:	Nigeria Certificate in Education
NPE:	National Policy on Education
PGDE:	Post Graduate Diploma in Education
PhD:	Doctor of Philosophy
SSCE:	Senior Secondary School Certificate Examination

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Educational institutions are significant places where next generations are assembled for training, learning enquiries. And are social systems where continuous teaching and learning are taking place. Such educational institutions always need qualitative planning and administration. In ensuring effectiveness of such educational environments, devoted and educated leaders are required who can handle a heavy weight of responsibility for their institution. In a school system, some principals find it difficult to appropriately adopt leadership style in controlling the affairs toward achieving educational objectives. It is imperative to school principals to ensure that school resources are well managed through proper selection and application of relevant leadership styles. In schools, proper adoption of leadership styles motivates teachers and learners to work passionately toward realization of educational objectives (Northouse, 2000).

Indeed, leadership is the solution to myriad problems of any organization, educational or any other enterprise. Leadership is a great imperative in educational management, because, it significantly influences all school programmes towards the accomplishment of school objectives and attainment of educational goals. Ezeuwa (2005) observed leadership style of a principal as the act of adopting best alternative in influencing teachers' behaviour so that to endeavour keenly and enthusiastically towards the achievement of education goals. In the same vein, Ukeje (1999) stressed that leadership styles in school reflect the alternative selection of influencing teachers to work keenly with passion towards the achievement of the corporate goals. In this regard,

schools need effectual leadership style to give planned results and bring job satisfaction to the teachers. School principals are believed to possess ability to influencing their teachers, parents and other stakeholders to make sure their schools successfully attain its pre-intended objectives by making sure that teachers do well in their responsibilities and learners perform well in their academic as anticipated.

Theoretically, there are many kinds of leadership styles, the selection and application of each depend on the nature of organizational behaviour. Charlton (2000) remarked that adoption of appropriate leadership by the principal has a helpful influence on teachers' commitments and job satisfaction in school organization. Also, Hannagan (2006) opined that there are many kinds of leadership styles in organizational management such as autocratic leadership style, democratic leadership style, transformational leadership style, transactional leadership styles, situational leadership style and laissez-fair leadership styles. Aida and Bahareh (2014) asserted that autocratic leadership style of principal is centered on the boss who holds all authority and responsibility to make decisions without respecting the subordinates. At a time, this kind of leadership style forces the subordinates to tirelessly work so as to promptly implement organizational policy toward the achievement of the set objectives. A principal can use this leadership style to mobilize staff in accordance with policy guidelines and individual differences. McGregor (1966) observed that human beings have been created in natural dislike of work and responsibility; they must be enforced to work toward the attainment of the set goals. Although, autocratic principals call for decision making process, but prioritize their opinions to be final conclusion. Objectives are sometime achieved, but this

style of leadership may create a climate of fear, where there is little or no more implementation of public opinions accordingly.

A democratic principal enables participation of many stakeholders in school decision making process. Ahmad and Yekta (2010) stated that democratic leadership style of a principal consists of sharing the decision-making process with school members by promoting the interests of the subordinates and practicing social equality. The application of democratic leadership in secondary school management is paramount important when principals ensure that everyone by virtue of his human status, takes a part in the group's decisions. Even though, leadership still requires guidance and control, a principal as the chief executive officer in school should heartily involve staff, students, parents and other stakeholders into general school activities in order to have unanimous agreement in school's control.

Unlike other leadership styles, transformational leadership style has to do with ability of a principal to initiate positive change in school organizations through the application of logical strategies. In the view of Ali, Sidow and Guleid (2013), transformational principals motivate teachers to do more than they originally intended and often even more than they thought possible in the school. They set more challenging expectations and typically achieve higher performance. Statistically, transformational leadership tends to have more committed and satisfied followers. This is mainly so because transformational leaders empower followers. In the school system, a principal uses transformational leadership style to motivate teaching and non-teaching staff to work through high levels of school communication to meet educational goals. Thus, principals enhance staff productivity, skills and efficiency through chains communication

and high visibility within the school environment. Indeed, Amin, Shah and Tatlal (2013) examined that transformational leadership style requires the involvement of school community relationship to meet desired goals.

It is imperative to note that transactional leadership style involves an exchange process, whereby followers get immediate and tangible rewards for carrying out the leader's orders. This commensurate with the view of Antony (2007) who stressed that transactional leadership behavior include: clarifying what is expected of followers' performance; explaining how to meet such expectations and allocating rewards that are contingent on meeting objectives. Principals using the transactional leadership style receive certain tasks to perform and provide rewards or punishments to team members based on performance results. In this style, principal, teaching and non-teaching staff and other school community set predetermined goals together, while employees agree to follow the direction and leadership of the principal to accomplish those goals. Also, a principal possesses power to review results and train or correct the staff; when they fail to meet goals, and receive rewards, such as bonuses, when they accomplish goals.

In situational leadership style, principals place more or less emphasis on the task, and more or less emphasis on the empowerment with the people they are leading, depending on what is needed to get the job done successfully. The situational leadership model suggests that there is no "one size fits all" approach to leadership in school. Rather depending on the situation, varying levels of "leadership" and "management" are necessary. In the school system, Ajayi and Ayodele (2002) remarked that school principal must first identify their most important tasks or priorities of managerial activities, then consider the readiness level of teachers by analyzing their ability and willingness

depending on the existing situation, level of variables and apply the most appropriate leadership style to fit the given situation.

Principals with visionary leadership style give more emphasis on recognizing the methods, steps and processes of influencing teachers to achieve educational objective with special consideration to school vision and mission. Halpin and Winer (1999) hypothesized that most great and successful principal have the aspects of vision in them, those who are highly visionary are the ones considered to be exhibiting visionary leadership, so outstanding school principal will always transform their visions into realities. Visionary leadership style allows school administrators to influence teachers' attitude with reflection of school vision toward the achievement of educational goals and objectives.

1.2 Statement of the Problem

Many principals are facing problems of selecting and applying suitable leadership style in secondary schools management in Kaduna State. This led to regular practicing autocratic leadership style by several secondary schools administrators in the state. Empirical reviews and experiences established that no single leadership style can be suitable to the entire challenges of school management. At a time, leader (principal) may opt in using autocratic principles, sometime democratic or situational approach. A problem normally arises on when, how and which one of the leadership style should be selected and where to appropriately apply in school administration. Belias and Koustelios (2014) maintained that choosing the right leadership style at the right time in the right situation is a key element of principal effectiveness in school administration. Failure of some school principals to suitably choose and apply a leadership style into managerial

aspect has commonly turned many secondary schools in the State to be centres for indiscipline and conflicts among teachers and management, students and management, among teachers themselves, school and community and other misconduct acts.

Inability of some principals to rightly select and appropriately adopt a leadership style has negatively opened a door for poor interpersonal relationship, rumour mongering in decision making, communication gaps and poor school-community relationship. It was observed that it's not right to have only one dress to wear everywhere. Of course, many will agree that having only one set of clothes is ridiculous. Likewise, having only one leadership style by the principal affects the smooth running of school organization.

To determine the kind of leadership style that affects teachers' commitment has remained a myriad problem to many secondary schools' principals in Kaduna State. Many principals of public secondary schools of the state have found it difficult to realize the influence of best leadership style like transformational or transactional in boosting their staff morale through regular mentoring, professional guidance and counseling and modern supervisory activities. Yet, many principals lacked administrative exposure to motivate their staff through control of reward and incentive of transactional leadership style. It was observed that school organizations with managerial problems would find it difficult to decide which of the leadership styles is the best and more suitable to adopt by the principal, and which one to affect teachers' commitments on services delivery. Witziers and Slegers (2007) postulated that "leadership in school is no longer proposed as having a direct influence on learning outcomes, but as having an indirect influence on instructional organization and culture".

Inappropriate adoption of suitable leadership style or inadequate idea of its influence in staff performance by some principals in the state has led to regular teachers' absenteeism, redundancy teachers' truancy without concrete reason, poor updating of school records, students' malpractices, and even illicit affairs in some core-education schools which in turn affects general academic performance of secondary schools in Kaduna State. By looking at these problems the study attempts to find out the influence of democratic leadership style, autocratic leadership style, transformational leadership style, transactional leadership style, situational leadership style and or visionary leadership style on teachers' commitment to work with the view to filling the existing gap through an empirical investigation and systematic survey within the Kaduna State of Nigeria.

1.3 Objectives of the Study

The study was set to achieve the following objectives:

- 1) determine the influence of autocratic leadership style of principals on teachers' commitment to work in secondary schools in Kaduna State;
- 2) examine the influence of democratic leadership style of principals on teachers' commitment to work in secondary schools in Kaduna State;
- 3) find out the influence of transformational leadership style of principals on teachers' commitment to work in secondary schools in Kaduna State;
- 4) assess the influence of transactional leadership style of principals on teachers' commitment to work in secondary schools in Kaduna State;
- 5) examine the influence of situational leadership style of principals on teachers' commitment to work in secondary schools in Kaduna State; and

- 6) evaluate the influence of visionary leadership style of principals on teachers' commitment to work in secondary schools in Kaduna State.

1.4 Research Questions

The following research questions were asked to guide the study:

- 1) What is the influence of autocratic leadership style of principals on teachers' commitment to work in secondary schools in Kaduna State?
- 2) In what way does democratic leadership style of principals influence teachers' commitment to work in secondary schools in Kaduna State?
- 3) How does the transformational leadership style of principals influence teachers' commitment to work in secondary schools in Kaduna State?
- 4) What is the influence of transactional leadership style of principals on teachers' commitment to work in secondary schools in Kaduna State? and
- 5) In what way situational leadership style of principals influence teachers' commitment to work in secondary schools in Kaduna State?
- 6) What is the influence of visionary leadership style of principals on teachers' commitment to work in secondary schools in Kaduna State?

1.5 Research Hypotheses

In line with research objectives, the following null hypotheses were formulated:

- 1) There is no significant difference in the opinions of teachers, principals and Ministry of Education officials on the influence of autocratic leadership style of principals on teachers' commitment to work in secondary schools in Kaduna State;

- 2) There is no significant difference in the opinions of stakeholders on the influence of democratic leadership style of principals on teachers' commitment to work in secondary schools in Kaduna State;
- 3) There is no significant difference in the opinions of stakeholders on the influence of transformational leadership style of principals on teachers' commitment to work in secondary schools in Kaduna State;
- 4) There is no significant difference in the opinions of stakeholders on the influence of transactional leadership style of principals on teachers' commitment to work in secondary schools in Kaduna State;
- 5) There is no significant difference in the opinions of stakeholders on the influence of situational leadership style of principals on teachers' commitment to work in secondary schools in Kaduna State; and
- 6) There is no significant difference in the opinions of stakeholders on the influence of visionary leadership style of principals on teachers' commitment to work in secondary schools in Kaduna State.

1.6 Basic Assumptions

The research was based on the following basic assumptions:

- 1) The principals using autocratic leadership style influence teachers to work under pressure in school organization;
- 2) Democratization of leadership by the principals enhances stability and teachers' commitments in secondary school organization;

- 3) Transformational leadership style of principal motivates teachers to work in school organization;
- 4) Teachers are always ready to work once rewards and incentives are granted by the transactional principals in school administration;
- 5) Situational principals are always dynamic leaders in their school administration; and
- 6) The visionary principals mobilize teachers to ensure the attainment of school visions and purposes.

1.7 Significance of the Study

The study assesses the influence of leadership styles on teachers' commitment to work in secondary schools in Kaduna State. This study is significant to the extent that its scope encompassed many aspects of schools management and administrators themselves. The outcomes of the study will directly benefit school principals, supervisors (Ministry of Education officials), teachers, students and even the community of where the school is located. Specifically, the study will benefit schools' principals by elucidating the influence of various leadership styles on effective management of school organization. This will enable them to select the best among these leadership styles for their best managerial services. The study will also be of great benefit to the school principals as well as the supervisors by retracing the effect of each theory and the appropriate method of adopting them in motivating staff to work hard towards the achievement of desired educational objectives.

By shading light on the influence of leadership style of principals on mobilizing teaching and non-teaching staff to work in school as a social system, school inspectors

(Ministry of Education Officials) will find it easy to select the best leadership which will harmonize interpersonal relationship and cordial school-community relationship, which in turn would encourage full participation of many stakeholders in decision making process. The findings of the study will provide Kaduna State Ministry of Education with adequate information about nature of leadership styles being used by many school principals and their influence to the teachers' commitments to work or otherwise for proper assessment and evaluation in secondary school organizations.

The benefits of parents from the findings of the study shall not be over-emphasized. It is through the research findings that principals' attitude in relation to leadership styles would be translated by the parents, with a view to improving the social interaction between the two parties based on the guidelines of National Policy on Education. The outcome will further elucidate the strength and weakness of each of the leadership styles discussed for clear understanding and decision making by the school administrators in secondary schools in Kaduna State. Moreover, the outcomes of the study will surface a way for further research work into different styles of principals' leaderships in schools organization, since the study is additional document for further academic research and references.

1.8 Scope of the Study

The study covered all public secondary schools teachers, principals and inspectors of the twelve Education Zones of 23 Local Governments in Kaduna State. It was also limited to identifying the most illustrious six leadership styles of organizational management, as well as their influence to teachers' commitments to service delivery in secondary schools with particular reference to Kaduna State, Nigeria. This restriction became necessary to reduce difficulties in term of physical and financial expenses. These categories of respondents were stakeholders who were responsible for human resources management in secondary schools in Kaduna State.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.3 Introduction

This chapter centers on review of literature related to various issues of leadership styles with special consideration to the secondary schools management as a social system. The review will focus on generating literature from many sources to include published books, journals, magazines, newspaper, students' projects/reports or government publications, internet access, email services In this regard, the review will be structured based on the following sub-headings:

2.4 Conceptual framework:

2.4.1 Concept of leadership;

2.4.2 Concept of leadership styles;

2.4.3 Concept of teacher's commitment, types and scope;

2.5 Theoretical framework;

2.5.1 Theories of leadership styles;

2.6 Influence of autocratic leadership style of principals on teachers' commitment to work in school organizational;

2.7 Influence of democratic leadership style of principals on teachers' commitment to work in school organizational;

2.8 Influence of transformational leadership style of principals on teachers' commitment to work in school organizational;

2.9 Influence of transactional leadership style of principals on teachers' commitment to work in school organizational;

2.10 Influence of situational leadership style of principals on teachers' commitment to work in school organizational;

2.11 Influence of visionary leadership style of principals on teachers' commitment to work in school organizational; and

2.12 Empirical Studies.

2.3 Conceptual Framework

The study assessed the influence of leadership styles on teachers' commitment to work in secondary schools in Kaduna State. Hence, the conceptual framework reviews conceptual definitions of a leadership, concept of leadership style and concept of secondary school system to guide the study.

2.3.1 Leadership

There are varied meanings of the term leadership due to different perspectives and contexts within which the word is observed. According to Koontz and Wehrich (1988), leadership is seen as the art of influencing people so that they will strive willingly and enthusiastically towards the achievement of group goals. Woods (2010) views leadership in an organization as a process in which one person successfully exerts influence over others to reach desired objectives. Dressler (1997) says that leadership is the management of the human resources in order to manage their performance by inducing them to work willingly. Further definition given by Hersey and Blanchard (1988) portray leadership as the activity of influencing people to strive for group objectives. For an organization to be successful, leadership is indispensable. Effective leadership gives directions to the efforts of all workers in accomplishing the goals of the organization. Without leadership and guidance, the link between individuals and organizational goals may become tenuous. Leadership is an important element in the process of direction. It is a universal phenomenon found in every group of people. According to Martindale (2011), a leader is a person who has the ability to influence the behavior of others in a group activity. He says that a person is said to have an influence on others when they are willing to carry out his wishes and accept his guidance. A leader guides and directs other people towards

achieving their objectives. He creates and sustains enthusiasm among them and gives their effort a purpose. In discussing the importance of a leader, Awamleh and Al-Dmour (2004) acknowledged that the leader helps members to become aware of new possibilities and more significance goals.

Bars (2001) described leadership as the process of directing and inspiring workers to perform the task –related activities of the group. He further defines leadership as the process of directing and influencing the related activities of the group. The definitions illuminate three important implications. First; leadership must involve people /followers. Through their willingness to accept directions from the leader, group members define the leader’s status and make the leadership process possible .Without followers, all the leadership qualities of a manager would be irrelevant. Secondly, leadership involves an unequal distribution of power among leaders and group members. Though leaders have authority to direct the activities of the group, some group members will obviously affect those activities in a number of ways. Finally, on top of being legitimately able to give their followers orders or directions, leaders can influence their followers in a variety of other ways. Bateh and Heyliger (2014) explain that leadership is a vital element in the social relationships of groups at work. Groups need leaders and leaders need followers. He further says that leadership is a concept that many people have written about but few have defined it.

“Leadership is a dynamic process at work in a group whereby one individual over a particular period of time and in a particular organizational context, influences the other group members to commit themselves freely to the achievement of group tasks or goals (Bateh and Heyliger, 2014).

2.3.2 Leadership Style

Leadership style is the way a person uses power to lead other people. Bateh and Heyliger (2014) identified a variety of leadership styles based on the number of followers. The most appropriate leadership style depends on the function of the leader, the followers and the situation. Some leaders cannot work comfortably with a high degree of followers' participation in decision making. Some employers lack the ability or the desire to assume responsibility. Furthermore, the specific situation helps determine the most effective style of interactions. Sometimes leaders must handle problems that require immediate solutions without consulting followers. According to Mat-Din (2014), leadership definitions remain developing while scholars attempt to make simpler the meaning to allow people to understand the thought simply and to make it less difficult and extra practical in everyday big business. For centuries leadership studies have been passionate with leaders, and with classifying the characteristics required for useful leadership. Even though it is obviously confirmed that it is hard to give leadership one definition, people maintain investigating this area of study. It demonstrates that there is no stopping point for leadership study and it has become a vital element in social science.

Okumbe (1999) defines leadership as method neither of cheering and serving others to do something of their own preference, because it is essential nor because of the alarm of result of disobedience. Leadership is thus a procedure of hopeful and helping others to work actively towards objectives. It is the human being issue that connects a group together and inspires it towards goals altering the groups' potentials into certainty. There are different types of ways people tend to lead organizations or other people. Not all of the styles would deem fit for all kind of situations, a leader can read them through to see

which one fits right to his organizational behaviour. Hence, the major types of these leadership styles according to Owens and Valesky (2007) are as follows:

- a) **Autocratic Leadership/Authoritarian:** Autocratic leadership style is centered on the boss. In this leadership the leader holds all authority and responsibility. In this leadership, leaders make decisions on their own without consulting subordinates. They reach decisions, communicate them to subordinates and expect prompt implementation. Autocratic work environment does normally have little or no flexibility. In this kind of leadership, guidelines, procedures and policies are all natural additions of an autocratic leader. Statistically, there are very few situations that can actually support autocratic leadership. Some of the leaders that support this kind of leadership include: Albert J Dunlap (Sunbeam Corporation) and Donald Trump (Trump Organization) among others (Ranson, 2005).
- b) **Democratic Leadership:** In this leadership style, subordinates are involved in making decisions. Unlike autocratic, this leadership is centered on subordinates' contributions. The democratic leader holds final responsibility, but he or she is known to delegate authority to other people, who determine work projects. The most unique feature of this leadership is that communication is active upward and downward. With respect to statistics, democratic leadership is one of the most preferred leadership, and it entails the following: fairness, competence, creativity, courage, intelligence and honesty.
- c) **Transformational Leadership:** Unlike other leadership styles, transformational leadership is all about initiating change in organizations, groups, oneself and others. Transformational leaders motivate others to do more than they originally intended

and often even more than they thought possible. They set more challenging expectations and typically achieve higher performance. Statistically, transformational leadership tends to have more committed and satisfied followers. This is mainly so because transformational leaders empower followers (Ranson, 2005).

- d) **Transactional Leadership:** This is a leadership that maintains or continues the status quo. It is also the leadership that involves an exchange process, whereby followers get immediate, tangible rewards for carrying out the leader's orders. Transactional leadership can sound rather basic, with its focus on exchange. Being clear, focusing on expectations, giving feedback are all important leadership skills. According to Boundless.com, transactional leadership behaviors can include: clarifying what is expected of followers' performance; explaining how to meet such expectations; and allocating rewards that are contingent on meeting objectives.
- e) **Situational Leadership:** Situational leadership is an adaptive leadership style. This strategy encourages leaders to take stock of their team members, weigh the many variables in their workplace and choose the leadership style that best fits their goals and circumstances. In the words of leadership theorist Ken Blanchard, "In the past a leader was a boss. Today's leaders can no longer lead solely based on positional power." Situational leadership is the model of choice for organizations around the world that want to do based on developing people and workgroups, establishing rapport and to bring out the best in their people as well as using a common leadership style across all units in an organization, be it local, national, or international (Reddy, 2006).

- f) **Visionary Leadership:** This form of leadership involves leaders who recognize that the methods, steps and processes of leadership are all obtained with and through people. Most great and successful leaders have the aspects of vision in them. However, those who are highly visionary are the ones considered to be exhibiting visionary leadership. Outstanding leaders will always transform their visions into realities.

2.3.3 Concept of Commitment

The concept commitment denotes an employee's enthusiasm for the organization he or she works for. In other words, the concept commitment is the bond employees experience with their organization (Hukpati, 2009). Broadly speaking, employees who are committed to their organization generally feel a connection with their organization, feel that they fit in and, feel they understand the goals of the organization. The added value of such employees is that they tend to be more determined in their work, show relatively high productivity and are more proactive in offering their support. In the words of Ispas and Babaita (2012), the concept of commitment is an intrinsic attitude that denotes an employee's enthusiasm for his or her job.

The term commitment also is complex and a multi-faceted construct, and can take different forms. Work commitment has been defined as the relative importance between work and one's self (Loscoco, 2009). However, work commitment is seen as a person's adherence to work ethic, commitment to a career/profession, job involvement, and organizational commitment (Morrow, 2003). Individuals can feel committed to an organization, top management, supervisors, or a particular work group. Commitment has been examined with regard to "career, union and profession" (Darolia, Darolia, & Kumari,

2010). Studies showing instances of high work commitment have also proven to highly relate to organizational performance. The description above is a very good indicator of employee commitment, but does only offer a broad description. In their article “Three component model of commitment” they discussed commitment in great details. It can be seen from their insightful research that there are three distinct types of employee commitment as follows:

- i. **Affective Commitment:** Affective commitment relates to how much employees want to stay at their organization. If an employee is affectively committed to their organization; it means that they want to stay at their organization; they typically identify with the organizational goals, feel that they fit into the organization and are satisfied with their work. Employees who are affectively committed feel valued, act as ambassadors for their organization and are generally great assets for organizations.
- ii. **Normative Commitment:** Normative commitment relates to how much employees feel they should stay at their organization. Employees that are normatively committed generally feel that they should stay at their organizations. Normatively committed employees feel that leaving their organization would have disastrous consequences, and feel a sense of guilt about the possibility of leaving.
- iii. **Continuance Commitment:** Continuance commitment relates to how much employees feel the need to stay at their organization. In employees that are continuance committed, the underlying reason for their commitment lies in their need to stay with the organization. Possible reasons for needing to stay with

organizations vary, but the main reasons relate to a lack of work alternatives, and remuneration.

2.2.4 Teacher's Commitments in a School System

The role of a teacher is to help students apply concepts, such as math, English, and science through classroom instruction and presentations. Their commitments are also to prepare lessons, grade papers, manage the classroom, meet with parents, and work closely with school staff. Being a teacher is much more than just executing lesson plans, in today's world a teacher's role is a multifaceted profession; they carry the role of a surrogate parent, class disciplinarian, mentor, counselor, book keeper, role model, planner and many more.

The teachers' commitments are clearly more than just planning and executing lesson plans, rather, it is becoming the student's third parent. Look at the amount of time teachers spend with their students. One benefit of the role of a teacher is being a constant role model for their students. Children that lack a solid family foundation will really benefit from a positive role model. In the view of Rizzi, Azadi, Farsani and Aroufzadi (2013), teachers that portray an image of confidence and accomplishment will help fulfill a child's need of a positive role model when the family may fail to provide such a figure.

2.2.5 Importance of Teachers' Commitment

The success or failure of any organization is closely related to the effort and motivation and commitments of its employees. The motivation of employees is often the product of their commitment towards their job or career. In the school system, the level to which a teacher engages in his or her work (teaching profession), commit to the achievement of educational goals. In today's economic challenge, where organizations are

expected to do more with less resources (i.e. workers and money), it is extremely important for organizations to retain their highly productive teaching forces. "teachers who are engaged in their work and committed to their school services conserve crucial competitive advantages - including higher productivity and lower staff turnover" (Vance, 2006).

For instance, communication is one of the best ways to keep employees engaged. It is important that employees are listened to, valued, and encouraged to provide feedback. Stirling (2008) observed that in order to increase teachers' commitments, government should respect teachers' opinions and follow-up on commitments and responsibilities they have promised them in term of motivation and incentives. By keeping channels of communication open, government and teachers can benefit from mutual trust and respect from top management to down as well as internally and externally.

In a nutshell, the importance of work commitment is dependent upon the organization itself. If the school organization wants to become competitive and grow, as in the example above, it will place a great deal of importance on the level to which teachers are engaged in their jobs and how committed they are to the school organization. Boggler (2009) believed that if the school organization is content with high turnover, low-producing teaching forces, and high absenteeism, they should not be concerned with work commitment. However, the stakeholders of school organizations should realize that, at some point in its life cycle will undoubtedly have to compete with other school organization that does place importance on work commitment, which could end up being detrimental to the continued existence of the school organization. The teachers'

commitment is important predictor of their loyalty and the performance of a school organization. Some of the importance of teachers' commitments according to Darolia, Darolia, and Kumari, 2010) includes:

1. The pressure on school organizations to perform is increasing all the time. Due to globalization, among others, competition is fiercer than ever. This increased pressure has resulted in the commitment of employers towards employees becoming less of a given. The concept of lifetime employment has also become outdated. These days, school organizational units that perform badly are re-organized. As a rule this leads to job cuts. In addition, employees who perform badly are more likely to be let go.
2. As a result of this phenomenon, combined with people's greatly increased individualism, teachers' commitment to the school organization has also become much less of a given. This makes it even more important that teachers feel bound to the school organization and display certain (positive) behaviour.
3. Committed teacher bring added value to the school organization, including through their determination, proactive support, relatively high productivity and an awareness of quality of teaching and learning process. They are also less likely to call in sick or to leave the school organization. Non-committed teachers can work against the school organization and hold back the school organization's success.

2.2.6 Scope of Teachers' Commitments in the School

Teaches' commitments signify discharge of overall school activities whether teaching or non-teaching activities. In this regard, Riaz and Haider (2010) itemized

various A to Z commitments that directly and indirectly concern with the secondary school teachers, these commitments are as follows:

- a) To teach and educate students according to guidelines provided by the National Curriculum Framework under the overall guidance of the competent education authority;
- b) To teach and educate students according to the educational needs, abilities and attainment potential of individual students entrusted to his/her care by the principal or Head of Unit.
- c) Planning, preparing and delivering lessons to all students in the class so as to teach according to the educational needs, abilities and achievement of the individual students and groups of students;
- d) Adopting and working towards the implementation of the school development plan of the particular school they are giving service in;
- e) Assigning work, correcting and marking work carried out by his/her students;
- f) Assessing, recording and reporting on the development, progress, attainment and behaviour of one's students;
- g) Providing or contributing to oral and written assessments, reports and references relating to individual students or groups of students;
- h) Participating in arrangements within an agreed national framework for the appraisal of students' performance;
- i) Promoting the general progress and well-being of individual students, groups of students or class entrusted to him/her;

- j) Providing guidance and advice to students on educational and social matters and on their further education and future careers; providing information on sources of more expert advice;
- k) Communicating, consulting and co-operating with other members of the school staff, including those having posts of special responsibility and parents/guardians to ensure the best interest of students;
- l) Reviewing and evaluating one's own teaching and learning strategies, methodologies and programme/s in line with the National Curriculum Framework guidelines;
- m) Advising and co-operating with the principal, vice principal, Heads of Department, Education Officers, and other teachers in the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment;
- n) Ensuring high standards of professional practice and quality of teaching and learning of the subject/s. Through effective dialogue, participating in reciprocal peer review and observation of class teaching practice by the Head of Department (subject/level) concerned;
- o) Participating in In-Service education and training courses as well as in human resource development opportunities, and taking part in action research exercises;
- p) Maintaining good order and discipline amongst students under one's care and safeguarding their health and safety at all times;
- q) Participating in staff, group or other meetings related to the school curriculum arrangements, for the better organization and administration of the school;

- r) Contributing to the professional development of new teachers and student teachers according to arrangements agreed with the principal;
- s) Providing the necessary information and advice to the designated personnel in the school and/or College and to provide all the necessary information regarding requisitions and arrangements in connection with the teaching of the subject/s assigned to him/her;
- t) Ensuring the safe custody and optimum use of equipment normally used by oneself during lessons and sees to its regular servicing and maintenance;
- u) Participating in school assemblies as well as registering and monitoring the attendance of students under one's care;
- v) Sharing in any possible and reasonable way in the effective management, organization, order and discipline of the school;
- w) Participating in and contributing to any educational conferences and reviews of official policy in collaboration with parents and other professionals/stakeholders working with the student;
- x) Ensuring that schemes and forecast of work carried out in class are handed to the inspectorate office in good time so that the necessary adaptations and resources are made for use of the school;
- y) Regularly discussing, monitoring the work being carried out by the principal and inspectors in class;
- z) In the case of students with severe learning difficulties and exceptionally, he should liaise and collaborate with specialist teachers/resource persons and other professionals to work out the problem;

2.2.7 Nature and Qualities of a Good Principal

Principal is the head of the secondary school who oversees the general program of the school. These programmes consists of interpretation of policies, maintenance of equipment, physical facilities and finances, inducting/retaining staff, and maintaining effective school community relationship. An effective school principal is characterized with number of leadership qualities, some of which according to Olagboye (2004) and Manga (2010) include:

- 1) An effective school principal should be honest, objective, fair and firm;
- 2) He should be open-mind, democratic and approachable;
- 3) He should be a good listener and observer;
- 4) He should be loyal, humble, flexible and respectful;
- 5) He should be dutiful and able to create a warm and cordial atmosphere;
- 6) He has to be creative, imaginative, inventive and innovative;
- 7) He should be tolerant and accommodating;
- 8) He should be a problems solver;
- 9) He should be a professionally trained teacher with proper teaching qualification ranging from B.Ed, M.ed of PhD in education;
- 10) He should be highly experienced teacher and educational administrator of not less than 15 years of work experience; and
- 11) He must possess technical skills in term of familiarity with teaching skills and ability to write coherent supervision reports etc.

Thus, the importance of these qualities in principals' productivity shall not be over emphasized. To the extent that a school principal who does not possess technical skill can hardly give instructional advice to will help to the attainment of desired objectives.

2.4 Theoretical Framework

Although, there are different types of applicable leadership styles, but their adoptions are vary depending on the organizational structure and administrative policies. Indeed, this research work is based on Hershey and Blanchard's Leadership Theory (1969) and Lewin's Leadership Theory (1939). The adoption of these theories is for their relevance to modern organizational management. Although, these theories emphasized on the virtue and characteristic of autocratic and democratic leadership styles as well as irrelevance of laissez-faire leadership behaviour. Also, Hershey and Blanchard theory considered situational factor which determines human attitudinal styles and psychological behaviour as best techniques of enhancing staff commitments to work in organization. Other leadership theories such as transformational, transactional and visionary will also be theoretically reviewed to guide the study.

In secondary school system, a leader (principal) is one who is self aware, staff manager, and executive controller of all school affairs; should understand the importance of best selection of managerial techniques through which the affairs should be ruled. The adoption of a relevant leadership style will help him as a leader to work towards building school standard and community development. The appraisal of these theories will provide comprehensive understanding about the logics and strategies of various leadership styles and their influences to the school management; this will equip school leaders with new ideas of leadership by example in their academic setting. Although, some school leaders

may have some personal characters, but Hershey and Lewin's leadership theories will shade more light on virtue of different leadership styles and their relevance to the educational planning and management accordingly.

2.3.1 Lewin's Leadership Theory (1939)

Kurt Lewin is considered to be the father of social psychology. He founded what was to become the National Training Labs (NTL), which created such fields as organization development, diversity awareness, and contributed much to leadership theory, particularly democratic leadership. Lewin was forced out of Germany by the Nazi's, lost many in his family to the holocaust, and vowed that such issues of diversity must never get to that ugly level of action again. This became the central vision in Lewin's leadership journey which influential over 60 years after his death. In 1939, he conducted a classic study of leadership, and this involved three styles of leadership: autocratic, democratic, and laissez-faire. According to Manning and Kurtis (2009), the Lewin's study focused on the training of leaders' psychological behavior base on the following styles:

1. ***Autocraticbehaviour:*** this style is atight control over the subordinates rather its activities and decisions are predominantly made by the leader;
2. ***Democratic behaviour:*** This style allows group participation in decision making. Democratic leadership was more effective for group performance than the other two styles. The study emphasized the influence of the leader's behavior, as well as the value of group participation.
3. ***Laissez-faire behaviour:*** This is identified as low levels of any kind of activity by the leader. It centered in a hands-off approach to leadership. He or she is isolated

and passive, uninvolved and withdrawn, unconcerned and inactive, and abdicating. The results of the study included the discovery that Lewin grew to favour the democratic style of leadership (Munir, Rahman and Malik, 2012).

2.3.1.1 Strengths and Weaknesses of the Lewin Leadership Theory

The strengths of Lewin's leadership theory is that it is one of the theories to identify behaviors and represents a shift away from the "Great Man" sensibility that provided a more mystical and vague description of leadership as individual traits. It is also a relatively simple theory on which one can build a set of competencies through behavioral change and reflection. This makes it valuable for executive and leadership coaching and integrated with other theories to serve as an organizing framework. Lewin's theory has been validated somewhat by occupational psychologists, for example it has correlations with the Managerial and Professional Profiler, a personality instrument among others. Meanwhile, the weaknesses are that the theory is grounded in a hypothesis of behaviors that could be considered outdated, and on that basis may not have enough competitive cache with more recent and popular theories (Manning and Kurtis, 2009).

2.3.2 Hershey and Blanchard's Leadership Theory (1969)

Hershey and Blanchard's situational theory of leadership is also grounded in behaviors, albeit ones more specific to situations present in leadership contexts. The model was developed by Hershey and Blanchard in 1969 experimenting that leadership styles can vary from leader to leader. This psychological behaviour according to Hussain, Talib and Shah (2014) revealed that:

1. some leaders primarily initiate structure in order to accomplish tasks;
2. other leaders build and maintain good personal relationships;

3. others do both of the above, and still others do none of the above;
4. effective leadership requires the leader to vary with the situation at hand;
5. the best attitudinal style is a high task and a high relations orientation;

Thus, the job and psychological maturity of the followers is most crucial in determining which behavioral style of leaders will result in the most effectiveness. Maturity of followers relates to the stage in a group's life cycle or to the previous education and training of the followers. What we can determine from the above is that newly appointed and inexperienced employees, followers described by Lave and Wenger (2001) as "newcomers", need task-oriented direction and often need to be told what to do, followed by being told at a later period to continue their performance. At a later date such followers need more relational orientation and be helped to participate more. The leader's task oriented and relations oriented style needs to match the followers' maturity and needs at the time (Bass, 2000).

Although, the situational leadership theory focuses on leaders' behavior, henceforth, it is not exactly a behavioral theory that seeks the one best behavior for all situations (one size fits all), and definitely not a trait "great man" theory. Rather, it best fits with the contingency approach, which holds that the most appropriate actions and qualities varies with each situation (Manning and Kurtis 2009). Also, contingency theory and the approach of matching leader behaviors with the situational leadership style.

2.3.2.1 Strengths and Weaknesses of Hershey and Blanchard's Theory

Hershey and Blanchard's model of situational leadership has much strength. First it is an applied model that seeks to match the behavior of the leader with the maturity of the follower(s). This makes it a highly applied relational approach to leadership. It is also

prescriptive and relatively easy to follow. The four leadership styles, or choices of behavior according to Fiedler (2006) are as follows:

- i. Directing → matches low competence and high commitment;
- ii. Coaching → matches low to some competence and low commitment;
- iii. Supporting → matches moderate to high competence and commitment; and
- iv. Delegating → matches high competence and high commitment

The situational leadership style is based on the four different levels of competency and commitment (maturity). The low competent and high commitment follower is often an enthusiastic beginner. The low to some competence and low commitment is often a disillusioned learner. The moderate to highly competent and moderate commitment is often a capable but cautious performer. The high competent and high commitment is often a self-reliant achiever (Fiedler, 2006).

Another strength of the model is that once a leader begins to apply it he or she can further develop greater understanding by discovering what works and what doesn't work, and build on this further. A final strength is that the leader has choices: if one thing does not work, another choice might, and this brings the importance of being able to assess the maturity level of the follower(s) the leader is working with. The principal weakness is that the model might be too simplistic, and prescriptive: there are possibly many more levels of competency and commitment than the model prescribes.

In respect of its weakness, critiques of the model have been numerous, ranging from accusations that the curvilinear approach to leader behavior lacks internal consistency in its measures, its conceptual ambiguity, and has no theoretical or logical justification (Bass, 1999). The central question remains: should leaders be flexible to meet the

demands of the situation as the model suggests, or should leaders be consistent. If leaders vary their style to fit the situation are they at risk of being accused of being inconsistent. The contingency model, which advocates matching leader behaviors with situations, was criticized by Schriesheim and Hosking (2008) as having too many problems to render it usable for remedial actions by specific individuals in specific situations.

2.3.3 Five Factors that Influence Leadership Behaviour

There are natural tendencies, with which we are born or learn at a young age, that lend themselves more naturally to leadership qualities. Some of those tendencies include extraversion, patience and openness to new ideas. Patsy (2014) has created a personality profile that reveals how comfortable one is with a wide range of competencies based on personality and bring clarity to how a personality-diverse workforce is needed to effectively accomplish the objectives of any organization in a rapidly changing and virtual world. The top five factors are:

1. **Personality:** Personality is one of five elements that will influence leadership behaviour. Also, personality doesn't change, but behaviour can change. Leadership qualities can be taught and individuals can set personal behaviour targets to begin changing counterproductive actions that hinder success into leadership qualities, or new habits, that result in success.
2. **Situation:** In most of cases, situation determines response to events and people. Often times, the habits we have experienced due to the changing situation in the past may not be similar with other habits in any given situation; that is situational reacting, not responding. Leaders understand that it is critical to respond

appropriately to each situation and not let initial reaction dictate leadership effectiveness.

3. **Individual Needs:** Individual needs play vital role into the exhibition of leadership behavior. For example, a need for power would tend to lead someone to be more authoritative and demanding, whereas a need to be liked by others would encourage “going-along-to-get-a-long.
4. **Leader’s Attitude:** Perhaps the greatest influence on leadership behavior is the leader’s leadership style. For better or worse, we begin to emulate our leaders’ style in order to keep the peace, get promoted, be viewed as a team player, or keep our job. As leaders, the is need to recognize the influence they have over others and stop and think before responding.
5. **Environment:** Finally, the operating environment can effect personal behavior. Living in an environment that encourages risk-taking, may likely influence many to take risks for instance. Leaders understand that they have to interpret the operating environment for those around them in a way that is motivating, encouraging creativity and allowing appropriate flexibility, rather than with rigidity and inflexibility (*www.leadadvantageinc.com*).

Thus, identifying these five factors that influence leadership behavior in the workplace can ease the setting goals to enhance or capitalize on strengths and compensate or develop other areas that get in the way of organizational success. Recognizing the five factors in ourselves and those around us, we can begin to overcome differences and work together to achieve a common goal.

2.5 Influence of Autocratic Leadership Style of Principals on Teachers' Commitment to Work

Autocratic leadership style also known as authoritarian leadership style, which is centered on the boss. In this type leadership, the leader holds all authority and responsibility single-handedly, leaders make decisions on their own without consulting subordinates, and they also reach decisions, communicate them to subordinates and expect prompt implementation. Autocratic work environment does normally have little or no flexibility. In this kind of leadership, guidelines, procedures and policies are all natural additions of an autocratic leader. Statistically, there are very few situations that can actually support autocratic leadership. Some of the leaders that support this kind of leadership include: Albert J Dunlap (Sunbeam Corporation) and Donald Trump (Trump Organization) among others in United State of America (Sadeghi and Lope-Pihie, 2013).

In school organizations like secondary school institutions, this type of leadership is suited only when changes require a new vision or when a clear direction is quickly needed. Principals practicing this style mobilize people towards a vision with adoption of strong directive and purely command. Here the principal works as a change catalyst that is self confident and empathetic. S/he usually fills up the team with confidence and drives them towards the goals that need to be achieved. The “come with me” style can be notices. Autocratic style is the strongest leading approach where the principal leads the team towards one direction. The drawback is that teachers may feel less connected as leader is the only decision maker only for subordinate to follow the orders given by the principal.

The authoritarian leadership style keeps main emphasis on the distinction of the authoritarian principals and their followers in the school circle. These types of principals make sure to only create a distinct professional relationship. Direct supervision is what they believe to be key in maintaining a successful school environment and followership. In the view of Walker and Stott (2000), authoritarian leadership styles often follow the vision of those that are in control, and may not necessarily be compatible with those that are being led. This means that authoritarian/autocratic principals have a focus on teachers' efficiency, as other styles, such as a democratic style, may be seen as a hindrance on progress. In some situation, the use of autocratic leadership style by the principal may not be effective in central schools administration, because secondary schools are social systems where various stakeholders are jointly managed the school together. Walker and Stott (2000) remarked that some suitable areas of such leadership styles are: a police officer directing traffic, a teacher ordering a student to do his or her assignment, and a supervisor instructing a subordinate to clean a workstation etc. All of these positions require a distinct set of characteristics that give the superior officer the position to get things in order or get a point across. Hence, authoritarian principal sets goals individually, engages primarily in one-way and downward communication, controls discussion with followers, and dominate interaction.

Indeed, it was observed that autocratic leadership style is the best way of settling school conflicts or dealing with disagreements among the students in the school. An authoritarian style of leadership may create a climate of fear in the school environment, where there is little or no room for dialogue and where complaining may be considered futile. The autocratic leadership style allows school principals to make decisions alone

without the input of others. School principals possess total authority and impose their will on teaching and non-teaching staff as no one challenges the decisions of autocratic principals within their managerial activities. Countries such as Cuba and North Korea operate under the autocratic leadership style. This leadership style benefits employees who require close supervision. Creative employees who thrive in group functions detest this leadership style.

2.4.1 Characteristics of Autocratic Leadership Style

Autocratic leadership, also known as authoritarian leadership, is a leadership style characterized by individual control over all decisions and little input from group members. Autocratic leaders typically make choices based on their ideas and judgments and rarely accept advice from followers. Autocratic leadership involves absolute, authoritarian control over a group. Like other leadership styles, the autocratic style has both some benefits and some weaknesses. According to Wanjiru (2013), some of the primary characteristics of autocratic leadership include:

- a) Little or no input from group members only leaders make the decisions
- b) Group leaders dictate all the work methods and processes
- c) Group members are rarely trusted with decisions or important tasks
- d) Increase in productivity when leader is present
- e) Produces more accurate solutions when leader is knowledgeable
- f) Is more positively accepted in larger groups
- g) Enhances performance on simple tasks and decreases performance on complex tasks
- h) Increases aggression levels among followers and increases turnover rates
- i) Successful when there is a time urgency for completion of projects

- j) Improves the future work of those subordinates whose skills are not very applicable or helpful without the demands of another

2.4.2 Benefits of Autocratic Leadership

Autocratic leadership can be beneficial in some instances, such as when decisions need to be made quickly without consulting with a large group of people. Some projects require strong leadership to get things accomplished quickly and efficiently. Waters (2013) observed that when the leader is the most knowledgeable person in the group, the autocratic style can lead to fast and effective decisions. In such situations, a strong leader who utilizes an autocratic style can take charge of the group, assign tasks to different members and establish solid deadlines for projects to be finished. In situations that are particularly stressful, such as during military conflicts, group members may prefer an autocratic style. It allows members of the group to focus on performing specific tasks without worrying about making complex decisions. This also allows group members to become highly skilled at performing certain duties, which is ultimately beneficial to the success of the entire group.

2.4.3 Downsides of Autocratic Leadership

Despite the merits of democratic leadership style in organizational management, some of the scholars like Waters (2013) stated some of its downsides as follows:

- a) Long term use can cause resentment from subordinates. Use this form of leadership sparingly and when absolutely necessary
- b) It has been found by researchers that these type of leaders lack creative problem solving skills

- c) While autocratic leadership can be beneficial at times, there are also many instances where this leadership style can be problematic. People who abuse an autocratic leadership style are often viewed as bossy, controlling and dictatorial, which can lead to resentment among group members.
- d) Because autocratic leaders make decisions without consulting the group, people in the group may dislike that they are unable to contribute ideas.
- e) Autocratic leadership can also impair the morale of the group in some cases. People tend to feel happier and perform better when they feel like they are making contributions to the future of the group.
- f) Since autocratic leaders typically do not allow input from team members, followers start to feel dissatisfied and stifled.

2.6 Influence of Democratic Leadership Style of Principals on Teachers' Commitment to Work

In this leadership style, subordinates are involved in making decisions. Unlike autocratic, this leadership is centered on subordinates' contributions. The democratic leader holds final responsibility, but he or she is known to delegate authority to other people, who determine work projects. The most unique feature of this leadership is that communication is active upward and downward. According to Wekesa (1993), democratic leadership is one of the most preferred leadership, and it entails fairness, competence, creativity, courage, intelligence and honesty.

In a school system, democratic leadership style of principal determines the involvement of all the stakeholders in decision making process, and the leaders make the final decisions. In the statement of Menon and Reppa (2011) democratic principals encourage creativity, and teachers are often highly engaged in school development plan

and decision making. As a result, both teaching and non-teaching staff tend to have high job satisfaction and high commitments, i.e teachers run the school with support of the principal. A very collaborative nature can be observed in organizations that are run under this style of leadership. “What do you think?” kind of attitude can be seen in the leader. Though, the drawback is that this may not work at the time of making a quick decision.

The democratic leadership style of principal consists of sharing the decision-making abilities with group members of the school by promoting the interests of the group members and by practicing social equality. Hence, Lok and Crawford (2004) observed that the boundaries of democratic participation tend to be circumscribed by the organization or the group needs and the instrumental value of people's attributes (skills, attitudes, etc.). This means that democratic style encompasses the notion that everyone, by virtue of their human status, should play a part in the group's decisions. However, the democratic principal still requires guidance and control by a specific educational manager. The democratic style 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.

2.5.1 Traits of a Good Democratic Principal

The democratic leadership style consists of the leader sharing the decision-making abilities with group members by promoting the interests of the group members and by practicing social equality. Precisely, there are ten (10) traits of a good democratic school principal as compiled by the Sammons, Hillman and Mortimore (1995) these are:

1. **Honest:** A democratic principal displays sincerity, integrity, and candor in all school actions. Deceptive behavior will not inspire trust.

2. **Competent:** A democratic principal acts on reason and moral principles. He does not make decisions based on childlike emotional desires or feelings.
3. **Forward-Looking:** A democratic principal set goals and have a school vision of the future. The vision must be owned throughout the school organization. Effective principal envision what he want and how to get it. He habitually picks priorities stemming from their basic values.
4. **Inspiring:** A democratic principal displays confidence in all his actions. By showing endurance in mental, physical, and spiritual stamina, he will inspire others to reach for new heights and takes charge when necessary.
5. **Intelligent:** A democratic principal has ability to read, study, and seek challenging assignments by the groups around him.
6. **Fair-Minded:** A democratic principal show fair treatment to all subordinates. Prejudice is the enemy of justice. Therefore, he displays empathy by being sensitive to the feelings, values, interests, and well-being of others.
7. **Broad-Minded:** A democratic principal always seeks out diversity and misconceptions among the school affairs.
8. **Courageous:** A democratic principal has the perseverance to accomplish a education goal, regardless of the seemingly insurmountable obstacles. He displays a confident calmness when under stress.
9. **Straightforward:** A democratic principal uses sound judgment to make good decisions at the right time based on the collective opinions of the school members.

10. **Imaginative:** A democratic principal makes timely and appropriate changes in thinking, plans, and methods. He shows creativity by thinking of new and better goals, ideas, and solutions to problems. Be innovative!

2.5.2 Characteristics of Democratic Leadership Style

Indeed, democratic leadership style is one of the most effective leadership style that creates stability and higher productivity, better contributions from group members and increased group morale. Democratic leadership can lead to better ideas and more creative solutions to problems because group members are encouraged to share their thoughts and ideas. While democratic leadership is one of the most effective leadership styles that works best in situations where group members are skilled and eager to share their knowledge. It is also important to have plenty of time to allow people to contribute, develop a plan and then vote on the best course of action. According to Robertson and Miller (2007) democratic leadership has the following characteristics:

- a) **Delegation of tasks:** Delegation of tasks by democratic principals to other school members and subordinates along with full responsibility makes them accountable for their actions and tasks.
- b) **Mine Openness:** The democratic principal in-charge is always open to feedback (initiatives and otherwise) and it forms the basis of future assignments.
- c) **Encouragement:** Encouragement by the school principal to inspire the teachers to become full member in decision making.
- d) **Consultation:** The school principal seeks consultation on all issues and decisions but remains the final authority on which ones to be put into use.

2.5.3 Advantages of Democratic Leadership in School System

In the statement of Robertson and Miller (2007) democratic leadership style as the best style that can threaten the growth and development of a working environment, it has the following advantages:

- a) **Unanimous Decision Making:** All the people involved use their skills together for the completion of a certain task and hence, almost all ideas are taken into consideration and carefully debated.
- b) **Communication Gap is Reduced:** Tension between the leader and team members is decreased as a result of which fear of rejection and denial also reduces – this makes all sorts of issues addressable. An autocratic leader, on the other hand, would have certain demands and expectations from his subordinates which make the employees fear the leader.
- c) **A positive work environment is created:** This means that a culture of junior workers getting a fair amount of responsibility and challenges is encouraged. When there are the right vibes among employees, work becomes more pleasurable.
- d) **They say two minds are better than one:** When creative ideas are all put into the same box, great benefits are reaped. Companies run with this motive in mind that every single individual has some characteristics that fulfill the objectives of the organization.
- e) **Employee Turnover Reduction:** A democratic leadership makes people feel empowered at work as it is essentially performance based. A majority of the workers appreciate this method of management as it secures them a safe future with the company.

Disadvantages:

The disadvantage of democratic leadership styles according to Robertson and Miller (2007) are as follows:

- a) Some managers adopt democratic leadership to please their subordinates but fail to follow the technique in its entirety. They might simply take in all the ideas and end up never implementing them.
- b) The decision making process might be a long drawn one since every team member needs to be consulted. No one has a scarcity of ideas but to put them all in place requires a great deal of patience and understanding. Missing opportunities and being stuck in the middle of a hazard can be some of the drawbacks of this method.
- c) To sum it all up, a democratic leadership style has its advantages and drawbacks. It is quite effective for manufacturing industries, professional organizations, non-profit companies and other creative fields.

2.7 Influence of Transformational Leadership Style of Principals on Teachers' Commitment to Work

A transformational leadership style is the type of management in which the leader is not limited by his or her followers' perception. The main objective of this leadership is to work to change or transform his or her followers' needs and redirect their thinking toward the attainment of organizational purposes. Rahim, Jaffari and Javed (2014) believed that leaders that follow the transformation style of leading, challenge and inspire their followers with a sense of purpose and excitement as well as creating a vision of what they aspire to be, and communicate this idea to their followers. In a school system,

transformational principals enhance their school organizations by raising the values of teachers and non-teaching staff as well as motivating them to go beyond self-interest to embrace organizational goals, and redefining their needs to align with organizational preferences” (Ross and Gray, 2006).

Transformational principals are multidimensional constructive leaders that involve charismatic attitude of identifying and sustaining a vision of the organization, intellectual stimulation of teachers and community consideration. Ross and Gray (2006) remarked that:

A transformational principal is a type of person in which is not limited by his or her followers' perception, but the main objective is to work to change or transform his staff needs and redirect their thinking. They also follow the transformation style of leading, challenge and inspire their followers with a sense of purpose and excitement. He always creates a vision of what they aspire to be, and communicate this idea to the followers.

In the transformational leadership style, principal depends on high levels of communication among the staff and other community stakeholders in order to meet education goals and objectives. Nadarasa and Thuraisingam (2014) ascertained that transformational leadership style of principals motivates teaching and non-teaching staff to work tirelessly and efficiently through chain of communication and high visibility. Transformational leaders require the involvement of all management teams by delegating smaller tasks to the team to accomplish goals accordingly. This means that transformational principal must have a broad field of knowledge, self-promoting personality, high energy level, and willing to take risk and use irregular strategies in order to stimulate their followers to think rationally and independently.

2.6.1 Characteristics of Transformational Leadership Style

According to Nadarasa and Thuraisingam (2014), transformational leadership style has five qualities must posses by any leader of this category, these are:

- a) **Self-Awareness:** Transformational leaders are reflective; they develop a deep understanding of who they are. With this kind of self-knowledge, they can see how their personal goals can coincide with and be transformed by the needs of the larger group. For these leaders, becoming more self-aware is a continuous process; they never stop growing and expanding as human beings.
- b) **Authenticity:** Transformational leaders bring authentic presence to their work. They are courageously imperfect, embrace their true selves, and regularly exhibit integrity, vision, and compassion in a way that awakens and inspires others.
- c) **The Ability to Collaborate:** Transformational leaders regularly enlist the engagement of those they lead. They convene important conversations that include diverse stakeholders, then use the fruits of these discussions to address complex problems that they cannot solve on their own.
- d) **An Understanding of Interdependence:** Transformational leaders learn how to develop, empower, and mobilize networks. These networks allow for the emergence of movements, which often lead to social, cultural, and systemic change.
- e) **Humility:** Transformational leaders have a sense of humility. They are constantly learning and listening to others. They do not get too comfortable. Knowing that they do not have all the answers enables them to be more flexible, so they can cope with and even thrive in an era of rapid change.

- f) **A Clear Vision:** Transformational leaders have a vision of what they want to achieve and the ability to clearly communicate this vision so that everyone in the organization understands what is needed to achieve this vision.
- g) **Courage:** An effective leader needs courage; a willingness to take on new challenges, take calculated risks, make tough decisions, and be willing to go out on a limb for something they believe in. Transformational leaders have the courage to create a vision and make the difficult decision necessary to achieve their vision.
- h) **Self-motivation:** Leaders need to fuel their passion from within. Transformational leaders have passion and motivation that people can sense and feed off of it.
- i) **Inspiration:** Transformational leaders, based on their personal passion, have the ability to inspire others and get them to buy into their vision and execute it on all levels of the company.

2.8 Influence of Transactional Leadership Style of Principals on Teachers' Commitment to Work

Transactional leaders focus their leadership on motivating followers through a system of rewards and punishments. Transactional leadership presents a form of strategic leadership that is important for the organizations development. Ghorbanian, Bahadori and Nejati (2012) sees transactional leadership as essential for team innovativeness, it is a leadership that maintains or continues the status quo and involves an exchange process,

whereby followers get immediate, tangible rewards for carrying out the leader's orders. Transactional leadership can sound rather basic, with its focus on exchange. Being clear, focusing on expectations, giving feedback are all important leadership skills. According to Boundless.com, transactional leadership behaviors can include: clarifying what is expected of followers' performance; explaining how to meet such expectations; and allocating rewards that are contingent on meeting objectives.

Principals using the transactional leadership style schedule certain tasks to perform and provide rewards such as bonuses, when they accomplish goals or punishments to violated team members (teaching and non-teaching staff) based on performance results. In this leadership style, both principals and staff set predetermined goals together, and agree to follow the direction and leadership of the principal so as to accomplish the school goals. The principals possess power to review results and train or correct employees when team members fail to meet goals. Gill, Flaschner, Shah and Bhutani (2010) remarked that a transactional leader establishes and standardizes practices that will help the organization reach: maturity, goal-setting, efficiency of operation, increasing productivity and effect on work teams. This implies that transactional principals work better in teams where there is a lower level of emotions going into the project. This is because individuals are able to:

- Think freely when setting their emotions aside from their work.
- Have all of their focus on the given task.

Henceforth, a transactional leader according to them is:

- Negatively affected when the emotional level is high.
- Positively affected when the emotional level is low.

According to Adetona (2003), there are two factors which form the basis for transactional leadership style: these are:

- Contingent Reward; and
 - Management-By-Exception.
- a) **Contingent Reward:** Contingent reward provides rewards, materialistic or psychological, for effort and recognizes performance and commitment of the worker.
 - b) **Management-By-Exception:** Management-by-exception allows the leader to maintain the status work. In the school system for instance, the principal may wish to intervene when subordinates do not meet the expected performance levels and initiates corrective action to improve their performance. Management by exception helps reduce the workload of principals being that they are only called-in when workers deviate from course.

2.7.1 Advantages of Transactional Leadership

According to Aujata, Simatwa and Yalo (2014), the following are some of advantages of transactional leadership style:

- a) **Employee Motivation:** Based on reward and punishment, this leadership style is effective in motivating employees in becoming productive and efficient members in an organization.
- b) **Achievable Goals:** With short-term planning as part of this leadership style, management ensures that its visions for the organization will be realized. This is for that reason that goals and objectives only require a shorter time table to

materialize. Consequently, these are easier to fulfill and less demoralizing for employees.

- c) **Clear Structure:** Transactional leadership is also composed of a structure that is clear and concise. Employees of an organization with this kind of management style are informed before-hand of what the company expects from them. They are also provided with clear instructions and expected to follow a chain of command which makes it easier for them to know what proper channels to go to.
- d) **Productivity and Costs:** A transactional leadership is effective when it comes to increase in production and cutting down costs. These are due to the fact that this leadership style has short-term goals that make it easy for employees to get things done. Also, the rewards promised with this kind of leadership serve as motivators for members of the team to do their tasks at the shortest time possible for incentives, whether monetary or psychological.

2.7.2 Disadvantages of Transactional Leadership

According to them, the following are some of the disadvantages of transactional leadership style:

- a) **Unyielding Leadership:** Transactional leadership is a style of leadership that not only has a clear structure. It also has unbendable policies and rules. Despite the rewards members of organizations can expect and the kind of autonomy or independence they have in doing their tasks, they have to work within the rules of the management.
- b) **Does not Encourage Creativity:** Since this leadership style is rigid and not into bending principles and rules as well as listening to suggestions from people under

- the management, this hampers creativity from members of the team who might have sound and effective recommendations for the betterment of the organization.
- c) **Accountability of Employees:** Another disadvantage of transactional leadership is its practice of providing the tasks to employees, along with their policies and principles to be strictly followed.
 - d) **Insensitivity:** Since transactional leaders operate within rules that cannot be changed, managers with this style of leadership do not really put the emotions of employees in consideration so long as tasks are done. Employees are given clear and detailed instructions but they are also expected to perform these tasks efficiently and on time.

Transactional leadership still remains to be popular among the leadership styles because of its reward and punishment principle that motivate employees to be productive. However, it also has its share of criticisms because of the way it controls its employees' performance and hampers the leadership and creativity skills of the workforce.

2.9 Influence of Situational Leadership Style of Principal on Teachers' Commitment to Work

Situational leadership is an adaptive leadership style which encourages leaders to take stock of their team members, weigh the many variables in their workplace and choose the leadership style that best fits their goals and circumstances. In 1969, Blanchard and Hersey developed situational leadership theory in their classic book "Management of Organizational Behavior." This theory was first called the "Life Cycle Theory of Leadership." During the mid-1970s, it was renamed the situational leadership theory. In the late 1970s and early 1980s, the two developed their own styles.

Blanchard's first book, "The One-Minute Manager," came out in 1982. Hersey further developed the situational leadership model in his 1985 book "The Situational Leader." Both men have continued to refine and update their situational leadership theories (Darvish and Rezei, 2011).

However, situational leaders tend to choose between "directive behavior" (what and how) and "supportive behavior" (developing commitment, initiative, and positive attitudes). The maturity level concept for situational leadership was revised to incorporate personnel development levels. In the words of Blanchard (2001), situational leadership style is the model of choice for organizations around the world that want to do under the following:

- a) Develop people and workgroups
- b) Establish rapport and to bring out the best in their people
- c) Use a common leadership style across all units in an organization, be it local, national, or international

Situational leadership is flexible as it adapts to the existing work environment and the needs of the organization. Blanchard (2001) also remarked that situational leadership is not based on a specific skill of the leader; instead, he or she modifies the style of management to suit the requirements of the organization. One of the keys to situational leadership is adaptability. Leaders must be able to move from one leadership style to another to meet the changing needs of an organization and its employees. In relation to education sector, the situational principals must have the insight to understand when to change their management style and what leadership strategy fits each new paradigm in the school system.

However, situational principals are those who work on a teachers' personal development as well as job-related skills. This style works best with people who know their limitations and are open to change. Gamage and Pang (2003) opined that situational principal works best with self-starter teachers who are highly motivated and those who are already in the service. The principal leads by example in such away that can lead to follower burnout. Unlike democratic leaders, who give followers a vote in almost all decisions, when used in optimal conditions, it can build flexibility and responsibility within the group members. This style is, however, time consuming and is not the best style if deadlines are looming. Affiliative leaders, who put employees first. This style is used when morale is very low. The leader uses praise and helpfulness to build up the team's confidence. This style may risk poor performance when team building is happening. Authoritative leaders, who are very good at analyzing problems and identifying challenges. This style is good in an organization that is drifting aimlessly. This leader will allow his or her followers to help figure out how to solve a problem. Coercive leaders, who tell their subordinates what to do. They have a very clear vision of the endgame and how to reach it. This style is good in disasters or if an organization requires a total overhaul. Thus, situational leadership according to Gibbon (2002), is based on two concepts: leadership itself, and the developmental level of the follower. They developed a matrix consisting of four styles as follows:

1. **Telling Leaders = S1 (Specific Guidance and Close Supervision):** These leaders make decisions and communicate them to others. They create the roles and objectives and expect others to accept them. Communication is usually one

way. This style is most effective in a disaster or when repetitive results are required.

2. **Selling = S2 (Explaining and Persuading):** These leaders may create the roles and objectives for others, but they are also open to suggestions and opinions. They “sell” their ideas to others in order to gain cooperation.
3. **Participating = S3 (Sharing and Facilitating):** These leaders leave decisions to their followers. Although they may participate in the decision-making process, the ultimate choice is left to employees.
4. **Delegating = S4 (Letting others do it):** These leaders are responsible for their teams, but provide minimum guidance to workers or help to solve problems. They may be asked from time to time to help with decision-making.

2.8.1 Stages of Employee Development in Situational Leadership

Also, along with leadership qualities, Gibbon (2002) defined four types of development for followers or employees in school organization:

- a) Low Competence -High Commitment
- b) Some Competence - Low Commitment
- c) High Competence - Variable Commitment
- d) High Competence - High Commitment

Gibbon (2002) also suggest that each of the four approaches should be paired with different “maturity levels” among team members. For example, the lowest maturity level (M1) should work best with the “telling” style (S1), while the highest maturity level (M4) should be most responsive to the “delegating” approach (S4). The difference between situational leadership and other leadership styles is that situational leadership

incorporates many different techniques. The style of choice depends upon the organization's environment and the competence and commitment of its followers.

2.8.2 Situational Leadership Style Requirements

Any school environment that has frequent turnover provides an opportunity to apply situational leadership principles. Sports teams, for instance, represent clear examples of situational leadership because team rosters are constantly changing. One president and two of the most successful coaches in college basketball history have attributed much of their success to how they adapted to changing players and circumstances. Here are some of the characteristics of the situational leadership style according to Hannagan (2006) are:

- 1) **Insight:** The situational principals must be able to understand the needs of the teachers, then adjust his or her management style to meet those needs;
- 2) **Flexibility:** Situational principals must be able to move seamlessly from one type of leadership style to another;
- 3) **Trust:** The principal must be able gain his or her staff trust and confidence;
- 4) **Problem solving:** The situational principal must be able to solve problems, such as how to get a job done using the best leadership style available; and
- 5) **Coach:** The situational principal must be able to evaluate the maturity and competence of the followers and then apply the right strategy to enhance the follower and their personal character.

Situational leadership does not work well in all circumstances. But all the leader needs to do is evaluate the situation and apply the correct leadership style that will suit the organizational vision and services. The benefit of situational leadership style is to provide solution to the current organizational problem based on the current situation.

Because everything depends on the specific situation, which is why they collaborated to develop the situational leadership model. Also, Hannagan (2006) hypothesized that situational leadership means “choosing the right leadership style for the right people”. This style also depends on the competence and maturity of the followers.

The Situational Leadership Model developed by Gibbon (2002) suggests that there is no “one size fits all” approach to leadership. Rather depending on the situation, varying levels of “leadership” and “management” are necessary. However, leaders must first identify their most important tasks or priorities. Second, leaders must consider the readiness level of their followers by analyzing the group’s ability and willingness. Depending on the level of these variables, leaders must apply the most appropriate leadership style to fit the given situation. According to him, the four different types of situational leadership are:

- a) **Directing:** This leadership approach is most appropriate when the followers have low willingness and low ability for the task at hand. When the followers cannot do the job and are unwilling or afraid to try, then the leader must take a highly directive role. Directing requires those in charge to define the roles and tasks of the followers, and supervise them closely. Decisions are made by those in charge and communication is one-way. If the leader focused more on the relationship in this situation, the followers would become confused about what must be done and what is optional. Directing is often used when the issue is serious or comes with drastic consequences if not successful. The leader maintains a directive position to ensure all required actions are completed.

- b) **Coaching:** This leadership approach is most appropriate when the followers have high willingness but low ability for the task at hand. Like Directing, Coaching still requires leaders to define roles and tasks clearly, but the leader seeks ideas and suggestions from the follower. Decisions remain the leader's prerogative, but communication is much more two-way. Followers needing coaching require direction and supervision because they are still relatively inexperienced, but they also need support and praise to build their self-esteem, and involvement in decision-making to restore their commitment. While Coaching, the leader spends time listening, advising, and helping the follower gain necessary skills in order to do the task autonomously next time.
- c) **Supporting:** This leadership approach is most appropriate when the followers have low willingness but high ability for the task at hand. Supportive leadership works when the follower can do the job, but is refusing to do it or showing a lack of commitment. The leader need not worry about showing them what to do, but instead should be concerned with finding out why the followers are refusing and work to persuade them to cooperate. The key to supportive leadership is motivating and building confidence in people! Clarification on the details of the process won't matter, as the follower already knows what to do but lacks the motivation to act. Supportive leadership involves listening, giving praise and making the followers feel good when they show the necessary commitments for success.
- d) **Delegating:** This leadership approach is most appropriate when the followers have high willingness and high ability. Leaders should rely on delegating when the follower can do the job and is motivated to do it. There is a high amount of trust

that the follower will do well, and the follower requires little supervision or support. Delegating still keeps the leader involved in the decisions and problem-solving, but execution is mostly in the hands of the followers. Because the follower has the most control, he is responsible for communicating information back up to the leader. Followers at this level have less need for support or frequent praise, although as with anyone, occasional recognition is always encouraged.

2.10 Influence of Visionary Leadership Style of Principal on Teachers' Commitment to Work

Visionary leaders are recognized as the builders of a new dawn, working with imagination, insight, and boldness. They present a challenge that calls forth the best in people and brings them together around a shared sense of purpose. They work with the power of intentionality and alignment with a higher purpose. Their eyes are on the horizon, not just on the near at hand. They are social innovators and change agents, seeing the big picture and thinking strategically. There is a profound interconnectedness between the leader and the whole, and true visionary leaders serve the good of the whole. They recognize that there is some truth on both sides of most polarized issues in the society today. They search for solutions that transcend the usual adversarial approaches and address the causal level of problems. They find a higher synthesis of the best of both sides of an issue and address the systemic root causes of problems to create real breakthroughs (Long and Thean, 2011).

A visionary may dream wonderful visions of the future and articulate them with great inspiration. A visionary is good with words; but a visionary leader is good with actions as well as words, and so can bring his/her vision into being in the world, thus transforming it in some way. More than words are needed for a vision to take form in today's world. It requires leadership and heartfelt commitment. Machumu and Kaitila (2014) remarked that a visionary leader is effective in manifesting his or her vision because he creates specific, achievable goals, initiates action and enlists the participation of others in the leadership circle. This implies that visionary leadership is based on a balanced expression of the spiritual, mental, emotional and physical dimensions.

2.9.1 Characteristics of Visionary Leadership Style

It requires core values, clear vision, empowering relationships, and innovative action. When one or more of these dimensions are missing, leadership cannot manifest a vision. In a secondary school management, for a principal to be visoinarist, Machumu and Kaitila (2014) summarized the following qualities that he must impersonate with:

- a) **A Commitment to Core Spiritual Values:** A commitment to values is an outstanding characteristic of all visionary leaders. They embody a sense of personal integrity, and radiate a sense of energy, vitality and will. Will is standing in a spiritual state of being. Will is a spiritual attribute, which allows a leader to stand for something. More self-aware and reflective than others, visionary principals follow an inner sense of direction, and lead from the inside out, as exemplified by Mahatma, Evans and Awamleh (2005), that rather than being corrupted by power,

visionary leaders are elevated by power and exercise moral leadership. Many successful leaders in business enterprises have demonstrated the power of living their values. Swartz pays employees to volunteer in the community and honors the “double bottom line”--profit and values”. Tom Chappell, CEO of Tom’s of Maine, found that he could “do well by doing good”. Doing good-- embodying his values-- has made his company very profitable.

- b) **A Clear, Inspirational Vision:** Visionary principals who are successful at manifesting their visions base their leadership on an inspirational, positive picture of the future, as well as a clear sense of direction as to how to get there. Vision is a field that brings energy into form. Effective principals broadcast a coherent message by themselves embodying their vision to their followers, as mentioned by Mangoka (2003) that visionary leaders keep communicating the vision to create a strong field which then brings their vision into physical reality. Nelson Mandela clearly held a positive vision of a racially harmonious South Africa during his 28 years in jail and helped bring it into reality peacefully to the amazement of the world. The best visionary leaders move energy to a higher level by offering a clear vision of what is possible. McGregor (1966) examined that visionary principals often have the ability to see higher spiritual forces at work behind the scenes of events, and they align with the vision of these redemptive forces. Visionary principals transmit energy to their teaching and non-teaching staff, giving them a new sense of hope and confidence in achieving the school vision. This means that visionary principals often enunciate a vision based on principles that become

guideposts for humanity. They also intuitively draw on the ageless wisdom and present it in a new synthesis to meet the particular need of the times.

- c) **Respectful, Empowering Relationships:** Good relationships are the heart of effective visionary leaders. In contrast to the old style of leadership which tells people what to do, and pushes or dominates them, visionary leaders embody a receptive, as well as a dynamic energy. They know how to listen and learn from other points of view and have fine tuned their communications skills. Visionary leaders promote a partnership approach and create a shared sense of vision and meaning with others. They exhibit a greater respect for others and carefully develop team spirit and team learning, Building this sense of shared vision and partnership has also been key to the effectiveness of the organization. The most effective visionary leaders are responsive to the real needs of people and they develop participative strategies to include people in designing their own futures. Rather than confront or avoid conflict, the new leaders have learned how to transform conflict into usable energy. They work to unite--rather than divide- people (Moore, George and Halpin, 2002).
- d) **Innovative and Courageous Action:** Visionary leaders are especially noted for transforming old mental maps or paradigms, and creating strategies that are “outside the box” of conventional thought. They embody a balance of right brain (rational) and left brain (intuitive) functions. Their thinking is broad and systematic, seeing the big picture, the whole system, and “the pattern that connects.” They then create innovative strategies for actualizing their vision. Visionary leaders anticipate change and are proactive, rather than reactive to events. Their focus is on

opportunities, not on problems. They emphasize win/win- rather than adversarial win/lose--approaches. When looking at a truly visionary leader accomplishing great things, s/he is drawing on the resources of their soul and its remarkable capabilities. Today, as the Third Millennium era, thousands of new visionary leaders are emerging in all fields of human endeavors around the world, leading a quiet revolution energized by power of the soul. By appreciating and supporting those who lead from their core spiritual values, it was strengthen those leadership qualities in organizational management.

Therefore, in a school system, visionary principal is clear about what s/he believes and knows is best for learning. These kinds of principals' belief have developed that in collaboration with the entire school stakeholders; vision or mission or school organization ca be achieved. Apart from these there are other less adopted styles like empowering that allows employees to have direct decision making responsibilities, empathetic that sets a tone to make employees feel engaged, humble servitude that focuses on listening and moral/ethical leadership whose only mantra is insistence on ethical behavior by all.

2.9.2 Qualities of a Visionary Leader

According to Moore, George and Halpin (2002), the important vision of any school is the experiences of students as outcomes of the organization. In view of this, he itemized the following as qualities of a good visionary principal in school administration:

- a) **Good Communicator:** A visionary principal has good communication skills. He knows how to verbalize organizational vision and desired goals and can explain them to his team. For the school principal, communication isn't just one-sided. In addition to sharing his vision for the future, rather a visionary principal is also an active listener. As more people "catch the vision," principals listen to followers' ideas and thoughts, incorporating them into the larger goal. Visionaries involve others in reaching their milestones and help the team members meet their personal goals.
- b) **Charismatic Leader:** Visionary principals also have charismatic attitudes. Merriam-Webster (1979) defines charisma as a "personal magic of leadership arousing special popular loyalty." Not everyone is born with this "personal magic," but they can learn and cultivate it. Charisma is a natural attraction that draws people to the leader and the leader's enthusiasm.
- c) **Chief Organizer:** Visionary principals also are chief organizers in the school environment. Even though, many principals have some administrators that manage the processes, they often sets up the organization by establishing key departments or functions. As the organizer-in-chief, the visionary principal directs, develops and conducts meetings with the teachers until reliable help is found. During the initial organization, a principal will take the time build a solid foundation through establishing boards, councils or a school hierarchy.
- d) **Risk-taker:** Visionary principals are notable risk-takers in school administration. These school leaders are willing to gamble on something they believe in, but the gamble is often a measured one. Visionaries are creative people that take the

initiative with the appropriate action. Because visionaries take intelligent risks that capitalize on prime conditions and starts small vision by taking measured steps than later bigger risks.

- e) **Strategic Planner:** Visionary principals are strategic planners in nature. Like a chess player, these leaders plan ahead to make the best business moves. Strategic planning involves creating an action plan with a particular strategy in mind. The leader's vision defines what the organization will look like in the future and how it will function. His strategies are designed to take him toward his ultimate vision.

Hence, it may be true that some seem to have been born with an aptitude to anticipate the future, all is not lost if you happen to lack such natural talent. Here are five steps underlined by Moore, George and Halpin (2002) that school principal can take to develop his visionary capabilities:

1. **Practice Re-Imagining How Things Are:** A visionary principal is taking the time to ponder alternatives to school current ways of doing things and exploring possibilities for change that can be a portal to seeing the future. It is through such consideration that break-through thinking occurs and the potential to great advances are revealed within the school environment.
2. **Adopt an Outside-in Perspective:** A visionary principal according to him is the one who is seeing the school services from an outsider's point-of-view and enlightening. The practices he observed gave him insight toward new ways of thinking and actions, because the outsider's practice can lead him to the discovery of better approaches to delighting communities and to the identification of new product ideas and innovations for the school progress.

3. **Ask "Why Not:** When identifying options, a visionary principal do not give up on a preferred solution just because it first appears impossible to realize. Instead, he should get in the habit of continually asking, "*Why not?*" Such convention can help him to discover revolutionary solutions to many school complex problems.
4. **Seek Synergies:** In visionary leadership style, leverage ideas and concepts from like-minded people can be derived by the school principal. Synergistic thinking helps him to unearth better answers than the common, conventional ones that are more easily identified. Sometimes combining supporting concepts in a problem-solving effort results in the evolution of truly visionary solution.
5. **Integrate Disparate Ideas into Your Thinking:** Innovation can be described as the reapplication of existing technology. The act of connecting disparate thoughts and theories together to produce new and ground-breaking solutions to today's educational problems represents a type of innovative thinking that truly visionary principals possess.

Indeed, not everyone is a natural born visionary leader; rather, with work and perseverance, someone can develop the skills needed to become better at anticipating the future -an attribute that can help him to become the type of leader that his organization will follow to greatness accordingly.

2.11 Empirical Studies

The study investigated the influence of leadership style of principals on teachers' commitment to work in secondary schools in Kaduna State, Nigeria. In this section, several empirical studies relevant to the topic under study were reviewed to identify trends of this research on various aspects of leadership styles. Also to be used as a base

for comparing nature, methods, findings of the current study and previous works to guide the study. For instance, a study carried out by Boggler (2001) titled “influence of leadership style on teacher job satisfaction in Secondary Schools in Moba Education Zone, in Ekiti State. The study has five objectives to include influence of principals’ democratic, autocratic, transformational, and situational leadership styles, on teacher satisfaction from the job in secondary schools in Moba education zone. It also tries to find out how much of the variation in teachers’ job satisfaction can be attributed to their perceptions of their occupation, as compared to their perceptions about their principals’ leadership style.

Survey design was employed for the study. 745 teachers, principals and education managers derived from the population of 2201 stakeholders were used as a sample for the study. The data was collected using quantitative Questionnaire in 4 Likert-type scales. Analysis of variance was used in testing the formulated hypotheses. The study found that teachers’ occupation perceptions strongly affected their satisfaction. Principals’ transformational leadership affected teachers’ job satisfaction both directly and indirectly through their occupation perceptions. Implications of the study are discussed in relation to supervisors and principals, as well as to policy makers at the government level. In view of the findings, it was recommended that teachers’ perceptions of their principals should be enhanced through appropriate application of leadership styles. The similarity of the study is both are concern with principals’ leadership styles. The difference is on the location of the study and the coverage area of the study accordingly.

Another study was carried out by Sadeghi and Lope-Pihie (2013) titled: the role of transformational leadership style in enhancing lecturers’ job satisfaction in Malaysia.

The study has four objectives to include among others identify the influence of transformational leadership style on improving lecturers' job satisfaction, assess the role of transactional leadership style of principals on teachers motivation in secondary schools in Malaysia and so forth. In this study, a quantitative descriptive survey design was employed with sample size of 305 lecturers consist of Professors, associate professors, senior lecturers, and lecturers derived from 3,521 population of the Universities in Malaysia. Four hypotheses were formulated and tested using analysis of variance (ANOVA) at 0.05 level of significance.

The results indicated that transformational and transactional leadership style of principals has great influence in satisfying the need of teachers more than other leadership styles. Also, the findings revealed that departments' heads can be more effective in satisfying lecturers when they more frequently demonstrate transformational leadership behaviors. It was recommended among others that academic administrators' leadership styles particularly in developing countries should demonstrate methods of influencing lecturers' job satisfaction in Malaysian universities. There were similarities between the current study and empirical concerning research variables and methodology; such as among others role of leadership styles, and academic staff job satisfaction. While, there was a difference in the scope of study, population, sample size and the area of the study.

Hence, the same study was conducted by Foster (2002) to investigate the influence the Principals' leadership styles on secondary school teachers' commitment in Nsukka Education Zone of Enugu State, Nigeria. For the purpose of the study, six objectives were formulated some of which are influence of democratic leadership style of

principals on teachers' performance, influence of autocratic leadership style of principals on teachers' performance, influence of transformation leadership style of principals on teachers' performance, and so forth. The researcher employed descriptive survey design to collect data through the use of questionnaire technique. 280 teachers, principals and Ministry of Education officials derived from the 1854 stakeholders were used as respondents for the study.

The generated data were analyzed using frequency count and simple percentage. While, the hypotheses were tested using regression analysis method at 0.05 significant level. The results of this study revealed that the principals adopted three leadership styles in their administration namely; autocratic laissez faire and democratic according to their dominance. Teachers irrespective of Gender agreed that only democratic leadership enhances their job satisfaction. The study recommended to the concerned agencies including the Ministry of Education, school management, teachers and students could use such information to assess the potentials and challenges posed by the leadership styles adopted by head teachers on various aspects of teaching and learning in schools. This may enable them to develop effective strategies that will encourage more participatory leadership styles in schools. The similarities between the two are both are on influence of leadership style on teachers commitment to work, and the difference existed in the scope of study, population, sample size and the location of the study.

Not only that, a study was carried out by Machumu and Kaitila (2014) titled: assessment of the School leadership style that the best suits for promoting teachers' commitments to service in Primary Schools in Tanzania. Six objectives were formulated to guide the study. The study cross-sectional design to use questionnaire as the instrument

for data collection. 200 teachers from 20 selected primary schools in Songea and Morogo districts in Tanzania were used to serve as respondents for the study. The population of the study encompassed all primary school teachers in the aforementioned district. Frequency counts, simple percentage and standard deviation were used to analyze the respondents' opinions. The postulated hypotheses were statistically tested using analysis of variance at 0.05 significant level.

The findings of the study indicated that the democratic leadership style was the most dominant in best performing primary schools. Also, there is significant correlation between democratic leadership style and teachers' commitments to work. In this regard, the study recommended that democratic leadership style is the one which promotes high teachers' commitments to works in the school. It was also recommended that school head teachers should imbibe more of democratic than autocratic in their school administration in order to enhance high teachers' commitments to service. The similarities between the two are both are on influence of leadership style on teachers commitment to work, and the difference is on the scope of study, population, sample size and the location of the study.

Moreover, Sheikh Ali, Sidow and Guleid (2013) conducted the same study titled: influence of leadership style of educational administrators on staff performance in federal universities in South-West Zone of Somalia. Eight objectives were formulated reflecting the influence of autocratic, democratic, transformational, transactional, situational, charismatic, task-force oriented and visionary leadership style on staff performance in school organization. The study was conducted through survey design. A questionnaire with five points Likert scale was used to collect data on different dimensions of

leadership styles and staff performance. Out of 5,342 teaching and non-teaching staff, less sample of 600 teachers, 175 principals and 125 instructors working in three universities in Mogadishu were used as a sample for the study. Frequency counts, percentage and standard deviation were used in analyzing respondents' opinions. Meanwhile, the hypotheses were treated using regression analysis at 0.05 level of significance.

The research findings indicated that there was significant relationship between staff performance and the nature leadership style in organizational management. Specifically, the results further revealed the significant relationship between staff performance and transformational as well as transactional leadership style. The study recommended that the transformational and transactional leadership styles should be preferably applied to improve staff performance in Federal Universities in Mogadishu. Both the studies are similar in terms of topic and purpose, nature of research and instrumentation. The only differences are on the location of the study, methods of hypotheses testing, and the level of researchers' investigation respectively.

2.12 Summary

From the review of literature, several issues were discussed reflecting the concept of leadership and leadership styles as well. The chapter further reviewed leadership theories and their implications for school administration. The leadership theories reviewed are the autocratic theories, democratic theories, transformational theories, transactional theories, situational theory and visionary theory accordingly. Moreover, various leadership styles such as among others democratic style, autocratic style, transformational style, transactional style as well as their implications for school

administration. The unit also explained the functions of school leaders and leadership qualities in school administration.

According to most of the scholars such as Sadeghi and Lope-Pihie (2013) and Walker and Stott (2000), it is essential that relationship between leadership styles applied by principals on secondary school teachers' commitments to work; which was observed that effective leadership has a helpful influence on the commitment of teachers to their responsibilities. In respect of democratic leadership style in school, Menon and Reppa (2011) and Ross and Gray (2006) opined that principal determines the involvement of all the stakeholders in decision making process, and the leaders make the final decisions. They ascertain that democratic principals encourage creativity, and teachers are often highly engaged in school development plan and decision making.

Meanwhile, Ross and Gray (2006) and Gill, Flaschner, Shah and Bhutani (2010) remarked that transformational principals enhance school organizations by raising the values of teachers and non-teaching staff as well as motivating them to go beyond self-interest to embrace organizational goals, and redefining their needs to align with organizational preferences. To them Transformational principals are multidimensional constructive leaders that involve charismatic attitude of identifying and sustaining a vision of the organization, intellectual stimulation of teachers and community consideration. Hence, a transactional leader establishes and standardizes practices that will help the organization reach its maturity, Goal-setting, efficiency of operations, increasing productivity and effect on work teams.

Other scholars like Gamage and Pang (2003) opined that situational principal works best with self-starter teachers who are highly motivated and those who are already

in the service. It requires leadership and heartfelt commitment. But Machumu and Kaitila (2014) recommended that a visionary leader is effective in manifesting organizational vision, creates specific, achievable goals, initiates action and enlists the participation of others in the leadership circle. This implies that visionary leadership is based on a balanced expression of the spiritual, mental, emotional and physical dimensions. In a nutshell, the review concluded that application of relevant leadership style is the key to successful achievement of any organizational administration that will lead to the attainment of its desired objectives.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the method through which the study was conducted. It consists of research design, population, sample and sampling technique, instrumentation, validity of the instrument, pilot study, reliability of the instrument, procedure for data collection and procedure for data analysis.

3.2 Research Design

The descriptive survey design was adopted for this study. Olayiwola (2007) viewed descriptive survey research as a study which involved an investigation on entire population of people or items by collecting data from samples drawn from population and assuming that those samples are true representatives of the entire population. The adoption of survey research design enables the researcher to come up with reliable and acceptable data collected from heterogeneous groups through the use of questionnaire. The design also enables the researcher to make inference and generalization on the entire study areas through the use of sampling technique.

3.3 Population of the Study

The population for the study comprised all government secondary school teachers, principals and Ministry of Education officials within the twelve (12) Zones of Educational Inspectorate Divisions in Kaduna State. Table 1 presents the distribution of population in details:

Table 1: Population of the Study

S/NO	Zones	No. of Teachers	MOE Officials	Principals
1.	Anchau	493	18	62
2.	Birnin Gwari	116	11	21
3.	Giwa	467	13	33
4.	Gwado-Gwado	406	19	37
5.	Kachia	490	12	56
6.	Kaduna	1,428	32	38
7.	Kafanchan	931	18	50
8.	Lere	412	11	45
9.	Rigachukun	399	19	30
10.	Sabon Tasha	1,139	33	65
11.	Zaria	1,230	19	44
12.	Zonkwa	528	23	48
Total		10,634	229	529

Source: Kaduna State Ministry of Education (2017)

From table 1, it was specifically presented the total number of population for the study consisting of 10,634 teachers, 229 Ministry of Education officials and 529 principals.

3.4 Sample and Sampling Technique

Purposive sampling was adopted for the selection of sample for this study. The technique was zoning system by which four (4) zones were purposely selected from twelve educational zones of the state. Four education zones were purposely selected in order to avoid bias and ensure crossed representation of several stakeholders from four angles of the state. The details of these are presented in Table 2:

Table 2: Sample of the Study

S/N	Zones	Populations and Samples					
		Teachers		MOE Officials		Principals	
		Population	Sample	Population	Sample	Population	Sample
1.	Zaria Zone	1,230	125	19	10	44	15
2.	Kaduna Zone	1,428	145	32	15	38	15
3.	Kachia Zone	490	50	12	10	56	15
4.	Giwa Zone	467	47	13	10	33	10
	Total	3,615	367	76	45	171	55

From the table 2, the sample size for the study was presented in which the cluster and purposive sampling techniques were adopted to derive the sample size from the strata. As regard the selection of sample of principals and Ministry of Education officials, it was in line with Olayiwola (2007) who stated that 10-30% of a population can be used as a sample to represent the entire population. Thus, the total of number 467 respondents to include 367 teachers, 45 Ministry of Education Officials and 55 principals were served as a sample for the study.

3.5 Instrumentation

The questionnaire was designed by the researcher to serve as the technique for data collection. In this instrument, the researcher adopted closed structured questions where the respondents were asked to indicate the extent to which they agree or disagree with a given statement related to issues of the study. Imam (2000) stated that questionnaire is preferred in most cases where the sample size is large or where factual

information are required with relative degree of accuracy. It is most suitable for survey research where respondents were given different options to respond by ticking in most cases.

The instrument contained two sections involving personal data of respondents and other section for sixty item statements for testing of respondents' opinions. These questions were designed in a single questionnaire for all the three category of respondents. To this end, a five Likert scale was used to determine the opinions of teachers, principals and Ministry of Education officials. The scale was ranked as: Strongly Agree (SA =5), Agree (A =4), Undecided (U =3), Disagree (D =2) and Strongly Disagree (SD =1). Simple and understandable language was used to enable the respondents answer the questions easily.

3.5.1 Validity of the Instrument

The drafted instrument was presented to the specialists and the researcher's supervisors in the department of educational foundations and curriculum, faculty of education, Ahmadu Bello University, Zaria to determine its content and faced validity, Afolabi (2003) has the view that, the validation of the content of the research instruments by experts is an important and acceptable technique. Therefore, the corrections and comments made by those experts were affected before to the final draft and administration.

3.5.2 Pilot Study

A pilot study was conducted in Kaduna Capital School and Zaria inspectorate division to ascertain the content and face validity of the instrument. This served as a

security to the final result of the study. The total of 35 copies of questionnaire were distributed to teachers, principals and Ministry of Education officials. The questionnaire consisted of section such as the request letter; bio-data; and item statement section to test the opinions of the respondents based on the hypotheses of the research.

3.5.3 Reliability of the Instrument

The reliability of the instrument was determined by proving the ability of the instruments in providing consistent result through test and re-rest method. The reliability coefficient was 0.78 using Cronbach statistical technique. The instrument was considered reliable for the study as recommended by Ajayi and Bello (2000) who stressed that “the instrument is reliable if it consistently measured what is expected to measure after several tests have been made”.

3.6 Method of Data Collection

The researcher undertook personal visit to the selected areas within the respective education zones. The questionnaire was structured for data collection from teachers, principals and Ministry of Education officials. However, the questionnaire consists of sixty (60) items; and the items were presented in line with formulated hypotheses. Three (3) research assistants were used and trained on how to distribute and collect the filled questionnaire. The exercise was covered within the period of three weeks.

3.7 Methods for Data Analysis

The data collected from the respondents were compiled, tabulated and the raw scores were converted into frequency counts and descriptive percentage statistical

techniques. Hence, interpretation of data analysis was made for each table. The postulated hypotheses of this research were analyzed using statistical tool of analysis of variance (ANOVA) at 0.05 alpha level of significance. The use of this statistical tool is based on the fact that the gathered data are naturally categorical data and homogeneous.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter presents the data analysis and discussion of the final results obtained from teachers, principals and Ministry of Education officials from the selected sample area of the study. The data presentation was done in five sections: The first section of this chapter presents the frequency and percentages of the bio-data of the respondents which include status of the respondents, gender, educational qualifications, years of working experience and location of the respondents. The second section presents the answers to research questions using frequency counts and descriptive percentages. The third section presents analysis and interpretation of the six postulated null hypotheses using statistical tool of Analysis of Variance (ANOVA) to determine the significant differences or otherwise at 0.05 alpha level of significance. While, the fourth section outlined the major findings of the study. And the last section discussed the findings of the study in detail.

Out of 367 copies of questionnaire distributed to the teachers, 345 copies were returned. Meanwhile, 55 copies were distributed to principals only 52 copies were retrieved. Indeed, the total of 45 copies shared to the Ministry of Education Officials in which 41 copies of questionnaire were filled and successfully returned. Therefore, the total of 467 copies of questionnaire were distributed, and 438 copies were retrieved. The presentation and analysis were done based on the retrieved copies using appropriate tools in Statistical Package for Social Sciences (SPSS). Henceforth, sixty item statements were used in the assessment of the respondents' opinions (see *Appendix A*).

4.2 Results and Interpretation of Bio-Data of the Respondents

This section presents information on bio-data of the respondents using frequency table and simple percentage; it covers items 1-6 which include: status, gender, qualification, years of experience, and location of schools. Table 3 presents the distribution by category.

Table 3: Bio-Data of the Respondents

Variables	Frequency	Percentage
Status of the Respondents		
Teachers	345	78.8%
Principals	52	11.9%
MOE Officials	41	9.4%
Total	438	100
Gender of the Respondents		
Male	289	66%
Female	149	34%
Total	438	100
Qualifications of Respondents		
Diploma	114	26%
NCE	172	39.3%
B. Ed	130	27.7%
M. Ed	22	5%
Total	438	100
Years of Working Experience		
1 – 10 years	95	21.6%
10 - 20 years	208	47.4%
20- and above years	135	30.8%
Total	438	100
Location of Schools		
Rural	179	40.8%
Urban	259	59.2%
Total	438	100

Table 3 showed details on the bio-data of respondents by starting with their status, the result revealed that 78.8% of the respondents are teachers, 11.9% are MOE officials; and 9.4% of them were Ministry of Education Officials. This means that teachers had the higher population among the respondents of this study. As regard the gender of the respondents, it was found that 66% of the respondents were male. And 34% of them were female. This means that male had the higher population among the respondents. As regards the qualifications of the respondents, 26% of the respondents were diploma holders, 39.3% obtained Nigerian Certificate in Education, 27.7% acquired their 1st Degree in education, and 5% of them held M.Ed qualification respectively. Therefore, it was concluded that NCE holders have the higher percentage among the respondents.

As regard the respondents' years of working experience, it was discovered that those with 10—20 years' experience were the majority of the respondents with 47.4%, followed by 20 years at 30.8% of the respondents. While, 1-10 working experience representing 21.6% have the lower ratio among the category. This demographic information revealed that there are many experienced staff in Ministry of Education in Kaduna State; they can handle the information with the sense of responsibility and academic excellence. Finally, the table presented distribution of school location of the respondents by category; the result has shown that urban teachers have the higher percentage with 59.2% ahead of their rural counterparts that have only 40.8% respectively. This also gave the researcher the confidence that reliable data had been collected from the respondents of the study.

4.3 Presentation of Opinions of Respondents on the Influence of Leadership Styles of Principals on Teachers' Commitment to Work in Secondary Schools in Kaduna State, Nigeria

This section presents the analysis and discussion of data collected from the respondents using frequency counts, and simple percentages. The analysis was carried out based on the collected data related to the raised variables of the study. The work is based on the five Likert scale rating. Also, for analysis, the rating was collapsed into Agree, Undecided and Disagree. This is because both strongly agree and agree are both in the zone of agreement and also strongly disagree and disagree are both in the zone of disagreement; as outlined by Sorrel (2010) who ascertained that Likert “undecided” ordinal scale is considered disagree on statistical measurement of education and social science researches. The analysis was based on the phases below:

4.3.1 Influence of Autocratic Leadership Style of Principals on Teachers’ Commitment to Work in Secondary Schools in Kaduna State

This section covers item statements 1 to 10 in form of the structured questionnaire so as to give the respondents equal chance of expressing their opinions in responding to the research questions. It presents analysis of the respondents’ responses using frequency counts and descriptive percentages. Item 1 attempted to find out whether the principal uses personal authority to finalize decision to increase teachers’ commitments to work in the school. Item 2 attempts to find out whether the principal uses suspension method to mobilize teachers’ commitments to work in the school, hence, item 3 investigates whether the principal uses dictatorship approaches to ensure teachers are committed to work in the school. Item 4 investigated whether the principal uses punishment strategy to increase teachers’ commitments to work in the school.

In respect of item 5, opinion of respondents was asked whether the principal opts to staff queries to achieve teachers’ commitments to work in the school. Item 6 asked whether the principal prefers face-to-face supervision to regain teachers’ commitments to

work in the school. Item 7 attempted to find out whether principal's hostility approach brews dislike and poor teacher commitment to work in the school. However, item 8 investigated whether teachers are always intimidated by the principal which in turn affects their commitments to work in the school. Item 9 attempted to find out whether the principal uses demotion strategy to intensify teachers' commitments to work in the school. Item 10, investigated whether the principal rarely communicates with teachers which in turn affect their commitments to work in the school. Details of the responses by teachers, principals and MOE officials were explained in table 4.

Table 4: Opinions of Respondents on the Influence of Autocratic Leadership Style of Principals on Teachers' Commitment to Work in Secondary Schools in Kaduna State

S/N	Items Statement	Category of Respondents	RESPONSES							
			Agree		Undecided		Disagree		Total	
			F	%	F	%	F	%	F	%
1	The principal uses personal authority to finalize decision to increase teachers' commitments to work in the school.	Teachers	299	87	11	3	35	10	345	100
		Principals	10	29	4	8	38	64	52	100
		MoE officials	23	56	6	15	12	29	41	100
2	The principal uses suspension method to mobilize teachers' commitments to work in the school.	Teachers	315	91	16	5	14	4	345	100
		Principals	39	75	4	-	13	25	52	100
		MoE officials	34	83	1	2	6	15	41	100
3	The principal uses dictatorship approaches to ensure teachers are committed to work in the school.	Teachers	318	92	12	4	15	4	345	100
		Principals	17	10	1	2	34	88	52	100
		MoE officials	36	88	2	5	3	7	41	100
4	The principal uses punishment strategy to increase teachers' commitments to work in the school.	Teachers	325	94	5	1	15	4	345	100
		Principals	47	90	-	-	5	10	52	100
		MoE officials	40	98	-	-	1	2	41	100
5	The principal opts to staff queries to achieve teachers' commitments to work in the school.	Teachers	329	95	3	9	13	4	345	100
		Principals	2	6	1	4	49	90	52	100
		MoE officials	38	93	2	5	1	2	41	100
6	The principal prefers face-to-face supervision to regain teachers' commitments to work in the school.	Teachers	324	94	4	1	17	5	345	100
		Principals	-	-	2	10	50	90	52	100
		MoE officials	40	98	-	1	1	2	41	100
7	Principal's hostility approach brews dislike and poor teacher commitment to work in the school.	Teachers	331	96	2	1	12	4	345	100
		Principals	3	96	1	2	48	2	52	100
		MoE officials	40	98	-	-	1	2	41	100

8	Teachers are always intimidated by the principal which in turn affects their commitments to work in the school.	Teachers	328	95	2	1	15	4	345	100
		Principals	1	94	5	2	46	4	52	100
		MoE officials	36	88	-	-	5	12	41	100
9	The principal uses demotion strategy to intensify teachers' commitments to work in the school.	Teachers	327	95	4	1	14	4	345	100
		Principals	-	-	1	2	51	98	52	100
		MoE officials	40	98	-	-	1	2	41	100
10	The principal rarely communicates with teachers which in turn affect their commitments to work in the school.	Teachers	317	92	6	2	22	6	345	100
		Principals	-	-	1	2	51	98	52	100
		MoE officials	41	100	-	-	-	-	41	100

In table 4, there was sharing of opinion between teachers and MOE officials in response to item statements 1-10. Item 1 attempted to find out whether the principal uses personal authority to finalize decision to increase teachers' commitments to work in the school. From the responses, it was found that 87% of teachers and 56% of MOE officials agreed with the idea. While, 64% of principals disagree with the idea. Item 2 attempts to find out whether the principal uses suspension method to mobilize teachers' commitments to work in the school. The computed result showed that 91% of teachers, 75% of principals and 83% of MOE officials agreed with the idea. Also, item 3 investigates whether the principal uses dictatorship approaches to ensure teachers are committed to work in the school. It was 92% of teachers and 83% of MOE officials agreed with the idea. While, 88% of principals rejected the idea. Item 4 investigated whether the principal uses punishment strategy to increase teachers' commitments to work in the school. The computed result showed that 94% of teachers, 90% of principals and 98% of MOE officials agreed with the idea.

In respect of item 5, opinion of respondents was asked whether the principal opts to staff queries to achieve teachers' commitments to work in the school. The total of 95% of teachers and 93% of MOE officials agreed with the idea. While, 90% of principals rejected the statement. Item 6 asked whether the principal prefers face-to-face supervision

to regain teachers' commitments to work in the school. From the result, it was found that 94% of teachers and 98% of MOE officials agreed with the statement. While, 90% of principals rejected the idea. Item 7 attempted to find out whether principal's hostility approach brews dislike and poor teacher commitment to work in the school. The computed result showed that 96% of teachers, 96% of principals and 98% of MOE officials agreed with the idea. However, item 8 investigated whether teachers are always intimidated by the principal which in turn affects their commitments to work in the school. The computed result showed that 95% of teachers, 94% of principals and 88% of MOE officials agreed with the idea. Item 9 attempted to find out whether the principal uses demotion strategy to intensify teachers' commitments to work in the school. The computed result showed that 95% of teachers and 98% of MOE officials agreed with the idea. While, 98% of principals disagree with the statement. Item 10, investigated whether the principal rarely communicates with teachers which in turn affect their commitments to work in the school. The computed result showed that 92% of teachers and 100% of MOE officials agreed with the idea. While, 98% of principals opposed the statement. In respect of the responses, it was found that most of the respondents from the teachers and MOE officials' category believed that principals use personal authority, suspension method, dictatorship approaches and demotion strategy to finalize decision and intensifies teachers' commitments to work in the schools. Therefore, they should be democratic leaders than to be autocratic by nature, so that good interpersonal relationship and mutual understanding would be maintain in their working environments.

4.3.2 Influence of Democratic Leadership Style of Principals on Teachers' Commitment to Work in Secondary Schools in Kaduna State

This section covers item statements 1 to 10 in form of the structured questionnaire so as to give the respondents equal chance of expressing their opinions in responding to the research questions. It presents analysis of the respondents' responses using frequency counts and descriptive percentages. Item 1 endeavour to find out whether the principal involves teachers in decision making which improves their commitments to work in the school. In item 2 opinions of respondents was asked whether the principal encourages training and re-training to improve teachers' commitments to work in the school, hence, item 3 investigates whether the principal keeps communication open to all stakeholders to increase teachers' commitments in the school. Item 4 checked whether the principal allows teachers to use their visions where appropriate to improve their commitments in the school.

In respect of item 5, opinion of respondents was asked whether the principal prioritizes sharing of responsibilities to intensify teachers' commitments to work in the school. Item 6 asked whether the principal prioritizes collective bargaining to increase teachers' commitments to work in the school. Item 7 attempted to find out whether principal involves students in decision making to improve teachers' commitment to work in the school. However, item 8 investigated whether the principal uses division of labour to make teachers committed in the school. Item 9 attempted to find out whether the principal uses staff incentive to improve teachers' commitments in the school. In item 10, opinions of respondents were asked whether the principal adopts education guidelines to improve teachers' commitment to work in the school. Details of the responses by teachers, principals and MOE officials were explained in table 5.

Table 5: Opinions of Respondents on the Influence of Democratic Leadership Style of Principals on Teachers' Commitment to Work in Secondary Schools in Kaduna State

S/N	Items Statement	Category of Respondents	RESPONSES							
			Agree		Undecided		Disagree		Total	
			F	%	F	%	F	%	F	%
1	The principal involves teachers in decision making which improves their commitments to work in the school.	Teachers	177	51	30	9	138	40	345	100
		Principals	40	76	-	--	12	23	52	100
		MoE officials	41	100	-	-	-	-	41	100
2	The principal encourages training and re-training to improve teachers' commitments to work in the school.	Teachers	195	57	26	8	124	36	345	100
		Principals	48	92	-	-	4	8	52	100
		MoE officials	41	100	-	-	-	-	41	100
3	Principal keeps communication open to all stakeholders to increase teachers' commitments in the school.	Teachers	208	60	22	6	115	33	345	100
		Principals	51	98	1	2	-	-	52	100
		MoE officials	38	93	1	2	2	5	41	100
4	Principal allows teachers to use their visions where appropriate to improve their commitments in the school.	Teachers	219	64	25	7	101	29	345	100
		Principals	51	98	-	-	1	2	52	100
		MoE officials	40	96	1	4	-	-	41	100
5	The principal prioritizes sharing of responsibilities to intensify teachers' commitments to work in the school.	Teachers	198	57	25	7	122	35	345	100
		Principals	38	93	-	-	3	7	52	100
		MoE officials	50	96	1	2	1	2	41	100
6	Principal prioritizes collective bargaining to increase teachers' commitments to work in the school.	Teachers	195	58	23	8	123	37	345	100
		Principals	39	95	1	2	1	2	52	100
		MoE officials	38	93	-	-	3	7	41	100
7	Principal involves students in decision making to improve teachers' commitment to work in the school.	Teachers	208	60	24	7	113	33	345	100
		Principals	50	96	1	2	1	2	52	100
		MoE officials	41	100	-	-	-	-	41	100
8	The principal uses division of labour to make teachers committed in the school.	Teachers	211	61	29	8	105	30	345	100
		Principals	50	96	2	4	-	-	52	100
		MoE officials	41	100	-	-	-	-	41	100
9	The principal uses staff incentive to improve teachers' commitments in the school.	Teachers	194	56	32	9	119	35	345	100
		Principals	51	98	1	2	-	-	52	100
		MoE officials	39	95	-	-	2	5	41	100
10	Principal adopts education guidelines to improve teachers' commitment to work in the school.	Teachers	257	75	19	5	69	20	345	100
		Principals	47	90	-	-	5	10	52	100

In table 5, there was sharing of opinions between principals and MOE officials in the collected responses related to the influence of democratic leadership style of principals on teachers' commitment to work in Secondary Schools in Kaduna State. Item 1 endeavour to find out whether the principal involves teachers in decision making which improves their commitments to work in the school. The computed result showed that 51% of teachers, 76% of principals and 100% of MOE officials agreed with the idea. In item 2 opinions of respondents was asked whether the principal encourages training and re-training to improve teachers' commitments to work in the school. The result has shown that 57% of teachers, 92% of principals and 100% of MOE officials agreed with the idea. Also, item 3 investigates whether the principal keeps communication open to all stakeholders to increase teachers' commitments in the school. The computed result showed that 60% of teachers, 98% of principals and 93% of MOE officials agreed with the idea. Item 4 checked whether the principal allows teachers to use their visions where appropriate to improve their commitments in the school. The computed result showed that 64% of teachers, 98% of principals and 76% of MOE officials agreed with the idea.

In respect of item 5, opinion of respondents was asked whether the principal prioritizes sharing of responsibilities to intensify teachers' commitments to work in the school. The computed result showed that 57% of teachers, 93% of principals and 96% of MOE officials agreed with the statement. Item 6 asked whether the principal prioritizes collective bargaining to increase teachers' commitments to work in the school. The total of 58% of teachers, 95% of principals and 93% of MOE officials agreed with the idea. Item 7 attempted to find out whether principal involves students in decision making to

improve teachers' commitment to work in the school. The total of 60% of teachers, 96% of principals and 100% of MOE officials agreed with the statement. Also, item 8 investigated whether the principal uses division of labour to make teachers committed in the school. From the result, 61% of teachers, 96% of principals and 100% of MOE officials agreed with the idea. Item 9 attempted to find out whether the principal uses staff incentive to improve teachers' commitments in the school. It was 56% of teachers, 98% of principals and 95% of MOE officials agreed with the idea. In item 10, opinions of respondents were asked whether the principal adopts education guidelines to improve teachers' commitment to work in the school. Based on the result, the total of 75% of teachers, 90% of principals and 90% of MOE officials agreed with the idea. Most respondents from the principals and MOE officials' category believed that principals' democratic leadership style necessitates involvement of teachers, students and community in decision making, encourages training and re-training, allows teachers to use their visions where appropriate, keeps communication open to all stakeholders, and prioritizes sharing of responsibilities through division of labour in order to intensify teachers' commitments to work in the school. From the cumulated results, it was deduced that democratic leadership style was not adequately maintained in many secondary schools in Kaduna State.

4.3.3 Influence of Transformational Leadership Style of Principals on Teachers' Commitment to Work in Secondary Schools in Kaduna State

This section covers item statements 1 to 10 in form of the structured questionnaire so as to give the respondents equal chance of expressing their opinions in responding to the research questions. It presents analysis of the respondents' responses using frequency counts and descriptive percentages. Item 1 attempted to find out whether the principal

uses competency test to intensify teachers' commitments to work in the school. Item 2 endeavour to find out whether the principal entertains new technical skills to improve teachers' commitment to work in the school. Item 3 investigates whether the principal uses regular mentoring to increase teachers' commitments to work in the school. Item 4 investigated whether the principal uses staff symposia as a tool for increased teachers' commitment to work in the school.

As regards the item 5, opinion of respondents was asked whether effective principal-teacher relationship increases commitment to work in the school. Item 6 asked whether the principal promotes a good working condition which improves teachers' commitments to work in the school. Item 7 attempted to find out whether the principal displays high level of ethical and moral conduct to energize teachers' commitments in the school. However, item 8 investigated whether the principal emphasizes on the effective communication to increase teachers' commitments in the school. Item 9 attempted to find out whether the principal prevails open climate to increase teachers' commitment to work in the school. Item 10, investigated whether the principal promotes staff capacity building to improve teachers' commitments to work in the school. Details of the responses by teachers, principals and MOE officials were explained in table 6.

Table 6: Opinions of Respondents on the Influence of Transformational Leadership Style of Principals on Teachers' Commitment to Work in Secondary Schools in Kaduna State

S/N	Items Statement	Category of Respondents	RESPONSES								
			Agree		Undecided		Disagree		Total		
			F	%	F	%	F	%	F	%	
1	The principal uses competency test to intensify teachers' commitments to work in the school.	Teachers	134	39	26	8	185	54	345	100	
		Principals	22	42	5	10	25	48	52	100	
		MoE officials	14	34	6	15	21	51	41	100	
2	The Principal entertains new technical skills to improve teachers' commitment to work in the school.	Teachers	12	36	24	7	197	57	345	100	
		Principals	4	19	37	2	4	31	60	52	100
		MoE officials	17	42	4	10	20	49	41	100	
3	The principal uses regular mentoring to increase teachers' commitments to work in the school.	Teachers	12	35	17	5	206	60	345	100	
		Principals	2	21	40	1	2	30	58	52	100
		MoE officials	17	42	2	5	22	54	41	100	
4	The principal uses staff symposia as a tool for increased teachers' commitment to work in the school.	Teachers	13	39	19	6	193	56	345	100	
		Principals	3	20	39	1	2	31	60	52	100
		MoE officials	17	42	3	7	21	51	41	100	
5	Effective principal-teacher relationship increases commitment to work in the school.	Teachers	13	39	12	4	199	58	345	100	
		Principals	4	20	39	2	4	30	58	52	100
		MoE officials	17	42	2	25	22	54	41	100	
6	The principal promotes a good working condition which improves teachers' commitments to work in the school.	Teachers	14	41	13	4	189	55	345	100	
		Principals	3	23	44	1	4	28	54	52	100
		MoE officials	18	44	2	5	21	51	41	100	
7	The principal displays high level of ethical and moral conduct to energize teachers' commitments in the school.	Teachers	13	40	15	4	193	56	345	100	
		Principals	7	26	50	2	4	24	46	52	100
		MoE officials	21	51	1	2	19	46	41	100	
8	The principal emphasizes on the	Teachers	12	35	19	6	204	59	345	100	

	effective communication to increase teachers' commitments in the school.		2							
		Principals	24	46	3	6	25	48	52	100
		MoE officials	19	46	3	7	19	46	41	100
9	The principal prevails open climate to increase teachers' commitment to work in the school.	Teachers	14	42	27	8	174	50	345	100
		Principals	4	26	50	4	8	22	42	52
		MoE officials	22	54	3	7	16	39	41	100
1	Principal promotes staff capacity building to improve teachers' commitments to work in the school.	Teachers	16	46	19	6	166	48	345	100
0		Principals	0	29	56	5	10	18	35	52
		MoE officials	23	56	2	5	16	39	41	100

In table 6, there was unanimous agreement between principals and MOE officials' responses. Item 1 attempted to find out whether the principal uses competency test to intensify teachers' commitments to work in the school. Based on the result, the total of 54% of teachers, 58% of principals and 51% of MOE officials disagreed with the idea. Item 2 endeavour to find out whether the principal entertains new technical skills to improve teachers' commitment to work in the school. The total of 57% of teachers and 60% of principals and 59% of MOE officials disagreed with the idea. Item 3 investigates whether the principal uses regular mentoring to increase teachers' commitments to work in the school. Based on the result, the total of 60% of teachers, 58% of principals and 54% of MOE officials agreed with the idea. Item 4 investigated whether the principal uses staff symposia as a tool for increased teachers' commitment to work in the school. It was 56% of teachers, 60% of principals and 51% of MOE officials disagreed with the idea.

As regards the item 5, opinion of respondents was asked whether effective principal-teacher relationship increases commitment to work in the school. It was 58% of

teachers, 58% of principals and 54% of MOE officials disagreed with the idea. Item 6 asked whether the principal promotes a good working condition which improves teachers' commitments to work in the school. The total of 55% of teachers, 54% of principals and 51% of MOE officials disagreed with the idea. Item 7 attempted to find out whether the principal displays high level of ethical and moral conduct to energize teachers' commitments in the school. It was 56% of teachers disagreed with idea. While, 50% of principals and 51% of MOE officials agreed with the idea. Item 8 investigated whether the principal emphasizes on the effective communication to increase teachers' commitments in the school. It was 56% of teachers, 60% of principals and 51% of MOE officials disagreed with the idea. Item 9 attempted to find out whether the principal prevails open climate to increase teachers' commitment to work in the school. The discovered result indicated that 50% of teachers disagreed with the idea. And 50% of principals and 54% of MOE officials believed in the idea. Item 10, investigated whether the principal promotes staff capacity building to improve teachers' commitments to work in the school. It was 48% of teachers disagreed with the idea. While, 56% of principals and 56% of MOE officials agreed with the idea. The stance taken by most of the respondents indicated that many principals are doing their best in transforming teachers' quality and qualification through transformational leadership style in order to increase teachers' commitments to works in secondary schools in Kaduna State.

4.3.4 Influence of Transactional Leadership Style of Principals on Teachers' Commitment to Work in Secondary Schools in Kaduna State

This section covers item statements 1 to 10 in form of the structured questionnaire so as to give the respondents equal chance of expressing their opinions in responding to the research questions. It presents analysis of the respondents' responses using frequency

counts and descriptive percentages. Item 1 tries to find out whether the principal uses control of reward to increase teachers' commitments in the school. Item 2 attempts to find out whether the principal enhances teachers' commitments through strong interpersonal relationship in the school. Item 3 investigates whether the control of punishment is frequently used by the principal to improve teachers' commitments in the school. Item 4 investigated whether the principal uses staff promotion to improve teachers' commitments to work in the school.

With regard to item 5, opinion of respondents was asked whether the principal uses merit awards to gain teachers' commitments to work in the school. Item 6 asked whether the principal is task- oriented and has less concern for teachers' need satisfaction in the school. Item 7 attempted to find out whether the principal prioritizes teachers' re-enforcement technique to enhance their commitments in the school. Also, item 8 investigated whether the principal encourages team-work for teachers in carrying out their responsibilities in the school. Item 9 attempted to find out whether the principal considers self-actualization to intensify teachers' commitments in the school. Item 10, investigated whether the staff motivation and incentive are principal's strategies of teachers' commitments in the school. Details of the responses by teachers, principals and MOE officials were explained in table 7.

Table 7: Opinions of Respondents on the Influence of Transactional Leadership Style of Principals on Teachers' Commitment to Work in Secondary Schools in Kaduna State

S/N	Items Statement	Category of Respondents	RESPONSES							
			Agree		Undecided		Disagree		Total	
			F	%	F	%	F	%	F	%
1	The principal uses control of reward to increase teachers' commitments in the school.	Teachers	176	52	16	5	150	44	345	100
		Principals	32	62	4	8	16	31	52	100
		MoE officials	26	63	2	5	13	32	41	100
2	The Principal enhances teachers' commitments through strong	Teachers	18	53	22	6	140	41	345	100
			3							

	interpersonal relationship in the school.	Principals	33	64	5	10	14	27	52	100
		MoE officials	29	71	4	10	8	20	41	100
3	Control of punishment is frequently used by the principal to improve teachers' commitments in the school.	Teachers	16	46	37	11	148	43	345	100
		Principals	0							
		MoE officials	30	58	6	12	16	31	52	100
		Teachers	30	73	5	12	6	15	41	100
4	The principal uses staff promotion to improve teachers' commitments to work in the school.	Teachers	14	41	20	6	182	53	345	100
		Principals	3							
		MoE officials	26	50	2	4	24	46	52	100
		Teachers	30	73	2	5	9	22	41	100
5	The principal uses merit awards to gain teachers' commitments to work in the school.	Teachers	14	42	16	5	183	53	345	100
		Principals	6							
		MoE officials	28	54	2	4	22	42	52	100
		Teachers	32	78	2	5	7	17	41	100
6	The principal is task- oriented and has less concern for teachers' need satisfaction in the school.	Teachers	14	42	23	7	177	51	345	100
		Principals	5							
		MoE officials	27	52	4	8	21	40	52	100
		Teachers	31	76	2	5	8	20	41	100
7	The principal prioritizes teachers' re-enforcement technique to enhance their commitments in the school.	Teachers	14	42	13	4	186	54	345	100
		Principals	6							
		MoE officials	29	56	1	2	22	42	52	100
		Teachers	34	83	2	5	5	12	41	100
8	The principal encourages team-work for teachers in carrying out their responsibilities in the school.	Teachers	13	40	12	4	194	56	345	100
		Principals	9							
		MoE officials	30	58	1	2	21	40	52	100
		Teachers	34	83	1	2	6	15	41	100
9	The principal considers self-actualization to intensify teachers' commitments in the school.	Teachers	17	50	12	4	159	46	345	100
		Principals	4							
		MoE officials	26	54	2	4	22	42	52	100
		Teachers	31	76	3	7	7	17	41	100
1	Staff motivation and incentive are	Teachers	18	53	17	5	147	43	345	100
0	Principal's strategies of teachers' commitments in the school.	Principals	1							
		MoE officials	28	54	3	6	21	40	52	100
		Teachers	28	68	4	10	9	22	41	100

In table 7, opinions of respondents were asked on the influence of transactional leadership style of principals on teachers' commitment to work in secondary schools in Kaduna State. According to the work-out results, there was concurrent of opinions between principals and MOE officials' responses. Item 1 tries to find out whether the principal uses control of reward to increase teachers' commitments in the school. The stance taken by 52% of teachers, 62% of principals and 63% of MOE officials agreed with the idea. Item 2 attempts to find out whether the principal enhances teachers' commitments through strong interpersonal relationship in the school. The total of 53% of teachers, 64% of principals and 71% of MOE officials agreed with the idea. Item 3 investigates whether the control of punishment is frequently used by the principal to improve teachers' commitments in the school. The stance taken by 58% of principals and 73% of MOE officials agreed with the idea. While, 54% of teachers disagreed with the idea. Item 4 investigated whether the principal uses staff promotion to improve teachers' commitments to work in the school. Based on the result, 50% of principals and 73% of MOE officials agreed with the idea. While, 59% of teachers disagreed with the statement.

With regard to item 5, opinion of respondents was asked whether the principal uses merit awards to gain teachers' commitments to work in the school. It was 54% of principals and 78% of MOE officials agreed with the idea. While, 58% of teachers argued the idea. Item 6 asked whether the principal is task- oriented and has less concern for teachers' need satisfaction in the school. The computed result showed that 52% of principals and 72% of MOE officials agreed with the idea. While, 58% of teachers disagreed with the idea. Item 7 attempted to find out whether the principal prioritizes teachers' re-enforcement technique to enhance their commitments in the school. The

stance taken by 56% of principals and 83% of MOE officials agreed with the idea. And 58% of teachers disagreed with the idea. The stance taken by 58% of principals and 83% of MOE officials agreed that the principal encourages team-work for teachers in carrying out their responsibilities in the school. While, 60% of teachers disagreed with the idea. Item 9 attempted to find out whether the principal considers self-actualization to intensify teachers' commitments in the school. The computed result indicated that all 50% of teachers, 54% of principals and 76% of MOE officials agreed with the idea. Item 10, investigated whether the staff motivation and incentive are principal's strategies of teachers' commitments in the school. The stance taken by 53% of teachers, 54% of principals and 68% of MOE officials agreed with the idea. Therefore, it was finalized that most principals do not perform well in dramatizing transactional leadership style in order to increase teachers' commitments to works in secondary schools in Kaduna State.

4.3.5 Influence of Situational Leadership Style of Principals on Teachers' Commitment to Work in Secondary Schools in Kaduna State

This section covers item statements 1 to 10 in form of the structured questionnaire so as to give the respondents equal chance of expressing their opinions in responding to the research questions. It presents analysis of the respondents' responses using frequency counts and descriptive percentages. Item 1 attempted to find out whether the principal adjusts his behaviour by adopting situational changes to gain teachers commitments to work in the school. Item 2 attempts to find out whether the principal considers psychological response of teachers to regain their commitments in the school. Item 3 investigates whether the principal considers personal quality in attracting teachers' commitments to work in the school. Item 4 investigated whether the principal considers individual differences in coordinating teachers' commitments to work in the school.

In respect of item 5, opinion of respondents was asked whether the principal considers economic changes in persuading teachers' commitments in the school. Item 6 asked whether the principal handles environmental changes in pressurizing teachers' commitments in the school. Item 7 attempted to find out whether the principal applies different strategies to achieve teachers commitments to work in the school. However, item 8 investigated whether the principal priorities sharing of ideas to mobilize teachers' commitments in the school. Item 9 attempted to find out whether the principal considers cultural norms and values of teachers in ensuring their commitments to work in the school. Item 10, investigated whether the religious background is considered by the principal to intensify teachers' commitment to work in the school. Details of the responses by teachers, principals and MOE officials were explained in table 8.

Table 8: Opinions of Respondents on the Influence of Situational Leadership Style of Principals on Teachers' Commitment to Work in Secondary Schools in Kaduna State

S/N	Items Statement	Category of Respondents	RESPONSES							
			Agree		Undecided		Disagree		Total	
			F	%	F	%	F	%	F	%
1	The principal adjusts his behaviour by adopting situational changes to gain teachers commitments to work in the school.	Teachers	185	53	20	6	140	41	345	100
		Principals	28	54	4	8	20	39	52	100
		MoE officials	25	61	2	5	14	34	41	100
2	The principal considers psychological response of teachers to regain their commitments in the school.	Teachers	190	55	14	4	141	41	345	100
		Principals	28	54	2	4	22	43	52	100
		MoE officials	25	61	3	7	13	32	41	100
3	The principal considers personal quality in attracting teachers' commitments to work in the school.	Teachers	179	52	12	4	154	45	345	100
		Principals	30	58	2	4	20	39	52	100
		MoE officials	22	53	2	5	17	42	41	100
4	The principal considers individual differences in coordinating teachers' commitments to work in the school.	Teachers	204	59	2	1	139	40	345	100
		Principals	27	52	1	2	24	46	52	100
		MoE officials	17	42	1	2	23	56	41	100
5	The principal considers economic changes in persuading teachers' commitments in the school.	Teachers	184	53	3	1	158	46	345	100
		Principals	18	35	1	2	33	64	52	100
		MoE officials	15	37	1	2	25	61	41	100
6	The principal handles environmental changes in pressurizing teachers' commitments in the school.	Teachers	170	49	25	7	150	44	345	100
		Principals	18	35	4	8	30	58	52	100
		MoE officials	13	32	6	15	22	54	41	100
7	The principal applies different strategies to achieve teachers commitments to work in the school.	Teachers	162	47	19	6	164	48	345	100
		Principals	19	37	1	2	32	62	52	100
		MoE officials	14	34	4	10	23	56	41	100
8	The principal priorities sharing of ideas to mobilize teachers' commitments in the school	Teachers	154	45	29	8	162	47	345	100
		Principals	14	27	3	6	35	67	52	100
		MoE officials	13	32	6	16	22	54	41	100
9	The principal considers cultural norms and values of teachers in ensuring their commitments to work in the school.	Teachers	158	46	29	8	158	46	345	100
		Principals	16	31	2	4	34	65	52	100
		MoE officials	15	37	5	12	21	51	41	100
10	Religious background is considered by the principal to intensify teachers' commitment to work in the school.	Teachers	173	50	18	5	154	45	345	100
		Principals	16	31	2	4	34	65	52	100
		MoE officials	17	42	3	7	21	51	41	100

In table 8, opinions of respondents were asked on the influence of situational leadership style of principals on teachers' commitment to work in secondary schools in Kaduna State. Based on the collected results, there was unanimous consensus among teachers, principals and MOE officials in respect of responses in this section. Item 1 attempted to find out whether the principal adjusts his behaviour by adopting situational changes to gain teachers commitments to work in the school. The computed result indicated that all 53% of teachers, 54% of principals and 61% of MOE officials agreed with the idea. Item 2 attempts to find out whether the principal considers psychological response of teachers to regain their commitments in the school. It was found that all 55% of teachers, 54% of principals and 61% of MOE officials agreed with the idea. Item 3 investigates whether the principal considers personal quality in attracting teachers' commitments to work in the school. The computed result indicated that all 52% of teachers, 58% of principals and 53% of MOE officials agreed with the idea. Item 4 investigated whether the principal considers individual differences in coordinating teachers' commitments to work in the school. Based on the result, 59% of teachers, 52% of principals agreed with the statement. And 56% of MOE officials disagreed with the idea.

In respect of item 5, opinion of respondents was asked whether the principal considers economic changes in persuading teachers' commitments in the school. The analyzed result indicated that only 53% of teachers agreed with statement. While, 64% of principals and 61% of MOE officials disagreed with the idea. Item 6 asked whether the principal handles environmental changes in pressurizing teachers' commitments in the school. The computed result indicated that all 51% of teachers, 58% of principals and

54% of MOE officials disagreed with the idea. Item 7 attempted to find out whether the principal applies different strategies to achieve teachers' commitments to work in the school. The computed result indicated that all 54% of teachers, 62% of principals and 56% of MOE officials disagreed with the idea. However, item 8 investigated whether the principal priorities sharing of ideas to mobilize teachers' commitments in the school. The stance taken by all 55% of teachers, 67% of principals and 54% of MOE officials argued the idea. Item 9 attempted to find out whether the principal considers cultural norms and values of teachers in ensuring their commitments to work in the school. The total of 52% of teachers, 65% of principals and 51% of MOE officials disagreed with the idea. Item 10, investigated whether the religious background is considered by the principal to intensify teachers' commitment to work in the school. The computed result indicated that only 50% of teachers supported the idea. While, 65% of principals and 51% of MOE officials did not satisfy with the idea.

4.3.6 Influence of Visionary Leadership Style of Principals on Teachers' Commitment to Work in Secondary Schools in Kaduna State

This section covers item statements 1 to 10 in form of the structured questionnaire so as to give the respondents equal chance of expressing their opinions in responding to the research questions. It presents analysis of the respondents' responses using frequency counts and descriptive percentages. Item 1 endeavour to ask whether the principal is highly ambitious to school vision which makes teachers committed to work in the school. Item 2 attempts to find out whether the principal's emphasis on the laid down rules increases teachers' commitments to work in the school. Item 3 asked whether the principal considers personal integrity in boosting teachers' commitments in the school.

Item 4 investigated whether the principal is highly inspirational to positive school future which enhances teachers' commitments to work in the school.

In item 5, opinion of respondents was asked whether the principal keeps communicating the school vision to increase teachers' commitments to work in the school. Item 6 asked whether the principal maintains good interpersonal relationship which intensifies teachers' commitments to work in the school. Item 7 attempted to find out whether the principal emphasizes on supervision to regain teachers' commitments to work in the school. Also, item 8 asked whether the principal prioritizes training and development to improve teachers' commitments to work in the school. Item 9 attempted to find out whether the principal accents inter-school competition to increase teachers' commitments to work in the school. Item 10, investigated whether the principal prioritizes staff motivation to energize teachers' commitments to work in the school. Details of the responses by teachers, principals and MOE officials were explained in table 9.

Table 9: Opinions of Respondents on the Influence of Visionary Leadership Style of Principals on Teachers' Commitment to Work in Secondary Schools in Kaduna State

S/N	Items Statement	Category of Respondents	RESPONSES							
			Agree		Undecided		Disagree		Total	
			F	%	F	%	F	%	F	%
1	The principal is highly ambitious to school vision which makes teachers committed to work in the school.	Teachers	207	60	19	6	119	36	345	100
		Principals	17	33	2	4	33	64	52	100
		MoE officials	22	54	2	5	17	42	41	100
2	Principal's emphasis on the laid down rules increases teachers' commitments to work in the school.	Teachers	221	64	8	2	116	34	345	100
		Principals	17	33	1	2	34	65	52	100
		MoE officials	21	51	1	2	19	46	41	100
3	The principal considers personal integrity in boosting teachers' commitments in the school.	Teachers	226	66	13	4	106	31	345	100
		Principals	20	39	2	4	30	58	52	100
		MoE officials	23	56	3	7	15	37	41	100
4	The principal is highly inspirational	Teachers	182	53	12	4	151	44	345	100

	to positive school future which enhances teachers' commitments to work in the school.	Principals	15	29	-	-	37	71	52	100
		MoE officials	21	51	1	2	19	46	41	100
5	The principal keeps communicating the school vision to increase teachers' commitments to work in the school.	Teachers	122	35	28	8	195	57	345	100
		Principals	7	14	7	14	38	73	52	100
		MoE officials	11	27	6	15	24	59	41	100
6	The principal maintains good interpersonal relationship which intensifies teachers' commitments to work in the school.	Teachers	105	30	50	15	190	55	345	100
		Principals	5	10	10	19	37	71	52	100
		MoE officials	8	20	13	32	20	49	41	100
7	The principal emphasizes on supervision to regain teachers' commitments to work in the school.	Teachers	152	44	36	10	157	46	345	100
		Principals	14	27	6	12	32	62	52	100
		MoE officials	18	44	9	22	14	34	41	100
8	The principal prioritizes training and development to improve teachers' commitments to work in the school.	Teachers	174	50	26	8	145	42	345	100
		Principals	20	39	5	10	27	52	52	100
		MoE officials	21	51	7	17	13	32	41	100
9	The principal accents inter-school competition to increase teachers' commitments to work in the school.	Teachers	210	61	29	8	106	31	345	100
		Principals	30	58	4	8	18	35	52	100
		MoE officials	24	59	6	15	11	27	41	100
10	The principal prioritizes staff motivation to energize teachers' commitments to work in the school.	Teachers	206	60	24	7	115	33	345	100
		Principals	26	50	3	6	23	44	52	100
		MoE officials	22	54	5	12	14	34	41	100

From table 9, opinions of respondents were examined on the influence of visionary leadership style of principals on teachers' commitment to work in secondary schools in Kaduna State. Based on the analyzed results, there was unanimous consensus among teachers, principals and MOE officials in respect of responses in this section. Item 1 endeavour to ask whether the principal is highly ambitious to school vision which makes teachers committed to work in the school. The total of 60% of teachers and 54% of MOE officials agreed with the idea. While, 65% of principals rejected the idea. Item 2 attempts to find out whether the principal's emphasis on the laid down rules increases teachers' commitments to work in the school. The total of 66% of teachers and 56% of MOE officials agreed with the idea. While, 65% of principals rejected the idea. Item 3 asked whether the principal considers personal integrity in boosting teachers' commitments in the school. The total of 66% of teachers and 56% of MOE officials agreed with the idea. While, 58% of principals rejected the idea. Item 4 investigated whether the principal is highly inspirational to positive school future which enhances teachers' commitments to work in the school. The total of 53% of teachers and 51% of MOE officials agreed with the idea. While, 71% of principals rejected the idea.

In item 5, opinion of respondents was asked whether the principal keeps communicating the school vision to increase teachers' commitments to work in the school. It was 57% of teachers, 73% principals and 59% of MOE officials disagreed with the statement. Item 6 asked whether the principal maintains good interpersonal relationship which intensifies teachers' commitments to work in the school. It was 55% of teachers, 71% principals and 49% of MOE officials disagreed with the statement. Item 7 attempted to find out whether the principal emphasizes on supervision to regain

teachers' commitments to work in the school. The analyzed result 46% of teachers and 62% principals disagreed with the statement. While, 44% of MOE officials accepted the idea. Also, item 8 asked whether the principal prioritizes training and development to improve teachers' commitments to work in the school. It was 50% of teachers and 51% of MOE officials agreed with the statement. While, 52% of principals rejected the idea. Item 9 attempted to find out whether the principal accents inter-school competition to increase teachers' commitments to work in the school. The total of 61% of teachers, 58% principals and 59% of MOE officials agreed with the statement. Item 10, investigated whether the principal prioritizes staff motivation to energize teachers' commitments to work in the school. It was 60% of teachers, 50% principals and 54% of MOE officials agreed with the statement. Thus, it was concluded that most principals perform well in practicing visionary leadership style to improve teachers' commitments to works in secondary schools in Kaduna State.

4.4 Hypotheses Testing

This section presents summary of hypotheses testing in line with raised objectives and null hypotheses of the study. The parametric statistics of Analysis of Variance (ANOVA) and the Post-Hoc Multiple Comparison with Scheffe test were used to test the six null hypotheses of significant difference among the respondents i.e. teachers, principals and Ministry of Education officials at 0.05 significant level. Hypothesis was retained when the probability value was more than 0.05 significant level. While, hypothesis was rejected when the probability value was below the stated level of significance. These hypotheses are based on the data collected from items related to the influence of autocratic, democratic, transformational, transactional, situational or

visionary leadership style of principals on teachers' commitment to work in secondary schools in Kaduna State. Details of these are as follows:

4.4.1 Hypothesis 1: There is no Significant Difference in the Opinions of Teachers, Principals and MOE Officials on the Influence of Autocratic Leadership Style of Principals on Teachers' Commitment to Work in Secondary Schools in Kaduna State

The One Way Analysis of Variance was used to determine whether there was significant difference or otherwise in the opinions of respondents on the data collected for items 1-10 of relevant section in the questionnaire. As such, all the items were analyzed in table 10:

Table 10: Summary of Analysis of Variance on the Influence of Autocratic Leadership Style of Principals on Teachers' Commitment to Work in Secondary Schools in Kaduna State

Variable	Sum of Squares	df	Mean Square	f-value	Prob.	Critical value
Between Groups	214.099	2	107.049	1.902	.151	2.67
Within Groups	24485.152	435	56.288			
Total	24699.251	437				

From table 10, statistical results of hypothesis testing was presented for effective conclusion and decision making. The computed result revealed that the f-ratio value (1.902) and 2 df 435 at 0.05 significant level; the critical value (2.67) is greater than f-ratio values (1.902), the observed probability value P(.151) is greater than 0.05 level of significance. Thus, the null hypothesis is hereby retained and concluded that there is no significant difference in the opinions of teachers, principals and MOE officials on the influence of autocratic leadership style of principals on teachers' commitment to work in Secondary Schools in Kaduna State.

4.4.2 Hypothesis 2: There is no Significant Difference in the Opinions of Respondents on the Influence of Democratic Leadership Style of Principals on Teachers' Commitment to Work in Secondary Schools in Kaduna State

The One Way Analysis of Variance was used to determine whether there was significant difference or otherwise in the opinions of respondents on the data collected for items 1-10 of relevant section in the questionnaire. As such, all the items were analyzed in table 11:

Table 11: Summary of Analysis of Variance on the Influence of Democratic Leadership Style of Principals on Teachers' Commitment to Work in Secondary Schools in Kaduna State

Variable	Sum of Squares	df	Mean Square	f-value	Prob.	Critical value
Between Groups	2549.405	2	1274.702	47.759	.000	2.67
Within Groups	11610.260	435	26.690			
Total	14159.664	437				

From table 11, statistical results of hypothesis testing was presented for effective conclusion and decision making. The computed result revealed that the f-ratio value (47.759) and 2 df 435 at 0.05 significant level; the critical value (2.67) is lower than f-ratio values (47.759), the observed probability value P(.000) is lower than 0.05 level of significance. Thus, the null hypothesis is hereby rejected and concluded that there is a significant difference in the opinions of teachers, principals and MOE officials on the influence of democratic leadership style of principals on teachers' commitment to work in Secondary Schools in Kaduna State.

To determine which group is significantly differed among the respondents concerning the concluded result of this hypothesis, a Post-Hoc test of Multiple

Comparison was carried out on the mean scores of the group with the Scheffe statistical method as presented in Table 12:

Table 12: Post-Hoc Scheffe Test of Multiple Comparisons of Mean Scores in the Opinions of Respondents on Influence of Democratic Leadership Style of Principals on Teachers' Commitment to Work in Secondary Schools in Kaduna State

Group/ (I) Status	N	Mean	(J) Status	Mean Diff. (I-J)	Std. Error	Sig. value	Remarks
Teachers	345	23.0841	Principals	-5.70440*	.76853	.000	Significant
			Moe Officials	-6.13545*	.85343	.000	Significant
Principals	52	28.7885	Teacher	5.70440*	.76853	.000	Significant
			MoE Officials	-.43105	1.07901	.923	No Significant
MOE Officials	41	29.2195	Teachers	6.13545*	.85343	.000	Significant
			Principals	.43105	1.07901	.923	No Significant
Total	438	24.3356					

From the computed Scheffe result of table 12, it was noticed that there were differences in the opinions of the respondents on influence of democratic leadership style of principals on teachers' commitment to work in secondary schools in Kaduna State. Indeed, the observed mean scores of 28.7885 and 29.2195 at mean difference of -43105 and .43105 for the principals and MoE officials are in agreement with one another and shared the same views on the democratic leadership style of principals on teachers' commitment to work in secondary schools in Kaduna State. While, teachers' views are differed with low mean score of 23.0841 at mean difference of -6.13545. This implies that principals and MoE officials' views are significantly differed from that of teachers.

Perhaps the existence of differences among them might be due to the fact that both principals and Ministry of Education officials are educational administrators performing almost similar functions. So they are directly affected with findings of this study, therefore, their responses might difficult to be free from selfish and bias. While, teachers on the other hand, might be victimized by the principals' leadership style, they might harshly attain their responses against their bosses. Anyway, the outcome of this

investigation should be an encouragement to the principals to double their effort on adopting best leadership style that will boost staff morale, good interpersonal relationship and improve their commitment to work in their respective secondary schools in the state.

4.4.3 Hypothesis 3: There is no Significant Difference in the Opinions of Respondents on the Influence of Transformational Leadership Style of Principals on Teachers’ Commitment to Work in Secondary Schools in Kaduna State

The One Way Analysis of Variance was used to determine whether there was significant difference or otherwise in the opinions of respondents on the data collected for items 1-10 of relevant section in the questionnaire. As such, all the items were analyzed in table 13:

Table 13: Summary of Analysis of Variance on the Influence of Transformational Leadership Style of Principals on Teachers’ Commitment to Work in Secondary Schools in Kaduna State

Variable	Sum of Squares	df	Mean Square	f-value	Prob.	Critical value
Between Groups	92.965	2	46.483	.779	.460	2.67
Within Groups	25960.854	435	59.680			
Total	26053.820	437				

From table 13, statistical results of hypothesis testing was presented for effective conclusion and decision making. The computed result revealed that the f-ratio value (.779) and 2 df 435 at 0.05 significant level; the critical value (2.67) is grater than f-ratio values (.779), the observed probability value P(.460) is greater than 0.05 level of significance. Thus, the null hypothesis is hereby retained and concluded that there is no significant difference in the opinions of teachers, principals and MOE officials on the influence of transformational leadership style of principals on teachers’ commitment to work in Secondary Schools in Kaduna State.

4.4.2 Hypothesis 4: There is no Significant Difference in the Opinions of Respondents on the Influence of Transactional Leadership Style of Principals on Teachers' Commitment to Work in Secondary Schools in Kaduna State

The One Way Analysis of Variance was used to determine whether there was significant difference or otherwise in the opinions of respondents on the data collected for items 1-10 of relevant section in the questionnaire. As such, all the items were analyzed in table 14:

Table 14: Summary of Analysis of Variance on the Influence of Transactional Leadership Style of Principals on Teachers' Commitment to Work in Secondary Schools in Kaduna State

Variable	Sum of Squares	df	Mean Square	f-value	Prob.	Critical value
Between Groups	1292.222	2	646.111	13.270	.003	2.67
Within Groups	21179.223	435	48.688			
Total	22471.445	437				

From table 14, statistical results of hypothesis testing was presented for effective conclusion and decision making. The computed result revealed that the f-ratio value (13.270) and 2 df 435 at 0.05 significant level; the critical value (2.67) is lower than f-ratio values (13.270), also the observed probability value P(.003) is lower than 0.05 level of significance. Therefore, the null hypothesis is hereby rejected and concluded that there is a significant difference in the opinions of teachers, principals and MOE officials on the influence of transactional leadership style of principals on teachers' commitment to work in Secondary Schools in Kaduna State.

To determine which group is significantly differed among the respondents concerning the concluded result of this hypothesis, a Post-Hoc Test of Multiple

Comparison was carried out on the mean scores of the group using the Scheffe statistical method as presented in Table 15:

Table 15: Post-Hoc Scheffe Test of Multiple Comparisons of Mean Scores in the Opinions of Respondents on Influence of Transactional Leadership Style of Principals on Teachers’ Commitment to Work in Secondary Schools in Kaduna State

Group/ (I) Status	N	Mean	(J) Status	Mean Diff. (I-J)	Std. Error	Sig. value	Remarks
Teachers	345	19.7971	Principals	-1.97213	1.03799	.000	Significant
			Moe Officials	-5.73948*	1.15266	.000	Significant
Principals	52	21.7692	Teacher	1.97213	1.03799	.036	Significant
			MoE Officials	-3.76735*	1.45733	.166	No Significant
MOE Officials	41	25.5366	Teachers	5.73948*	1.15266	.036	Significant
			Principals	3.76735*	1.45733	.166	No Significant
Total	438	20.5685					

From the computed Scheffe result of table 15, it was noticed that there were differences in the opinions of the respondents on influence of transactional leadership style of principals on teachers’ commitment to work in secondary schools in Kaduna State. Indeed, the observed mean scores of 21.7692 for principals and 25.5366 for the MOE officials at mean difference of -3.76735 and 3.76735 are in agreement with one another by sharing similar views on the transactional leadership style of principals on teachers’ commitment to work in secondary schools in Kaduna State. Whereas, teachers’ views are differed with low mean score of 19.7971 at mean difference of -5.73948. This implies that principals and MoE officials’ views are significantly differed from that of teachers.

The existence of the differences among them might be related to their disparity in the school activities and administrative functions. The principals and Ministry of Education officials are educational administrators who are charged with responsibility of supervising teachers’ activities in schools. As a result, most principals are suspicious by their teachers. Likewise, the existing relationship between MOE officials and principals

may affect the reliability of their responses when compared with that of teachers. Anyway, the results of this research should be an encouragement to all school principals in Kaduna State.

4.4.5 Hypothesis 5: There is no Significant Difference in the Opinions of Respondents on the Influence of Situational Leadership Style of Principals on Teachers' Commitment to Work in Secondary Schools in Kaduna State

The One Way Analysis of Variance was used to determine whether there was significant difference or otherwise in the opinions of respondents on the data collected for items 1-10 of relevant section in the questionnaire. As such, all the items were analyzed in table 16:

Table 16: Summary of Analysis of Variance on the Influence of Situational Leadership Style of Principals on Teachers' Commitment to Work in Secondary Schools in Kaduna State

Variable	Sum of Squares	df	Mean Square	f-value	Prob.	Critical value
Between Groups	662.243	2	331.121	10.747	.001	2.67
Within Groups	13403.091	435	30.812			
Total	14065.333	437				

From table 16, statistical results of hypothesis testing was presented for effective conclusion and decision making. The computed result revealed that the f-ratio value (10.747) and 2 df 435 at 0.05 significant level; the critical value (2.67) is lower than f-ratio values (10.747), also the observed probability value P(.001) is lower than 0.05 level of significance. Therefore, the null hypothesis is hereby rejected and concluded that there is a significant difference in the opinions of teachers, principals and MOE officials on the influence of situational leadership style of principals on teachers' commitment to work in Secondary Schools in Kaduna State.

To determine which group is significantly differed among the respondents concerning the concluded result of this hypothesis, a Post-Hoc Test of Multiple Comparison was carried out on the mean scores of the group using the Scheffe statistical method as presented in Table 17:

Table 17: Post-Hoc Scheffe Test of Multiple Comparisons of Mean Scores in the Opinions of Respondents on Influence of Situational Leadership Style of Principals on Teachers’ Commitment to Work in Secondary Schools in Kaduna State

Group/ (I) Status	N	Mean	(J) Status	Mean Diff. (I-J)	Std. Error	Sig. value	Remarks
Teachers	345	21.1739	Principals	3.82776*	.82574	.000	Significant
			MoE Officials	.56416	.91696	.828	No Significant
Principals	52	17.3462	Teacher	-3.82776*	.82574	.000	Significant
			MoE Officials	-3.26360*	1.15933	.020	Significant
MOE Officials	41	20.6098	Teachers	-.56416	.91696	.828	No Significant
			Principals	3.26360*	1.15933	.020	Significant
Total	438	20.6667					

From the computed Scheffe result of table 17, it was noticed that there were differences in the opinions of the respondents on influence of situational leadership style of principals on teachers’ commitment to work in secondary schools in Kaduna State. Indeed, the observed mean scores of 21.1739 for teachers and 20.6098 for the MOE officials at mean difference of .56416 and -.56416 are in agreement with one another by sharing similar views on the situational leadership style of principals on teachers’ commitment to work in secondary schools in the State. Whereas, principals’ views are differed with low mean score of 17.3462 at mean difference of -3.26360 which implies that teachers and MoE officials’ views are significantly differed from that of principals. The existence of the differences among them might be related to the autocratic behaviour of principals in the school administration as responded by teachers in the first variable of this study.

4.4.6 Hypothesis 6: There is no Significant Difference in the Opinions of Respondents on the Influence of Visionary Leadership Style of Principals on Teachers' Commitment to Work in Secondary Schools in Kaduna State

The One Way Analysis of Variance was used to determine whether there was significant difference or otherwise in the opinions of respondents on the data collected for items 1-10 of relevant section in the questionnaire. As such, all the items were analyzed in table 18:

Table 18: Summary of Analysis of Variance on the Influence of Visionary Leadership Style of Principals on Teachers' Commitment to Work in Secondary Schools in Kaduna State

Variable	Sum of Squares	df	Mean Square	f-value	Prob.	Critical value
Between Groups	19.690	2	9.845	1.388	.251	2.67
Within Groups	3085.671	435	7.093			
Total	3105.361	437				

From table 18, statistical results of hypothesis testing was presented for effective conclusion and decision making. The computed result revealed that the f-ratio value (1.388) and 2 df 435 at 0.05 significant level; the critical value (2.67) is grater than f-ratio values (1.388), the observed probability value P(.251) is greater than 0.05 level of significance. Thus, the null hypothesis is hereby retained and concluded that there is no significant difference in the opinions of teachers, principals and MOE officials on the influence of visionary leadership style of principals on teachers' commitment to work in Secondary Schools in Kaduna State. Table 19 presented summary of the hypotheses results in category.

Table 19: Summary of Hypotheses Testing

Hypotheses	Hypothesis Statements	Statistical Tool	Results	Level of Sig.	Conclusion
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H₀₁	There is no significant difference in the opinions of teachers, principals and MOE officials on the influence of autocratic leadership style of principals on teachers' commitment to work in Secondary Schools in Kaduna State.	ANOVA	f. value is = 1.902 Prob. value is = .151 Crit. value is = 2.67	0.05	Ho ₁ is accepted
H₀₂	There is no significant difference in the opinions of respondents on the influence of democratic leadership style of principals on teachers' commitment to work in Secondary Schools in Kaduna State.	ANOVA	f. value is = 47.759 Prob. value is = .000 Crit. value is = 2.67	0.05	Ho ₂ is rejected
H₀₃	There is no significant difference in the opinions of respondents on the influence of transformational leadership style of principals on teachers' commitment to work in Secondary Schools in Kaduna State.	ANOVA	f. value is = .779 Prob. value is = .460 Crit. value is = 2.67	0.05	Ho ₃ is accepted
H₀₄	There is no significant difference in the opinions of respondents on the influence of transactional leadership style of principals on teachers' commitment to work in Secondary Schools in Kaduna State.	ANOVA	f. value is = 13.270 Prob. value is = .003 Crit. value is = 2.67	0.05	Ho ₄ is rejected
H₀₅	There is no significant difference in the opinions of respondents on the influence of situational leadership style of principals on teachers' commitment to work in Secondary Schools in Kaduna State.	ANOVA	f. value is = 10.747 Prob. value is = .001 Crit. value is = 2.67	0.05	Ho ₅ is rejected
H₀₆	There is no significant difference in the opinions of respondents on the influence of visionary leadership style of principals on teachers' commitment to work in Secondary Schools in Kaduna State.		f. value is = 1.388 Prob. value is = .251 Crit. value is = 2.67	0.05	Ho ₆ is accepted

From table 19, it was discovered that hypotheses 1, 3 and 6 were accepted. And hypothesis 2, 4 and 5 were rejected.

4.5 Summary of Major Findings

The study revealed that:

1. autocratic leadership style of many principals, through use of personal authority and dictatorial approach in decision making did not influence teachers' commitments to work in secondary schools in Kaduna State;
2. undemocratic leadership approach of many principals, through low-sharing of responsibilities and non-involvement of teachers, students and community in decision making did not influence teachers' commitments to work in secondary schools in Kaduna State;
3. adoption of transformational leadership style by many principals, through regular mentoring and training for capacity building, influenced teachers' commitments to work in secondary schools in Kaduna State;
4. misuse of transactional leadership style by many principals, through irregular staff motivation, poor control of reward and incentives, did not influence teachers' commitments to work in secondary schools in Kaduna State;
5. mindless to situational leadership style by many principals, through careless of economic and conditional changes and regardless of cultural norms and values, did not influence teachers' commitments to work in secondary schools in Kaduna State; and
6. adoption of visionary leadership style by many principals, through inspiration to school vision and community development, influenced teachers' commitments to work in secondary schools in Kaduna State.

4.6 Discussions of the Findings

The study examined the influence of leadership style of principals on teachers' commitment to work in secondary schools in Kaduna State. Based on the findings, it was found that there were sharing of opinions between teachers and Ministry of Education officials in most responses related to autocratic leadership style of principals on teachers' commitment to work in the schools. Most respondents among this category believed that principals use personal authority, control of punishment such queries and suspension method to gain teachers' attention to work. The stance taken by most teachers is the principals use dictatorial approaches to finalize decision as means of improving teachers' commitments to work in the schools. This attracted their high agreed statistical ration with high percentage of the responses. This indicated that most teachers are not satisfied with the autocratic approach of their principals in the management of secondary schools in Kaduna State.

As regards the principals themselves, they were in disagreements with their workfellows. Most respondents from this category disagreed with most statements by ensuring that principals are not actually dictatorial by leadership style in secondary schools in Kaduna State. By looking at the statistical ration of teachers, MOE officials and that of principals, conclusion was made by the researcher that many principals use autocratic leadership approach to enforce teachers' commitments to work in secondary schools in Kaduna State. Therefore, they should endeavour to be democratic leaders by nature so that good interpersonal relationship and mutual understanding would be maintained in their respective working environments.

However, there was sharing of opinions between principals and MOE officials in the collected responses related to the influence of democratic leadership style of

principals on teachers' commitment to work in Secondary Schools in Kaduna State. Most respondents from the principals and MOE officials' category believed that most principals adopted democratic leadership style through involvement of teachers, students and community in decision making, by allow them to use their visions where appropriate and keeps communication open to all stakeholders as well as prioritizing sharing of responsibilities and division of labour in order to gain teachers' commitments to work in the school. Meanwhile, the stance taken by most teachers was clearly indicated that most principals do not actually demonstrate democratic leadership styles to boost teachers' commitments in the schools. This made the high percentage for this research question which pointed out that democratic leadership style was not adequately maintained by most principals in secondary schools in Kaduna State.

In respect of transformational leadership style of principals on teachers' commitment to work in the schools, the analyzed results shown unanimous agreement between principals and MOE officials' responses. The stance taken by principals and many MOE officials indicated that most principals entertain new technical skills, use regular mentoring and staff symposia to promote good working condition and displays high level of ethical and moral conduct as well as promoting staff capacity building so as to improve teachers' commitments to work in the school. These responses attract high frequency and percentage and indicated that mutual understanding and agreement existed between principals and MOE officials pertaining to transformational leadership style of principals in promoting teachers' commitments to works in secondary schools in Kaduna State.

As the regards the teachers' category, reverse is the case; most teachers responded that most principals did not perform better in adopting transformational leadership style on improving teachers' commitments in secondary schools. Virtually, the high frequency and percentage opposed the teachers' views that most principals are doing well in transforming teachers' quality and qualification through transformational leadership style in order to increase teachers' commitments to works in secondary schools in Kaduna State.

However, according to the work-out results, there was still concurrent of opinions between principals and MOE officials' responses. Most of them agreed that by adopting transactional leadership style, many principals use control of reward, re-enforcement technique, team-work and staff motivation through strong interpersonal relationship to improve teachers' commitments in the school. This attracts high frequency and percentage which indicated their mutual understanding and agreement regarding transactional leadership style of principals in advancing teachers' commitments to works in secondary schools in Kaduna State. Meanwhile, most teachers opposed this idea by testifying that most principals do not perform well on improving teachers' commitments through transactional leadership styles. Therefore, it was finalized that most principals do not perform well in dramatizing transactional leadership style in order to increase teachers' commitments to works in secondary schools in Kaduna State.

With regard to situational leadership style of principals on teachers' commitment to work in the schools, there was unanimous consensus among all three categories in respect of responses in this section. Most of them agreed that principals consider economic and environmental changes, cultural norms and values of teachers, religious

background and adjust their leadership style based on situational changes in order to gain teachers commitments to work in secondary schools in Kaduna State. It was therefore concluded that most principals perform well in practicing situational leadership style to improve teachers' commitments to works in secondary schools in Kaduna State.

Nevertheless, the stance taken by all the respondents was through visionary leadership style, most principals are mindful to school vision, personal integrity and inspiration to positive community change by prioritizing maintenance of good interpersonal relationship which in turn improved teachers' commitments to work in many secondary schools in Kaduna State. Thus, it was concluded that most principals perform well in practicing visionary leadership style to improve teachers' commitments to works in secondary schools in Kaduna State.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This study assessed influence of Leadership Styles of Principals on Teachers' Commitment to Work in Secondary Schools in Kaduna State, Nigeria. The chapter consists of summary of the study, conclusions, recommendations and suggestion for further studies.

5.2 Summary

The study sought the opinions of teachers, principals and Ministry of Education officials on principals' leadership styles with particular emphasis to autocratic, democratic, transformational, transactional, situational and visionary leadership approaches as well as their influences to teachers' commitment to work in secondary schools in Kaduna state. The study addressed several issues encompassing background to the study, statement of the problem, objectives of the study, research questions, research hypotheses, basic assumptions, significance and scope of the study. The study further reviewed many related literature which were sourced from books, journals, magazines, news papers, previous researches, internet accesses etc. the review presented the conceptual framework which consisted of concept autocratic, democratic, transformational, transactional, situational and visionary leadership approaches as well as their influences to teachers' commitment to work in school organizations.

As regards the research methodology, the study presented research design, population of the study, sample and sampling techniques, research instrument, validity of the instrument, pilot study, reliability of the instrument, methods of data collection and

analysis of the collected data from the respondents. The study also presented, analyzed and discussed the data collected from the respondents based on the topic under study using frequency counts and descriptive percentages in order to measure the agreement or otherwise among the respondents. The Analysis of Variance statistical technique was used in testing the hypotheses of the study; in which out of six hypotheses, three were retained and three were rejected. Self-Structured Questionnaire (SSQ) was administered to teachers, principals and MOE officials from the sampled area of the study. The collected data were statistically analyzed for empirical referencing, conclusion and recommendations accordingly.

5.2 Conclusions

Based on the gathered stakeholders' responses, the following conclusions were drawn:

1. autocratic leadership style of many principals, through dictatorial approach, affected teachers' commitments to work in secondary schools in Kaduna State;
2. undemocratic leadership style of many principals, through poor-involvement of stakeholders in decision making and low-sharing of responsibilities, affected teachers' commitments to work in secondary schools in Kaduna State;
3. good transformational leadership style of many principals, through regular mentoring and capacity building programmes, influenced teachers' commitments to work in secondary schools in Kaduna State;
4. inadequate adoption of transactional leadership style by many principals, through irregular staff motivation and incentives, affected teachers' commitments to work in secondary schools in Kaduna State;

5. poor use of situational leadership style by many principals, through careless of conditional changes and regardless to cultural norms and values, affected teachers' commitments to work in secondary schools in Kaduna State; and
6. using visionary leadership style, many principals are very ambitious to the school vision and community development which influenced teachers' commitments to work in secondary schools in Kaduna State.

5.3 Recommendations

Based on the research findings and conclusions, the study recommended that:

1. Autocratic leadership style should be avoided by the principals as it affects decision making process and teachers' commitments to work in secondary schools in Kaduna State;
2. There should be regular practice of democratic leadership style by principals through sharing of managerial responsibilities among staff and involvement of all stakeholders in decision making in order to boost their participation in developmental activities in secondary schools in Kaduna State;
3. The principals should maintain transformational leadership approach thereby regular conduct of mentoring, training for capacity building and act of re-enforcement so as to boost staff morale and increase their commitments to work in secondary schools in Kaduna State;
4. The school principals should adhere to transactional leadership style thereby regular staff motivation through control of reward, re-enforcement and promotion so as to gain teachers' commitments to work in secondary schools in Kaduna State;

5. The principals should always consider situational leadership style by weighing economic and social challenges, respect to cultural norms and values in order to promote teachers' commitments to work in secondary schools in Kaduna State; and
6. The principals should remain ambitious towards the attainment to school vision through inspiration to community development so as to enhance teachers' commitments in secondary schools in Kaduna State.

5.4 Suggestions for Further Studies

From the outcomes of study, the following suggestions for further studies were made:

1. The students' mass failure in SSCE in Kaduna State has been related to poor performance of many principals to enhance teachers' commitments to work. Therefore, a study should be carryout on the influence of democratic leadership style of principals on teachers' performance in secondary schools in Kaduna State in Nigeria;
2. Looking at the poor performance of some principals in teachers' motivation, additional study should be conducted on the influence of transactional leadership style of principals on teachers' performance in secondary schools in Kaduna State in Nigeria; and
3. A research should be conducted on the effects of autocratic leadership style of principals on staff performance in secondary schools in Kaduna State, Nigeria.

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APPENDIX A

A QUESTIONNAIRE ON INFLUENCE OF LEADERSHIP STYLES OF PRINCIPALS ON TEACHERS' COMMITMENT TO WORK IN SECONDARY SCHOOLS IN KADUNA STATE, NIGERIA

Department of Educational
Foundations and Curriculum,
Faculty of education,
Ahmadu Bello University,
Zaria.
5th May, 2017

Dear Respondent,

REQUEST TO PROVIDE RELEVANT DATA FOR THE STUDY

This questionnaire is designed to assess the influence of leadership styles of Principals on teachers' commitment to work in Secondary Schools in Kaduna State, Nigeria. Therefore, your contributions in bringing out honest opinions as Teacher, Principal or Ministry of Education Official, will definitely aid this work. Your responses will also help me to fulfill the criteria for the award of the Master of Education (M.Ed) in Educational Administration and Planning.

All information given will be treated strictly confidential.

Yours Sincerely,

Maryam Umar Mahuta
P15EDFC8141

SECTION A: BIO DATA
Tick as appropriate, please [√]

Status:

- a. Teacher []
- b. Principal []
- c. MOE Official []

Gender:

- 1. Male []
- 2. Female []

Qualification

- 1. Diploma []
- 2. NCE []
- 3. B.Ed []
- 4. M.Ed []
- 5. Others specify _____

Working Experience

- 1. 5 - 10 []
- 2. 10 – 15 []
- 3. 15 – 20 []
- 4. 20 – above []

Location of school

- 1. Rural []
- 2. Urban []

Note:

In the optional columns below, SA = Strongly Agree, A = Agree, U = undecided, D = Disagree and SD = Strongly Disagree to give equal chance for respondents to select their choice.

SECTION A: Influence of Autocratic Leadership Style of Principals on Teachers' Commitments to Work in Public Secondary Schools in Kaduna State

S/N	Item Statement	SA	A	U	D	SD
1.	The principal uses personal authority to finalize decision to increase teachers' commitments to work in my school.					
2.	The principal uses suspension method to mobilize teachers' commitments to work in my school.					
3.	The principal uses dictatorship approaches to ensure teachers are committed to work in my school.					
4.	The principal uses punishment strategy to increase teachers' commitments to work in my school.					
5.	The principal opts to staff queries to achieve teachers' commitments to work in my school.					
6.	The principal prefers face-to-face supervision to regain teachers' commitments to work in my school.					
7.	Principal's hostility approach brews dislike and poor teacher commitment to work in my school.					
8.	Teachers are always intimidated by the principal which in turn affects their commitments to work in my school.					
9.	The principal uses demotion strategy to intensify teachers' commitments to work in my school.					
10.	The principal rarely communicates with teachers which in turn affect their commitments to work in my school.					

SECTION B: Influence of Democratic Leadership Style of Principals on Teachers' Commitments to Work in Public Secondary Schools in Kaduna State

S/N	Item Statement	SA	A	U	D	SD
1.	The principal involves teachers in decision making which improves their commitments to work in my school.					
2.	The principal encourages training and re-training to improve teachers' commitments to work in my school.					
3.	Principal keeps communication open to all stakeholders to increase teachers' commitments in my school.					
4.	Principal allows teachers to use their visions where appropriate to improve their commitments in my school.					
5.	The principal prioritizes sharing of responsibilities to intensify teachers' commitments to work in my school.					
6.	Principal prioritizes collective bargaining to increase teachers' commitments to work in my school.					
7.	Principal involves students in decision making to improve teachers' commitment to work in my school.					
8.	The principal uses division of labour to make teachers committed in my school.					
9.	The principal uses staff incentive to improve teachers' commitments in my school.					
10.	Principal adopts education guidelines to improve teachers' commitment to work in my school.					

SECTION G: Influence of Transformational Leadership Style of Principals on Teachers' Commitments to Work in Public Secondary Schools in Kaduna State

S/N	Item Statement	SA	A	U	D	SD
1.	The principal uses competency test to intensify teachers' commitments to work in my school.					
2.	The Principal entertains new technical skills to improve teachers' commitment to work in my school.					
3.	The principal uses regular mentoring to increase teachers' commitments to work in my school.					
4.	The principal uses staff symposia as a tool for increased teachers' commitment to work in my school.					
5.	Effective principal-teacher relationship increases commitment to work in my school.					
6.	The principal promotes a good working condition which improves teachers' commitments to work in my school.					
7.	The principal displays high level of ethical and moral conduct to energize teachers' commitments in my school.					
8.	The principal emphasizes on the effective communication to increase teachers' commitments in my school.					
9.	The principal prevails open climate to increase teachers' commitment to work in my school.					
10.	Principal promotes staff capacity building to improve teachers' commitments to work in my school.					

SECTION F: Influence of Transactional Leadership Style of Principals on Teachers' Commitments to Work in Public Secondary Schools in Kaduna State

S/N	Item Statement	SA	A	U	D	SD
1.	The principal uses control of reward to increase teachers' commitments in my school.					
2.	The Principal enhances teachers' commitments through strong interpersonal relationship in my school.					
3.	Control of punishment is frequently used by the principal to improve teachers' commitments in my school.					
4.	The principal uses staff promotion to improve teachers' commitments to work in my school.					
5.	The principal uses merit awards to gain teachers' commitments to work in my school.					
6.	The principal is task- oriented and has less concern for teachers' need satisfaction in my school.					
7.	The principal prioritizes teachers' re-enforcement technique to enhance their commitments in my school.					
8.	The principal encourages team-work for teachers in carrying out their responsibilities in my school.					
9.	The principal considers self-actualization to intensify teachers' commitments in my school.					
10.	Staff motivation and incentive are Principal's strategies of teachers commitments in my school.					

SECTION E: Influence of Situational Leadership Style of Principals on Teachers' Commitments to Work in Public Secondary Schools in Kaduna State

S/N	Item Statement	SA	A	U	D	SD
1.	The principal adjusts his behaviour by adopting situational changes to gain teachers commitments to work in my school.					
2.	The principal considers psychological response of teachers to regain their commitments in my school.					
3.	The principal considers personal quality in attracting teachers' commitments to work in my school. .					
4.	The principal considers individual differences in coordinating teachers' commitments to work in my school.					
5.	The principal considers economic changes in persuading teachers' commitments in my school.					
6.	The principal handles environmental changes in pressurizing teachers' commitments in my school.					
7.	The principal applies different strategies to achieve teachers commitments to work in my school.					
8.	The principal priorities sharing of ideas to mobilize teachers' commitments in my school					
9.	The principal considers cultural norms and values of teachers in ensuring their commitments to work in my school.					
10.	Religious background is considered by the principal to intensify teachers' commitment to work in my school.					

SECTION F: Influence of Visionary Leadership Style of Principals on Teachers' Commitments to Work in Public Secondary Schools in Kaduna State

S/N	Item Statement	SA	A	U	D	SD
1.	The principal is highly ambitious to school vision which makes teachers committed to work in my school.					
2.	Principal's emphasis on the laid down rules increases teachers' commitments to work in my school.					
3.	The principal considers personal integrity in boosting teachers' commitments in my school.					
4.	The principal is highly inspirational to positive school future which enhances teachers' commitments to work in my school.					
5.	The principal keeps communicating the school vision to increase teachers' commitments to work in my school.					
6.	The principal maintains good interpersonal relationship which intensifies teachers' commitments to work in my school.					
7.	The principal emphasizes on supervision to regain teachers' commitments to work in my school.					
8.	The principal prioritizes training and development to improve teachers' commitments to work in my school.					
9.	The principal accents inter-school competition to increase teachers' commitments to work in my school.					
10.	The principal prioritizes staff motivation to energize teachers' commitments to work in my school.					