IMPACT OF LEADERSHIP STYLES OF PRINCIPALS ON THE MAINTENANCE OF DISCIPLINE AND FACILITIES IN SECONDARY SCHOOLS IN FEDERAL CAPITAL TERRITORY,

ABUJA, NIGERIA

BY

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AUGUST, 2018

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

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM,
FACULTY OF EDUCATION,
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ZARIA, NIGERIA

AUGUST, 2018

DECLARATION

I hereby declare that the work in the dissertation entitled "Impact of Leadership Styles of Principals on the Maintenance of Discipline and Facilities in Secondary Schools in Federal Capital Territory, Abuja", has been carried out by me in the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria. 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 been presented for another degree or diploma at this or any other Institution.

_____ _____

OTUN, Akeem Olajide Date

CERTIFICATION

This dissertation titled Impact of Leadership Styles of Principals on the Maintenance of Discipline and Facilities in Secondary Schools in Federal Capital Territory, Abuja by Akeem Olajide OTUN, meets the regulations governing the award of the degree of Education in Educational Administration and Planning of the Ahmadu Bello University, and is approved for its contributions to knowledge and literary presentation.

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DEDICATION

This dissertation is dedicated to my parents, wife and children.

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All praises and adorations are due to Allah (SWT). The first without beginning and the last without ending, who taught man what he knew not. My sincere appreciation goes to my indefatigable supervisors, Dr. A.M. Jumare and Prof. B. A. Maina, for devoting their time to read through this work. In addition, I wish to express my gratitude to my parents, late Mr. Otun Abdulrafiu Olajide and Hajia Otun Hafsat Anike for their untiring supports; spiritually, morally and financially. May Almighty Allah continue to reward and be with them. Ameen.

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ABSTRACT

The study assessed the Impact of Leadership Styles of Principals on the Maintenance of Discipline and Facilities in Secondary Schools in Federal Capital Territory, Abuja. The study was carried out with six objectives among which are to: examine the impact of autocratic leadership styles of principals on maintenance of discipline and facilities in Secondary Schools in Federal Capital Territory, Abuja; ascertain the impact of democratic leadership styles of principals on maintenance of discipline and school facilities in secondary schools in the Federal Capital Territory, Abuja; and determine the impact of laissez-faire leadership styles of principals on maintenance of discipline and facilities in secondary schools in FCT, Abuja. Also, six corresponding research questions were raised and six null hypotheses formulated and tested in the study. Literatures were reviewed in the related areas of this study. Descriptive survey research design was used for the study. The population of this study comprised 56 principals, 3326 teachers and 55796 students in senior secondary schools in the Federal Capital Territory, Abuja. A sample size of 17 principals, 333 teachers and 382 students were used for the study. The sample size was arrived at using random sampling technique. A researcher-made instrument titled "Impact of Leadership Styles of Principals on the Maintenance of Discipline and Facilities" (ILSPMDF) was used to generate relevant data in this study. The instrument was validated by the researcher's supervisors. A quantitative analysis of inquiry was performed using the Cronbach Alpha reliability coefficient technique and reliability value of 0.79 was obtained. Both descriptive and inferential statistics were used in the analysis of data. The descriptive statistics of frequencies and percentages, means and standard deviation were used to answer the research questions and the bio-data of respondents, while inferential statistics of Analysis of Variance (ANOVA) was used to test the postulated null hypotheses at an alpha of 0.05 level of significance. Findings revealed among others that in most secondary schools, principals who were autocratic gave orders and demand total obedience without explanations or questions when maintaining discipline. They maintained discipline alone without the interference of teachers and other staff. Also, in secondary schools where charismatic leadership was practiced, principals managed subordinate impressions by constantly demonstrating courage and conviction when maintaining discipline. The principals inspired subordinates in pursuit of a vision relating to discipline in their schools. Recommendations were made that principals should avoid being autocratic and promote only traits that cause followers to respect them and consider the leader as a working personnel and proud inspirational. In addition, principals should be aware of democratic leadership style and should apply its traits and strengths in practice. This will enhance more commitment and interest in maintaining discipline and facilities in schools. School principals should pay attention to transformational leadership factors quickly for effective maintenance of discipline and facilities in schools.

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LIST OF ABBREVIATIONS

ANOVA	Analysis of Variance
FCT	Federal Capital Territory
MLQ	Multifactor Leadership Questionnaire
NES	Nigerian Educational System
NPE	National Policy on Education
PPMC	Pearson Product Moment Correlation
SEB	Secondary Education Board
SPSS	Statistical Package for Social Sciences

OPERATIONAL DEFINITION OF TERMS

1). Leadership: Leadership is the ability to display managerial skills to influence others' decisions towards goal achievement.

2). Maintenance: This is the ability or a process of keeping something to its original state for long

3). Principal: This is the head of Secondary School Education. He is the leader at this level of education who is vested with the power to manage, control and direct the affair of Secondary School towards goal achievement.

4). School Discipline: Is the system of rules, punishments and behavioral strategies appropriate to the regulation of children and the maintenance of order in school.

5). Secondary School: This is the type of education provided for pupils who had successfully completed their primary education, and in preparation for higher education.

6). Style: Style is the pattern or way of doing things or getting things done. It is the particular way in which something is done

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Secondary education system in Nigeria is a formal arrangement under the control and management of a principal. It is an integral part of the Nigerian educational system which is being guided by the National Policy on Education with specific objectives, which include: inculcation of the national unity;inculcation of the right values and attributes for the survival of the individual and Nigerian society; the training of mind to understand the world around; andthe acquisition of the appropriate skills and the development of mental, physical abilities and competencies as equipment for the individual to live in and contribute to the development of the Society (FGN, 2012).

Fafunwa (2014) described secondary education as the education given to pupils who might have completed their compulsory primary education and in preparation for higher (tertiary) education, or for those who may not capable to go further but might have acquired basic vocational skills to stay and survive on their own, and contributes to the development of the society. Thus in order to achieve these specific objectives of the secondary education, the managers or the administrators of this system of education (Principals) must provide basic administrative skills for the effective management of human and material resources at his/her disposal. His style of leadership and administrative structure will enhanced better job performance among the entire system and ensure academic achievement of students.

However, the effectiveness of the school principals to carry out the roles mention above has being a subject of discussion by many scholars of educational administration. Tswhe success or failure of the school principals is determined by their leadership styles or

administrative skills possessed by them. No wonder Okeke (2014), cited by Jiya (2010) revealed that the gradual decline in performance of the educational sector as an industry in the process of socio-economic and political development of Nigeria, is as a result of different issues and problems whose root can easily be traced to leadership in-efficiency. This revelation was highly supported by Ovwigho (2014), Tijjani and Shehu (2015) and Igunnu (2015) who affirmed that, "the main problem of any form of educational system in the 21st century in Nigeria is leadership". Of recent, leadership education has been given priority attention as most interesting course to be highly discussed by scholars of educational administration in any university in Nigeria. In-fact it is deceptive to assume that all principals in secondary school in Nigeria particularly FCT will behave same to their staff; maintain school facilities in the same way as wellin same manner. No group of individuals behaves or reacts exactly the same way and in the same manner when handling issues in any given circumstance. That is why Ngu (2010) said some leaders may be found utilizing their authorities or traits in most extreme cases while some may tend to be moderate in their discharge of responsibilities. Thus, Jiya (2011) concluded that, "each leader develops his own styles of leading or motivating his staff depending on his philosophy of management."

As discussed earlier, in the achievement of educational objectives of secondary school system, Aghenta (2015), and Ige (2011), posited that, Principal must display effective management of human and material resources, ensure effective academic achievement of students and enhance better job performance among others. However, the effectiveness of school principals in carrying out the roles mentioned above remained a vital discussion by many educationists especially in the field of educational administration. That is why some principals find it difficult to manage their schools.

This problem therefore, has been linked to lack of possession of appropriate skills and training by the school principals who has invariably led to low morale, poor communication

skills by the principals, lack of good leadership styles and interpersonal relationship skills to mention but few. Thus the acquisition, utilization and varying abilities of principals in the use of acquired skills for better performance and educational achievement at secondary school level is the major focus on this paper. Dogra (2010) defines managerial skills as knowledge to fulfill some activities or tasks. He concluded that this knowledge can either be learnt or acquired via the fulfillment of the activities stated above. Among the skills to be learnt and acquired by the secondary school principals as highlighted by Dogra (2010) and Manali (2011) are summarized thus;

i). Communication Skills: This has to do with passing information and making meaning out of it by the use of meaningful symbols for the attainment of educational development, from the head to the subordinates and stakeholders [teachers, students, parents, community etc.]

ii). Leadership Skills: This is mainly acquisition of certain skills by the manager of an organization in controlling, directing, commanding and managing human and material resources, as well as guiding them towards achievement of common objectives.

iii). Interpersonal Skills: These are abilities acquired by the head of a school or an organization, to bring people of different backgrounds and educational qualifications by working together for the accomplishment of a common goal.

iv). Motivational Skills: These are psychological process of influencing subordinates' behavioural patterns for a purpose and direction by getting the best out of them. Barbara (2005), adjudged Secondary school principals as a good and effective leader, when he is able to provide consistent motivation to the teachers and students; encouraging them to attain excellence and quality in their performance. A good principal is always looking for ways of improving job performance and academic standards in a school.

v). Decision-Making Skills: These are abilities by the school heads to choose best alternatives from among set of alternatives by involving others to partake in the process.

However, in the event of decline in the standard of education, or in-ability to achieve the set goals, one would be left to ask questions as; who is responsible for the declination? Who is to blame? In trying to provide answers to this teething rhetoric; which may include the government, the heads of the school, the staff, the students, the communities where the schools are located, and so forth, are possible answers to these questions. Findings revealed that the heads of the schools [the principals] are more responsible based on their styles of managing human and material resources, [that is, maintenance of discipline among staff and the school facilities]. Indeed the objective of this research work is to look for amiable solutions to issues and problems of educational development at secondary school level caused by lack of discipline among staff and students, as well as improper management of the school facilities, using an instrument titled: "Impact of Leadership Styles ofSchool Principals on the Maintenance of Discipline and Facilities in Secondary Schools in FCT, Abuja".

1.2 Statement of the Problem

Principals are the administrative heads and managers of secondary schools in Nigeria. As the heads of an institution at the post primary level, it is incumbent on them to possess and display certain managerial skills and effective leadership styles which assist them in managing the school for the accomplishment of set goals. These skills include; authocratic, democratic, laissez-faire, situational, transformational and charismatic leadership skills. These will go a long way to make impact on the principals in their maintenance of discipline among staff and students, as well assist them in the management of school facilities. However, there is an expressed concern by the educational administrators in various institutions of higher learning and public offices over the decline in educational system in Nigeria, these problems have been linked to administrative in-efficiency and lack of effective leadership skills. The relationship between leadership styles of principals and maintenance of discipline and school facilities has been a matter of concern to many researchers. Nwadian

(1988) and Adeyemi (2006), argued on whether or not leadership styles of principals influence the level of discipline among staff and students and educational facilities in secondary schools. Observation by the researcher revealed that the leadership styles of principals could perhaps have impact on the maintenance of discipline and facilities in the secondary school system particularly in FCT.

It is in the light of this that the researcher drew the problem of the study to include examine, determine, assess, ascertain and establish the impact of principals' various leadership styles (such as autocratic, democratic, laissez-faire, situational, transformational and charismatic leadership styles) onthe maintenance of discipline and facilities in secondary schools in Federal Capital Territory, Abuja.

1.3 Objectives of the Study

The study was set to:

1. examine the impact of autocratic leadership styles of principals on maintenance of discipline and facilities in Secondary Schools in Federal Capital Territory, Abuja, Nigeria;
2. ascertain the impact of democratic leadership styles of principals on maintenance of discipline and school facilities in secondary school in the Federal Capital Territory, Abuja, Nigeria;
3. determine the impact of laissez-faire leadership styles of principals on maintenance of discipline and facilities insecondary schools in FCT, Abuja, Nigeria;
4. establish the impact of situational leadership styles of principals on maintenance of discipline and facilities in secondary schools in FCT, Abuja, Nigeria;
5. assess the impact of transformational leadership styles of principals on maintenance of discipline and school facilities in secondary schools in FCT, Abuja, Nigeria; and

6. examine the impact of charismatic leadership styles of principals on maintenance of discipline and facilities in secondary schools in FCT, Abuja, Nigeria.

1.4 Research Questions

In trying to address the problems identified in the study, the following research questions were raised:

1. How does the autocratic leadership style of principalsimpacton the maintenance of discipline and facilities in secondary schools in Federal Capital Territory, Abuja, Nigeria?
2. Does democratic leadership style of principalsimpact on maintenance of discipline and facilities in secondary schools in FCT, Abuja, Nigeria?
3. How does laissez-faire leadership style of principals impact on maintenance of discipline and facilities in secondary schools in FCT, Abuja, Nigeria?
4. Does situational leadership style of principalsimpact onmaintenance of discipline and facilities in secondary schools in FCT, Abuja, Nigeria?
5. Does transformational leadership style of principals impact on maintenance of discipline and facilities in secondary school in FCT, Abuja, Nigeria?
6. How does charismatic leadership style of principals impact on the maintenance of discipline and facilities in secondary schools in FCT, Abuja, Nigeria?

1.5 Research Hypotheses

Based on the research questions raised, the following null hypotheses were postulated to guide the study:

1. There is no significant difference in the opinions of respondents on the impact of autocratic leadership style of principals on maintenance of discipline and facilities in secondary schools in FCT, Abuja, Nigeria.
2. There is no significant difference in sthe opinions of respondents on the impact of democratic leadership style of principals on maintenance of discipline and school facilities in secondary schools in FCT, Abuja.
3. There is no significant difference in the opinions of respondents on the impact of laissez-faire leadership style of principals on maintenance of discipline and facilities in secondary schools in FCT, Abuja.
4. There is no significant difference in theopinions of respondents on the impact of situational leadership styles of principals on maintenance of discipline and school facilities in secondary schools in FCT, Abuja.
5. There is no significant difference in the opinions of respondents on the impact of transformational leadership style of principals on the maintenance of discipline and school facilities in secondary schools in Federal Capital Territory, Abuja.
6. There is no significant difference in the opinions of respondents on the impact of charismatic leadership style of principals on maintenance of discipline and school facilities in secondary schools in FCT, Abuja.

1.6 Basic Assumptions

For the purpose of this research work, the following assumptions were made about the principals that:

1. they are academically qualified and relatively possess autocratic leadership skills to enable them examine the impact, on maintenance of discipline and school facilities in secondary schools in FCT, Abuja, Nigeria;
2. their knowledge of democratic leadership styles has positive bearing to ascertain the impact on the maintenance of discipline and school facilities in secondary schools in FCT, Abuja, Nigeria;
3. they have potentials to utilize their laissez-faire leadership skills todetermine the impact on maintenance discipline and facilities in secondary schools in FCT, Abuja, Nigeria;
4. staff, students, and community representatives would respond objectively as regards to their views on the situational leadership styles of principals on the maintenance of discipline and facilities in their schools;
5. Transformational leadership quality of principals in FCT secondary schools has promoted in the assessment of mutual discipline and maintenance of facilities in their respective schools; and
6. they have full control of their schools and impact on maintenance of discipline and facilities as a result of their charismatic leadership experience.

1.7 Significance of the Study

The importance of this study lies in the fact that the expected outcome will improve the management of secondary schools in the Federal Capital Territory, Abuja and other part of Nigeria. This is because managers will be well equipped with theories and knowledge of various leadership skills and with the right sets of managerial skills which will help in motivating staff and instill discipline to get the best out of them for the accomplishment of the set objectives.

Apart from this, managers will be well equipped with administrative skills and stand out among their equals, and they are liable to be effective and efficient in the running of the schools. In this regard, the outcome of this study will assist the principals to improve in inculcating discipline among staff and students, as well as ensuring an effective utilization of physical and human resources in FCT secondary schools via the adoption of relevant leadership styles in their administrative process.

This study will also help in solving or reducing nonchalant attitude of some staff in the handling of school facilities in FCT secondary schools and elsewhere in Nigeria. It is hoped that this study shall gear up principals to become conversant and more conscious of their managerial dispositions and improve on them for the attainment of set objectives for FCT secondary schools.

In addition to the above, this study will help reveal the concept of management based on the assertion that the efficient, viable and effective way to get results in the schools is to work with people in an organization instead of working through the people. Expectantly, the findings of the study shall assist the school managers to adjust positively; discovering the enormous task confronting them as parents, teachers, leaders, supervisors, and so on. It will help to see the need for a close communication relationship as it affects the desired goals of the organizations. Of course, it will inspire teachers who may aspire to leadership positions to identify the need for professionalism and go for further studies. This study brings out the importance of eradicating outdated principals and practices and usher in new breed of administrators who are adequately fortified with new technologies that can combat the bottle necks of modern times. The officials of the ministry of education and state schools boards will need the available information of a research work as this in order to help them formulate policies and make decisions regarding stakeholders and principals of secondary schools.

Thus the expected results of this study shall assist the principals in tackling the issue of indiscipline among staff and students and help them to improve their knowledge of leadership skills for effective maintenance of discipline and facilities in secondary schools. The research finding will help the professional organization involving in the management training to develop a module for educational administrators to acquire effective leadership skills. Finally, this study serves as literature materials for students and researchers who may wish to embark on similar research work.

1.8 Scope of the Study

This study was delimited to assess the impact of the leadership styles of principals of public secondary schools in selected area councils in FCT Abuja, Nigeria, on the maintenance of discipline and school facilities for the accomplishment of educational objectives of secondary schools as stipulated in the National Policy on Education (NPE) 2004. The study also relied on data and information collected using an instrument tagged: "impact of leadership styles of principals on the maintenance of discipline and facilitiesin public secondary schools in selected area councils of FCT, Abuja". It is not the intention of this study, to castigate or praise any principal or an individual that is a subject in this study. Thus, the study is a descriptive survey which specifically identifies the impact of leadership styles of principals on the maintenance of discipline and facilities in public secondary schools in selected area councils of the federal capital territory, Abuja, with the view to improving them for the accomplishment of educational objectives of secondary schools in Nigeria.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter focuses on the review of related literature on the leadership styles of Principals of Secondary School on the maintenance of discipline and school facilities. Thus, the review centers on the following sub-topics:

2.2 Conceptual framework;

2.2.1 Autocratic leadership style;

2.2.2 Democratic leadership style;

2.2.3 Laissez-faire leadership style;

2.2.4 Situational leadership style;

2.2.5 Transformational leadership style;

2.2.6 Charismatic leadership style;

2.3 Theoretical framework;

2.4 Roles and functions of principals;

2.5 Maintenance of Discipline in secondary schools;

2.6 Facilities as determinant factor of goal achievement in secondary schools;

2.7 Empirical Studies; and

2.8 Summary.

2.2 Conceptual Framework

Leadership style is a key determinant of the success or failure of any organization. A leader is a person who influences, directs, and motivates others to perform specific tasks and also inspire his subordinates for efficient performance towards the accomplishment of the stated organization objectives. Leadership style is the manner and approach of providing direction, implementing plans, and motivating people. According to Ngambi cited in Jeremy,

Melinde and Ciller (2012), leadership is a process of influencing others' commitment towards realizing their full potential in achieving a value-added, shared vision, with passion and integrity. The nature of this influence is such that the members of the team cooperate voluntarily with each other in order to achieve the objectives which the leader has set for each member, as well as for the group. The relationships between the leader and subordinate, as well as the quality of subordinates' performance, are significantly influenced by the leadership style adopted by the leader (Jeremy, Melinde and Ciller, 2012). Leadership style in an organization is one of the factors that play significant role in enhancing or retarding the interest and commitment of the individuals in the organization (Obiwuru et al., 2011).

Leadership is a critical management skill, involving the ability to encourage a group of people towards common goal. Leadership focuses on the development of followers and their needs. According to Singapore Productivity Association (SPA, 2010): there posited that leadership is a social influence which individual exhibits and gets the support of other persons in the accomplishment of a common goal. It has to do with the role someone play in influencing followers in order to achieve organizational goals. It basically helps followers achieve their goals as they work in the organizational setting; it encourages followers to be expressive and adaptive to new and improved practices and changes in the environment (Azka et al., 2011). According to Michael (2011) leadership has a direct cause and effect relationship upon organizations and their success. Leaders determine values, culture, change tolerance and employee motivation. They shape institutional strategies including their execution and effectiveness. Leaders can appear at any level of an institution and are not exclusive to management. Successful leaders do, however, have one thing isn common. They influence those around them in order to reap maximum benefit from the organization's resources, including its most vital and expensive.

In recent times, many organizations in the Nigerian education sector have recorded cases of immoral and unethical practices, gratifications, high labour turnover, in ability to meet basic required obligations, and incessant financial distress syndrome, which has led to many organizational problems in schools. This may be as a result of lack of effective leadership. The prime motive of many organizations is to achieve its stated objectives, hence the need to effectively coordinate and motivate the workers by an effective leader. Unfortunately some organizations do not take cognizance of the leadership style adopted by their managers.

Furthermore, Nworgu in Adeyemi (2010) view "leadership as the process of influencing the activities of a group of people by a leader in efforts towards goal achievement". It involves a force that initiates actions in people and the leader. U.S. academic environments define leadership as "a process of social influence in which a person can enlist the aid and support of others in the accomplishment of a common task". Chin, Roger (2015). Okonkwo (2011) maintained that leadership is everything that the leader does that affects the organization as objectives and their well-being. Of course effective leaders are conscious of what they (i.e. beliefs character), what they know (in tasks and human nature) what they do (such as implementing, motivating and providing direction). Also, Stogdill in Okonkwo (2011) saw "leadership as the process of influencing the activities of an organized group towards goal setting and goals achievement". Thus, it is clearly known that when an individual acts, he necessarily interact or transact with element of his environment. He both gives something and get something. This type of influence usually occurs within the structure of a social system and tends to contributes to its stability. Leadership therefore, refers to the attributes of a position in the social structure, the characteristics of a person and a category of behaviour.

According to Ibukun (2013), leadership is the act of influencing others to work enthusiastically toward the achievement of organizational goals. Building on this definitions,

the functions of organizational leadership can be said to be relationship of influence on relevant others, in and out of an organizational goals. This is because the attainment of organizational goals is a function of the cumulative inter play of the forces (that is, internal and external) influencing an organization. An effective leader therefore is one who diligently influences these forces to achieve the specified goals of the organization.Therefore, leadership entails an exceptional being with his subordinates, coming together to achieve common goal. Thus the focus of this study is to look at the impact of various patterns or ways in which school principals in FCT use or adopt in the maintenance of discipline and school facility towards achieving the secondary educational goals. Hence the need to examine, determine and ascertain which among the patterns or ways is best use to maintain discipline and facilities in our secondary schools particularly in FCT.

2.2.1 Autocratic leadership style

Autocratic leaders are classic “do as I say” types. Typically, these leaders are inexperienced with leadership thrust upon them in the form of a new position or assignment that involves people management. Autocratic leaders retain for themselves the decision-making rights. They can damage an organization irreparably as they force their ‘followers’ to execute strategies and services in a very narrow way, based upon a subjective idea of what success looks like. There is no shared vision and little motivation beyond coercion. Commitment, creativity and innovation are typically eliminated by autocratic leadership. In fact, most followers of autocratic leaders can be described as biding their time, waiting for the inevitable failure this leadership produces and the removal of the leader that follows (Michael, 2011).

Adeyema and Bolarinwa (2013) brought into focus a dimension of leadership style that is associated with the autocratic/democratic continuum. This is the task orientation-

versus relationship-oriented style of leadership with the task orientation being similar to the autocratic method and the relationship oriented style being similar to the democratic method.

It is concerns with leaders who focus on task objectives and organization goals. They direct what to do, when to do it, and ways in which the tasks will be accomplished. Power distance between leaders and followers can easily be seen. Leaders have all the power of making decisions with no consultation from the followers. They regard themselves as knowledgeable than their subordinates/followers. Thus, they arrive at un-trusted, unsupportive/poor decisions. They insist on controlling all organizational activities. They are seen as bossy and dictators. Lewin's research learnt the easiest for democratic leaders to change into authoritarian than the latter to democratic.

An autocrat employ coercive tactics to enforce rules use Machiavellian cunning to manipulate people and decision making, and reward loyalty over merit. Control is the primary management strategy employed by authoritarian leaders (Sage, 2012). This form of leadership emphasizes objectivity in the workplace, tends to be impervious to human problems, is insensitive to race and gender, and displays little emotion or affection toward employees. Douglas McGregor's Theory X becomes the authoritarian's motif, believing that people must be forced to work, closely supervised, and rewarded or punished based on individual productivity. They believe in a top-down, line and-staff organizational chart with clear levels of authority and reporting processes.

Fred Fiedler in Sage (2012) found that authoritarian leaders can be viewed as successful in certain task situations allowing for the extremes of consideration and ruthlessness, depending on the situation. School boards looking for a "take charge" principals encourage authoritarian leadership style. When the focus is primarily on high stakes test scores and a board of education's mandate to "right the ship," authoritarian leadership will

rule and will be rewarded throughout the entire school district. Research is silent in analyzing leadership styles across school leaders and situations, but there is a general consensus that some leaders are better than others in reading the environment and adjusting their style to address issues. Regardless of more recent democratic leadership styles, scientific management and the ghost of Frederick Taylor continue to prevail in many schools across America. Excessive accountability demands by legislators, school boards, and communities can lead to top-down authoritarian environments.

The fundamental element of the autocratic leadership style is control – control of jobs, rewards, and people's actions to the extent an autocrat can achieve it. Results are obtained through direct, explicit instructions on expectations of a job and how the work is to be performed. This style of leadership demands obedience and requires a good deal of reporting back to the leader. Negative, personalized feedback and punishment or threats of discipline are the most common methods the authoritarian uses to achieve results. Ngu (2010) liken this group to McGregor's Theory 'X' management style. He believes workers are lazy and lack initiative and therefore must be compelled to carry out their functions. It's easy to recognize a situation where someone is using the autocratic leadership style at work. Words that might be used to describe this kind of individual include: relentless, overbearing, unyielding, persistent, harsh, and ruthless.

The words that are synonymous with authoritarian usually leave people with a very negative feeling inside. That's how workers feel when they report to a manager that doesn't realize it's time to stop using the autocratic style. There is a time and a place where the coercive style is extremely effective; especially during a crisis. The troubling part about this style is when it's abused. Managers that act as if there is a crisis everyday, and continue to use this style over a long period of time, do more harm than good to an organization's

morale. Left unchecked, it can also result in degradation in employee performance too.The authoritarian is especially effective in some military situations, when an organization comes under attack, when draconian pruning of dead wood or obsolete procedures is needed, or when a workgroup is performing far below capacity and needs to be "whipped into shape." Autocratic leadership can have some negative effects if a workgroup is performing well. This brings up a final point that's important to understand. Subordinates respond negatively to the repeated use of threats under normal working conditions, and over time staff motivation is likely to decline under the influence of this type of leadership. Staff will quit both in terms of engagement and leaving the organization. The greatest negative effect of the autocratic style is on flexibility and generation of new ideas.

2.2.2 Democratic leadership style

The democratic leadership style is a very open and collegial style of running a team. Ideas move freely amongst the group and are discussed openly. Everyone is given a seat at the table, and discussion is relatively free-flowing. Democratic leadership, also known as participative leadership, is a type of leadership style in which members of the group take a more participative srole in the decision-making process. Researchers have found that this learning style is usually one of the most effective and leads to higher productivity, better contributions from group members and increased group morale. Democratic leadership 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 ofaction. This style is needed in dynamic and rapidly changing environments where very little canbe taken as a constant.In these fast moving organizations, every option for improvement has to be considered to keep the group from falling out of date.

The democratic leadership style means facilitating the conversation, encouraging people to share their ideas, and then synthesizing all the available information into the best

possible decision. The democratic leader must also be able to communicate that decision back to the group, to bring unity to the plan chosen. Because group members are encouraged to share their thoughts, democratic leadership can lead to better ideas and more creative solutions to problems. Group members also feel more involved and committed to projects, making them more likely to care about the end results. Research on leadership styles has also show that democratic leadership leads to higher productivity among group members.When situations change frequently, democratic leadership offers a great deal of flexibility to adapt to better ways of doing things. Unfortunately, it is also somewhat slow to make a decision in this structure, so while it may embrace newer and better methods; it might not do so very quickly. Democratic leadership style can bring the best out of an experienced and professional team. It capitalizes on their skills and talents, by letting them share their views, rather than simply expecting them to conform. If a decision is very complex and broad, it is important to have the different areas of expertise represented and contributing input – this is where democratic leader shines.

Anderson in Sarbapriya and Ishita (2012) identified the democratic leader as one who shares decision making with the other members and therefore, democratic leadership is connected with higher morale in the majority of the situations. He denied that democratic leadership is associated with low productivity and high morale and that authoritarian leadership is associated with high productivity and low morale. Hackman and Johnson (2015) supported Anderson's explanation on the relationship between democratic leadership and productivity. Democratic leadership is related with increased followers' productivity, satisfaction, involvement and commitment (Hackman & Johnson, 2013). Member satisfaction and nominations for leadership are greater under democratic leadership (Bass & Stogdill in Sarbapriya & Ishita, 2012). Although the significant drawbacks to democratic leadership are time consuming activities and lengthy debate over policy, participation plays a key role for

increasing the productivity of leadership (Denhardt & Denhardt, 2010; Hackman & Johnson, 2013).

Consequently, the primary characteristics of democratic leadership signifies that group members are encouraged to share ideas and opinions, even though the leader retains the final say over decisions and members of the group feel more engaged in the process leading to encouragement of creativity. Woods, A.P. (2010), view the democratic style of leadership still requires guidance and control by a specific leader. 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.

Chemers in Sarbapriya and Ishita (2012), also defined democratic leadership as emphasizing group participation. Thus, participation is the major characteristic of democratic leadership (Bass in Sarbapriya and Ishita, 2012). On the other hand, Kuczmarski and Kuczmarski (2013), talked about the distinctiveness of a democratic leader as erudite, influential, motivating, a winner of cooperation, a provider of logical consequences, encouraging, permitting of self-determination, guiding, a good listener and respecting, and situation-centered. Gastil (2014) defined the characteristics of democratic leadership as distributing responsibility among the membership, empowering group members, and aiding the group's decision-making process.

Democracy is differentiated from *laissez-faire*, however, by the fact that a democratic leader is very active in motivating group discussion and group decisions; a laissez-faire leader plays a passive, hands-off role (White & Lippitt in Sarbapriya & Ishita, 2012).The definitions of democratic leadership conceptualized by White and Lippitt emphasize group participation, discussion, and group decisions encouraged by the leader. However, the democratic leader strives to be a regular group member in spirit without doing too much of the work (White & Lippitt in Sarbapriya & Ishita, 2012).The key activity of the democratic leader is providing

information or expanding the knowledge of the members of his or her group. The essential characteristic of democratic leadership is participation. Over several decades, control and participation have been defined as the main characteristics of autocratic and democratic leadership styles respectively. Gill, E. (2016), define democratic leadership, as participative leadership or shared leadership, as a type of leadership style in which members of the group take a more participative role in the decision-making process. Everyone is given the opportunity to participate, ideas are exchanged freely, and discussion is encouraged. The democratic leadership style is based on mutual respect. It is often combined with participatory leadership because it requires collaboration between leaders and the people they guide.

The above discussion initiates us to mention some good fits for Democratic Leadership:

- **Creative groups:** Ideas need to flow in creative environments to find create new concepts and designs.
- **Consulting:** when paid to explore problems and find solutions, the leader's role will be, to explore the possibilities in-depth, which means that there has to be a great deal of exploration and open discussion.
- **Much of the Service industry:** New ideas allow for more flexibility to changingcustomer demands.
- **Education:** Few places need to be opened to different ideas than education, both by educators and their students.

In order to make democratic leadership effective, the following steps should be undertaken:

- **Keep communication open:** If the market place of ideas is going to be open for business, everyone needs to feel comfortable enough to put their ideas on the table. The

democratic leadership style thrives when all the considerations are laid out for everyone to examine.

- **Focus the discussion:** It's hard to keep unstructured discussion productive. It is the leader's job to balance being open to ideas and keeping everything on-topic. If the conversation begins to stray, the leader should remind everyone of the goal on hand and then steer it back and make sure to take note of off-topic comments and try to return to them when they are pertinent.
- **Be ready to commit:** In the democratic leadership style, one gets presented with so many possibilities and suggestions that it can be overwhelming and difficult to commit. But as the leader, when the time comes, he/she has to choose and do sowith conviction. The team depends on the clear and unambiguous mandates to becommitted.
- **Respect the ideas:** The leader and his/her team might not agree with every idea. It is crucial that he creates a healthy environment where those ideas are entertained and considered --not maligned-- or the flow of ideas will slow to atrickle.
- **Explain, but don't apologize:** The leader wants the advocates of the solutions that were not selected to understand that their thoughts were considered and hadvalidity, but that ultimately he had strong reasons to go a different direction. It is important that the decision be communicated, but he should not apologize for deciding on what he thinks.

Since leadership plays a vital part in democratic leadership style, understanding the character of democratic leadership is crucial. However, the definition of democratic leadership is confusing (Gastil, 2014). Also, little research has defined democratic leadership in thecontext of democratic leadership style. The leadership literature does not provide adequate concentration to democratic leadership in such movements, focusing on democratic leadership within small groups and organizations. This study conceptualizes a structure of democratic leadership style. The second model is characterized by **democratic** procedures of

decision-making.The framework includes contexts, motivations, characteristics, and outcomes of democratic leadership (Sanghan, 2011).

The study considers sacrifice, courage, symbolism, citizen participation, and vision as major characteristics in the display of democratic leadership in various political, social, and cultural contexts. Applying the framework to Mahatma Gandhi of India, the study considers him as typical model of democratic leadership forachieving democracy in British ruled India because Mahatma Gandhi demonstrated crucial characteristics of democratic leadership. Democratic leadership style in the leadership literature fails to elucidate "democratic leadership in democratic movements". The rationale behind this study is to delineate democratic leadership in democratic movements and introduce commendable model of democratic leadership for achieving democracy in political, socio-economical, and cultural contexts. Democratic leadership does not grow in a single dimension and is essential in achieving the organisational goals. Democratic enlightenment imposes very definite demands upon democratic leadership (Adorno in Sarbapriya and Ishita, 2012).

Democratic leadership plays an integral role in achieving democracy because leadership is associated with public values, freedom, equality, and justice (Denhardt &Denhardt, 2015). As public officials create public value (Moore, 2011), Moore sees public value as extrinsic and also intrinsic to the functioning of an eff ective democratic polity. Democratic leadership relies on the fundamental value ofdemocracy that is "a striving toward equality and freedom" (Waldo, 2013). "If thedemocratic leadership spreads through economic, political, and cultural networks, it maymake people even more prepared for democratic social change, making democraticleadership increasingly viable" (Gastil, p. 971). Democratic leadership in small groups and organizations emphasizes group participationand member relationships. Through the lens of groups and organizational behaviours, democratic leadership cannotadequately explain the dynamic dimensions of school organisation

becausedemocratic leadership in school organisation needs different characteristics forachieving democratic value, freedom, equality, and justice. These characteristics includesacrifice, courage, symbolism, participation, and vision. The following section proposes aframework of democratic leadership identified in school settings from thedifferent lenses of political, socio-economical, and cultural contexts.

Democratic leadership in a school settings consists of contexts,motivations, characteristics, outcomes, and leader-follower interactions. The horizontalarrows in the framework portray an influence on another construct, whereas the verticalarrows indicate the interactions between leaders and followers who engage in themotivations and characteristics of democratic leadership in school setting. Given the framework, this study defines democratic leadership in school setting as a political and social relationship among leaders and followers for achievingdemocracy through sacrifice, courage, symbolism, participation, and vision. Therelationship implies that a leader affects and is affected by followers (Northouse, 2012). The relationship emphasizes that democratic leadership in school settings is aninteractive event for democracy between the leaders and followers.

Most definitions of organizational culture refer to a system of shared values and beliefsthat produce norms of behaviour in the organization (Bass, 2010; Koberg & Chusmir in Sarbapriya&Ishita, 2012; Luthans, Peterson, & Ibrayeva; Schein in Sarbapriya&Ishita, 2012). The created culture of theorganization exerts an influence on the leader and shapes his or her actions and styles(Ogbonna & Harris, 2010; Scheinin Sarbapriya&Ishita, 2012). In a large scale organization such as a school setting, democratic leaders function as a model or symbol (Bell; Organ in Sarbapriya&Ishita, 2012). 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, it does have some potential downsides. In situations where roles are unclear

or time is of the essence, democratic leadership can lead to communication failures and uncompleted projects. Supportive cultureproduces a friendly place where people share their values and encourage participation(Cameron &Quinn, 2012).Participation is an essential characteristic of democratic leadership.

Courage and symbolism associated with democratic leadership comprise the power andinfluence to encourage participation and the premises for participation in school organisation. The most common characteristic of leadership is vision (Bass, 2010; Northhouse,2012; Yukl, 20014). Under undemocratic and undeveloped economic situations,democratic leadership involves a vision for democratic values, human rights, equality,freedom, and welfare. The vision of democratic leadership is enhanced with courage andparticipation. Democratic leaders not only create a vision, they also instill it in the heartsof followers. Societies, governments, and nations that have to consolidate and guarantee the principle of democracy are the ultimate vision of leadership (Denhardt & Denhardt,2015). This vision cannot be accomplished without courage, participation, and theinteractions between democratic leaders and followers in the school organisation.

These five characteristics of democratic leadership in school organisation contributeda critical role in achieving the outcomes of democratic leadership. The outcomes refer todemocratic reforms, and political liberalization that are the main goals of the demand fordemocracy. The outcomes and the demand are directly interconnected in school setting because the demand seeks certain outcomes of the progress of the organisation. The desired outcomes are aspects of democratic governance that entail democraticcitizenship, democratic accountability, civic engagement, and the public interest (DeLeon& Denhardt, 2015).The characteristics of democratic leadership in schools necessitateinteractions between leaders and followers. First, under democratic leadership, peoplewho desire more democracy and follow democratic leaders also make sacrifices forachieving democracy. Democracy emerges

with the blood of people since dictatorship inundemocratic leaders oppresses the organisation, democratic leaders, andfollowers to retain undemocratic authority.

The sacrifice and enthusiasm of the democratic leader for democracy influence followersto respect and to symbolize him or her in the progress of the school organisation. Thedemocratic leader wields a form of symbolic power that exerts a decisive influence onhow people perceive their realities and the way they act (Morgan, 2010). The behavioursof the democratic leader become messages and directions for followers to act upon toachieve the organisational goals. The behaviours and symbol of the democratic leader contribute topersuading followers who prefer democratic outcomes to participate in the school organisation. Thus, democratic leadership creates a symbol for better school organisation.democratic leaders are a great wave for social change, democratic leaderscannot move forward without the participation of followers. Thousands of people haveembraced the desire to achieve democratic value around the world. Democratic leadersand followers work together to establish their democratic institutions. Participation is notonly a core function during social change (Luthar, 2011), it is the power to build ademocratic society. Participation is encouraged by the sacrifice, courage, symbolism, andvision of the democratic leaders in democratic institutions.

Hence, the vision for democratic institution is a fundamental characteristic of democratic leadershipsince it creates the environment that leaders and followers pursue to improve their societyand nation in terms of the demand for democracy. Achieving a vision requires motivationand inspiration; keeping people moving in the right direction despite major obstacles tochange by appealing to basic but often untapped human needs, values, and emotions(Kotter in Sarbapriya&Ishita, 2012). The interactions between democratic leaders and followers in democratic institution consolidate the vision for democracy during the process of the movementdespite tremendous obstacles.

The functions of democratic leaders in democratic organisation have been noteworthy forthe progress of the organisation. Most of these leaders not only dedicated themselves to the progress of the organisation but also sacrificed themselves for enhancing democracy in the organisation. Although theleadership styles of these two leaders are different, the general principle of leadershippaid attention on democratic value that involves human rights and establishes democratic institution and societies.Smart leaders don't take too many decisions. Rather they take very few decisions and aresuccessful in creating great impact on the outcome. Such leaders don't work within thesystem but upon the system. For instance, Mahatma Gandhi's decision of breaking saltlaw at Dandi would have been a stupid act in normal circumstances. But he decided totravel from Ahmebad to Dandi, covering 830 kms on his feet and in the process,delivered number of speeches. This enlightened the people and they followed him. As aresult of his move, *Dandi Yatra* became the symbol of freedom struggle. In the history of5000 years of India, no other leader has been able to motivate the masses in a way whichwas made possible by Mahatma Gandhi. This was possible because Mahatma Gandhitried to understand people in depth, which no other leader has succeeded.

An effective leader is one who knows how much force should be used and when.Mahatma Gandhi was the master of this art. When he launched civil disobediencemovement against British rule, some protesters used violence in police station at *ChauriChaura.* As a consequence, Mahatma Gandhi immediately called-of the movementdespite opposition from every freedom fighter. The reason why Mahatma Gandhi calledof the movement was that he feared that government may take strong action which theweak freedom movement may not be able to bear. Movement might have dissipated orfissled out. But Mahatma Gandhi gave the call of "*DO or Die"* when he launched QuitIndia Movement. He knew that government has become weak because of the SecondWorld War and could be crushed with little force. Even though violence was resorted tomany places, but

still Mahatma Gandhi continued with the movement. He had uniqueability to take advantage of the opponent's weakness.

All leadership roles are goal oriented. Once a leadership role has been performed, itbecomes appropriate to raise questions about the effectiveness of such leadership. Asleadership role is determined by the interplay of many variables, the effectiveness alsobecomes a function of the dynamic inter-relations of the personality characteristics of theone who exercises leadership role, the personality traits of the members of the group andof the situation within each individual role. Besides, the effectiveness is also closelyrelated to the leadership patterns, which, in turn, are continuously affected by theinfluences stemming from traditions, charismatic attributes and legal enactments.The sacrifice and enthusiasm of the democratic leader for democracy influence followersto respect and to symbolize him or her in the progress of democratic institution. Thedemocratic leader wields a form of symbolic power that exerts a decisive influence onhow people perceive their realities and the way they act (Morgan, 2010). The behavioursof the democratic leader become messages and directions for followers to act upon toachieve the organisational goal. The behaviours and symbol of the democratic leader contribute topersuading followers who prefer democratic outcomes to participate in democratic institution. Thus, democratic leadership creates a symbol for democracy.

2.2.3 Laissez-faire leadership style

Leadership has a direct cause and effect relationship upon organizations and their success. Leaders determine values, culture, change tolerance and employee motivation. They shape institutional strategies including their execution and effectiveness. Leaders can appear at any level of an institution and are not exclusive to management. Successful leaders do, however, have one thing in common. They influence those around them in order to reap maximum benefit from the organization’s resources, including its most vital and expensive.

The laissez-faire leadership style is where all the rights and power to make decisions is fully given to the worker. This was first described by Lewin, Lippitt, and White in 2012, along with the autocratic leadership and the democratic leadership styles.Kevin W. (2013).Laissez-faire leaders allow followers to have complete freedom to make decisions concerning the completion of their work. It allows followers a self-rule, while at the same time offering guidance and support when requested. The laissez-faire leader using guided freedom provides the followers with all materials necessary to accomplish their goals, but does not directly participate in decision making unless the followers request their assistance.

In the word of Robbins, Judge and Sanghi (2011), they explained that laissez-fair style as "Abdicates responsibilities avoid making decisions".Similar Luthans (2010), defined laissez-fair style as "Abdicates responsibilities avoids making decisions". Laissez-Fair is uninvolved in the work of the unit. It's difficult to defend this leadership style unless the leader's subordinates are expert and well-motivated specialists, such as Scientists. "Leaders let group members make all decision" (Mondy &Premeaux, 2011, p.347). "Behavioural style of leaders who generally find the group complete freedom, Provide necessary materials, participate only to answer questions, and avoided giving feedback" (Bartol &Martin, 2015). The concept of laissez was also given by Osborn as "Abdicates responsibilities and avoiding decisions" (Osborn, Schermerhorn & Hunt, 2008, p.258). Above all, the authors defines the Laissez–Fair Leadership with their own words according to their given definitions the idea of this type of leadership is same.

Authors defines that in this style the Leaders normally don't want their interference in decision making process. They normally allowed to their subordinates that they have power to get their personal decisions about the work. They are free to do work in their own way and they are also responsible for their decision. Normally Leaders avoids to making decision and don"t involve in working units because the leaders gives to subordinates to completely

freedom to do decisions. Sometimes the leaders provide them to important material and they just involve the answer and question but avoiding feedback. The process of that account for an individual's intensity, direction, and persistence of effort toward attaining a goal" (Robbins et al., 2011, p.215).The forces that energizes behaviour, gives direction to behaviour, and underlies the tendency to persist" (Bartol & Martin, 2013, p.377). Motivation is desires to put forth efforts in pursuit of organizational goals mangers can always improve their understanding of the forces that energize employees. There is enormous energy within every person and manger certainly should not prevent its release" (Mondy & Premeaux, 2011, p.308). The set of forces that initiates, directs, and make people persists in their efforts to accomplish a goal (Williams, 2011, p.578). Refers to forces within an individual that account for the level, direction, and persistence of effort expended at work (Osborn, 2010, p.110).

The psychological forces that determine the direction of a person's behaviour in an organization, a person's level of effort, and a person's level of persistence" (George & Jones, 2014, p.179). "The set of processes that arouse direct, and maintain human behavior toward attaining some goals" (Greenberg & Baron, 2011, p.254). Technically word motivation traced Latin word "mover" which means "to move". Motivation is a subroutine which begins with a physiological or psychological defect or wants that start a manner of acting that is plan to accomplish a goal or objective. Physiological and psychological drives are movement directed and accessibility of power push toward reaching an incentive. Inducement or Incentive means the things which will alleviate a wants and which decrease a drive. Above all the Authors gave their own theories about the Motivation. It has some micro conception of some words; there are four things common in every definition like Efforts element which describes the density or drive. Normally motivated peoples wants to hard work but high level

of efforts or unluckily to level to helpful job performance unless the attempt jump the in direction that useful of the company.

Organizational goal means the kind of attempt that we should be getting finally; we will relate to motivation as need satisfying process. Imitation of efforts is concerned with the wishes aims or wants that persons make about how much tries again and again to put their job. Direction of effort concerned with the wants that persons making the deciding where atom put forth effort in their job. Persistence efforts deals with the needs that persons make about how much they put forth efforts in their jobs before decreasing these efforts. They found a positive relationship between contingent reward and follower motivation, however negative relationship was found between Management by exception (passive) with follower motivation. And also shows the negative relationship between laissez-faire leadership with follower motivation.

Barbuto (2010) Worked on Motivation and Transactional, Charismatic, and Transformational Leadership". He receives data from 186 leaders and their seven hundred fifty nine raters. Results were obtained using the SPSS. Examination of the MLQ of both rater‟s reports and managers self-reports start by estimate subscales of the full range leadership behaviors. Transactional leadership (contingent reward, Management by exception (active) and management by exception (passive) have significant and positive relationship with intrinsic motivation. Laissez Fair leadership has also positive and significant relationship with intrinsic motivation. And relationship of Transactional leadership and its components like (contingent reward, Management by exception active and management by exception passive) have significant and positive relationship with Extrinsic motivation. Laissez Fair leadership has also positive and significant relationship with extrinsic motivation. Webb (2003) "Conducted a study on Presidents' Leadership Behaviours Associated with Followers' Job Satisfaction, Motivation toward extra effort, and Presidential. He receive the data through

sample (MLQ)of 315 chief student affairs officers, chief academic, and financial were chosen from the town of 105 member organization in the Council for Christian Universities and colleges, 223 participants (70.8%) returned questionnaires. Results were receive with the help of Descriptive statistics were utilized to describe the sample Means and SD. They found that Contingent reward has positive and significant relationship with Motivation while Management by exception active and passive have significant and negative relationship with Motivation. Laissez fair leadership has significant and negative relationship with motivation toward extra effort.

It is difficult to think of a Laissez-Faire leader as a leader, since his/her objective is to avoid influencing subordinates. This leadership style allows complete freedom to group decision without leader's participation. Thus, subordinate are free to do what they like. The role of the leader is just to supply material. The leader does not interfere with or participate in the course of events determined by the group. Otu (2014) describe laissez-faire as a leaderless style. This is not unconnected with the inaction of the inaction of the leader in term of decision making process. This is a very good example of McGregor's Theory 'Y.' He is highly flexible and respect the wishes and aspirations of the group members. The style is highly democratic. The leaders' super-democratic concern leaves him with little or no self-initiative or self confidence in the management of affairs of the organization or society (Ngu, 2010). He enjoys leadership of position and not of functions. He believes the workers are hardworking, self initiative and therefore don't have to be coerce or compelled to do what they love doing.

In as much as the style encourages individual initiative and hard work, it also has an disadvantage of leading to anarchy and chaos as everybody is free to do what he/she wants, and such atmosphere would not guarantee the realization of organizational goals. Like Tijjani and Sehu (2011) assert that in the school system, there would be no proper teaching and

learning and the educational goals which transcend the national objectives may not be achieved. Laissez-faire leadership tends to be effective only under the very specialized situation when team members are highly skilled and/or knowledgeable in a specific area of expertise and when the goals of the organization are clear to and accepted by everyone. The style tends to result in the least production, motivation, and independent initiative on the part of subordinates of all the leadership styles. Research shows it to have more negative effects on productivity, satisfaction, and cohesiveness than any of the active forms of leadership.

2.2.4 Situational leadership style

Situational Leadership gives leaders the guidance they need to coach their people throughout the performance management period. During the initial meeting, it guides the leader in setting the degree of participation for the planning and goal setting process. During the rest of the period, Situational Leadership guides the leader in each interaction with the follower. The underlying principle in Situational Leadership is that leaders should adjust their leadership styles to their followers' readiness level (ability and willingness) to perform a given task. Leadership is the amount of task behaviour (direction) and relationship behaviour (support) given by a leader (Paul&Roger,2011).The same principles apply to the leadership roles in performance coaching process. To be effective, leaders must adjust the way in which they counsel their people based on their level of readiness for each task that they are expected to perform. Performance coaching is a unique application of the principles of Situational Leadership that guides leaders in the day-to-day transactions with their followers.

To determine what leadership style is appropriate to use in a given situation, one must firstdetermine the readiness level of the follower in relation to a specific task that the leader isattempting to accomplish through the follower’s efforts. Once this readiness level is identified,the appropriate leadership style can be determined by constructing a right angle (90

degrees)from the point on the continuum that identifies the readiness level of the follower to a pointwhere it intersects on the curvilinear function in the leader behaviour portion of the model. Thequadrant in which that intersection takes place suggests the appropriate style to be used by theleader in that situation with a follower of that readiness level. Suppose a manager has determined that a follower's readiness level in terms of administrative paperwork is low. Using Situational Leadership, the leader would place an X on the readiness continuum. Once the manager had decided to influence thefollower's behaviour in this area, the manager could determine the appropriate initial tyle to useby constructing a right angle from the X drawn on the readiness continuum to a point where itintersects the bell-shaped curve.

The primary strengths of situational leadership are that it is directive and flexible innature, in that the model tells the leader what to do given different situations. Understandingwho can, and will, do what, is critical to leadership. Leadership implies change, and SituationalLeadership is based on adaptation to change. External and internal pressures cause people,groups and goals to change, and good situational leaders are capable of quickly responding to allkinds of change. Situational Leadership is clearly defined, easy to apply and logical. Forinstance, the newest team member is likely have great enthusiasm for the project, but may nothave perfected the skills required for their first task. This individual would need more directionthan motivation in the beginning. As that individual mastered the task, much less directionwould be required, but more motivation might be required to stave of boredom as the taskbecame repetitive and unchallenging. At that juncture, the leader would need to reassess the newtask/relationship balance and adapt the amount of direction and support required for the newsituation (Tacy,2012).

Situational Leadership is prescriptive, yet flexible by guiding the leader in balancingthe amount of direction verse support a follower needs depending on their ability and desire.Situational leadership recognizes and values differences among team members,

plays to theindividual's strengths and nurtures and works to develop their weak areas. The diversity of thetwenty-first century requires adaptation of last century's methods and situational leadershipbuilds on the individual traits of the follower. Rather than representing problems, gender, age,cultural origin, socioeconomic background, and sexual identity are merely components that helpcreate the whole individual that is assessed for task and behaviour readiness in the situationleadership model (Tacy,2012). This diversity enriches and strengthens the team. Additionally, this modelrequires leader to involved and knowledgeable with both the production and personnel aspects ofthe process in order to accurately adapt their own behaviour. I think of this as leading from withinas opposed to leading from above. A leader needs to be connected to the goal, as well as to thoseseeking the goal, and situational leadership validates that connection (Hersey& Blanchard, 2010).

Situational Leadership has endured a moderate test of time. It has been applied in both largeand small populations, in business, military, educational and family settings for over fourdecades. It is both generally well accepted in a variety of venues and is also frequently utilizedas a leadership training tool in corporations, industry and in educational institutions with positiveresults (Northouse, 2014). The circumstantial nature of the model requires that the leader adapt theirown behaviour each time the situation changes. Each time the relationship between the followerand the task changes, the situational model allows the leader to reframe their actions to meet newparameters. In reapplying the model in successive approximations, the leader can reassess thedegree of direction and support the followers need throughout the continuum from goal inceptionto goal attainment.

Situational Leadership requires incredible judgment based on task knowledge and humanassessment. Not everyone has the vision, character, perception, strength, tenacity, luck, orconstituent buy-in, to lead in every situation, despite their traits, skills, or style. Misdiagnosingeither the follower's ability or willingness to complete a task can disrupt the

team's progressionand undermine the follower's self-esteem. Both underestimating and overstating the team'sabilities are detrimental to goal attainment. The misdiagnosis of the readiness and commitmentof multiple team members could quickly lead to project failure. A strong situational leaderwould need to be well educated in cognitive and psychosocial development theory, alert todifferences among people due to the influences of gender, age, cultural and racial identity and ofthe social parameters that cause change.Situational Leadership Theory requires the leader be closely familiar with the intellectual anddevelopment level of those being lead. The model does not address important details like thecomplex factors effecting motivation. The model does not include tools for the leader todiagnose a group's task ability or communal willingness. It is much harder, or impossible, for aleader to really know all the members of larger the groups and consequently diagnosis andprescriptions for the followers behaviour are based on less, or no, personal information. That iswhy the situational leadership is better suited to small groups, or for small groupswithin a larger organization with a single cohesive goal. Truly understanding the abilities andmotivations of the team are vital to and a major limitation to this theory.

Situational Leadership has been applied in various workplaces, on a variety of followers, byan assortment of leaders, with varying success. However, little formal research has beenconducted on the effectiveness of situational leadership and some studies refute thetask/relationship pairings in the Situational Leadership quadrangle. In a study of 300 high schoolprinciples and new teachers, Vecchio found that some followers preferred a strong leadershipstyle despite their task readiness. A later study, also by Vecchio, found that followers with moreeducation and experience desired less structure regardless of the leader's supportive behaviour(Northouse, 2014). A last criticism related to the research on situational leadership concerns the biasinherent in the leadership questionnaires that support the theory. The close-ended questions limitthe respondent to choosing answers that support the theory.

Despite these shortcomings,Situational Leadership is a valuable tool when used appropriately.

Universities are populated by people with diverse thoughts, cultural backgrounds, intellectualabilities, passions, opportunities and expectations. Universities are also split into subdivisionswith purposes and goals that support the overall mission of the institution. Since situationalleadership builds on the strengths, and strives to educate weaknesses of followers, it is verycompatible with the workings of higher education. The most successful Student Affairspractitioners are in tune with the both the psychosocial and intellectual development of studentswhich enables them to use situational leadership to lead students toward their goals. Collegestudents are immersed in an environment that promotes rapid growth and the flexibility ofsituational leadership allows for leaders to adapt their style to meet the ever changing abilitiesand needs of individual students. The university is a place where diversity is seen as a resourcenot a hurdle, where innovation comes from the youngsters, as well as from the elders, wherechallenge is the impetus for growth not failure, and situational leadership can provide the roadmap for the tiniest of steps or for giant leaps toward goal attainment.

Situational leadership teaches the leader to transform to match the needs of the team whichmeans the leader's development is nurtured by the follower's growth. Although student servicesworkers frequently do the same tasks over and over again, each situation is slightly different,each student is unique, and situational leadership directs how to balance leadership style with thecircumstances. Situational leadership is also an adaptable tool for students to use in governingthemselves and campus leaders can easily train their followers to lead. The fluid character ofthis theory fits the dynamic nature of the collegiate population, both the student-body and theadministration. Situational leadership can direct leaders and followers to transition frominsecure to confident and from unknowing to informed, empowering both parties.

2.2.5 Transformational leadership style

In recent years organizations have gone through dramatic changes, includingflatter and looser structures, downsizing, and horizontal approaches toinformation flow. On the one hand these changes are due to rapid technologicaldevelopments, global competition, and the changing nature of the workforce. Onthe other hand these organizational transformations and innovations are triggeredby interventions such as total quality management and school process reengineering.Leadership is regarded as a critical factor in the initiation and implementationof the transformations in organizations. If leadership wants to engender apositive impact on individuals, teams, and organizations, both practitioners andresearchers have argued that earlier leadership paradigms such as directiveversus participative leadership, consideration versus initiating structure, autocraticversus democratic leadership, and task versus relations-oriented leadershipshould be broadened (Lievens,Geit&Coetsier, 2014).

Transformational leadership is defined as a leadership approach that causes change in individuals and socialsystems. In its ideal form, it creates valuable and positive change in the followers with the end goal of developingfollowers into leaders. Enacted in its authentic form, transformational leadership enhances the motivation, moraleand performance of followers through a variety of mechanisms. These include connecting the follower's sense ofidentity and self to the mission and the collective identity of the organization; being a role model for followers thatinspires them; challenging followers to take greater ownership for their work, and understanding the strengths andweaknesses of followers, so the leader can align followers with tasks that optimize their performance.

With respect to the management of transformation processes in organizations,there is a strong need for leaders who are more change-centred. These leadersplace value on the development of a clear vision and inspire followers to pursuethe vision. In this way they

provide a strong motivational force for change infollowers. Anderson and King (2011) also concluded that besides a participative leadership style, a clear vision or mission is most likely to foster innovation.Leaders who enhance followers' confidence and skills to devise innovative responses, to be creative, and to take risks, can also facilitate the changeoverprocesses in organizations (Howell & Avolio cited in Lievens,Geit&Coetsier, 2014).Resulting from this, a paradigm shift occurred in the past decade with theemergence of "new leadership" theories such as transformational andcharismatic leadership (Bryman, 2011). Although the terms "charisma" and"transformational leadership" are often used interchangeably, Bass makes adistinction between them, with charisma forming a sub-dimension of transformational leadership (Bass, Bass & Avolio cited in Lievens,Geit&Coetsier, 2014). As promoters ofchange, transformational leaders elicit performance beyond expectations byinstilling pride, communicating personal respect, facilitating creative thinking,and providing inspiration.

Recently, the logic behind transformational leadership has begun to dissipateinto the content and design of leadership development programmes (Avolio & Bass, 1995;Barling, Weber&Kelloway, 2008; McCauley & Hughes-James, 1994). Oneof the first steps of these programmes consists in identifying the transformational leadership qualities of the target leaders.The initial concept of transformational leadership was provided by Burns in his researches aboutpolitical leaders. According to Burns, transformational leadership is a process in which leaders andfollowers promote each other to higher levels of morality and motivation. Transformational leaders helptheir followers to look at old problems via a new perspective. They stimulate their followers to attempthigher than usual levels. Transformational leaders inspire their followers to think more than their ownaims and interests and to focus on greater team, organizational, national and global objectives. Byproviding future perspective, such leaders influence over their followers in a manner that

they assume thatperspective as their own aim and show high efforts to achieve it. These leaders are able to move theorganization toward the ideal perspective by coordinating the employees and integrating all systemcomponents (Cacioppe, 2010, p. 336).

Transformational leaders are referred to those ones who try to show the organizations a newroute for improvement and progress by generating new ideas and perspectives. They also mobilize theorganization by motivating managers, employees and members of the organizations to radical changes,transforming organizational pillars to achieve necessary readiness and capabilities to move in this newroute as well as achieving higher levels of idealized performance (Sanjaghi, 2010, p. 44).Transformational leaders increase their followers' creativity, motivation and spirituality whiletransactional leaders address to personal and future interests of their followers. Transformational leadersemphasize on what you can do for your country while transactional leaders focus on what the country cando for you (Ozgoly, 2011, p. 206).Transformational leaders change their followers, empower them to develop and create newneeds, tendencies and values because that their requirements are met. Therefore, the followers may grow,develop and change to leaders.Transformational leaders are facing with values, ethics, standards and long-term aims and focuson their followers' performance and development in order to increase their capabilities. Often,transformational leaders have strong internal ideals and values (Northhouse, 2014, p. 131).

The Factors of Transformational Leadership

Charisma (idealized influence)

Charismatic leadership is a component of transformational leadership and idealized influenceincludes idealized traits and idealized behaviours. Inspiring the honor and proud to followers and theircontribution to group interests are, *inter alia*, most obvious idealized characteristics of a leader.Followers' exaltation, dignity, respect and unquestioned obedience

transmit an idealized feeling. Talkingabout the most important values and a strong feeling to aims as well as spiritual and moral results ofdecisions are among idealized behaviours indicators. Idealized influence causes that leader be a behaviouralmodel for followers.

Idealized influence shows the capability of trust making and understanding the leadership byfollowers. It is a radical factor in accepting changes in the organization. Without such trust and braveness,any effort to conduct the organization in order to achieve its aims will be fruitless. A man can lead otherswhen they are ready to be led by him/her. Others will believe and appreciate such person if he/sheperforms his/her duties well (potential followers). In other words, a man is a leader when he has idealizedinfluence and has expressed it to their own followers. Basically, the followers will try to obey the leadersbecause of their idealized influence. However, the most successful leaders are achieving to a high level oftrust and understanding because that followers mitigate them. Leaders with idealized influence arerespected and trusted persons. Followers recognize themselves via him/her and try to mitigate him/her.Such leaders "perform right works" and possess high human and moral behaviours. Such leaders are notusing their leadership power and capacity to achieve personal aims. They try to achieve organizationalobjectives by conducting and guiding their followers. Charisma explains those individuals who arespecial and stimulates others to follow their own perspectives (Northhouse, 2014).

Inspirational Motivation

Inspirational motivation is one of the capabilities of transformational leadership that introducesthe leader as a figure who encourages the followers to suitable behaviours inspirationally. Whentransformational changes should be posed in the organization, the leader shall encourage the followers toaccept new belief and idea (change) continuously. Therefore, transformational leaders should behave in aspecial way and stimulate their followers. Implicitly, such behaviour shows the tendency and optimisticand encourages team working.

Peter Senge believes that inspiration is the basis of motivation. It is this kind of motivation thatstimulates the followers' commitment to perform organizational aims. Actually, in inspirationalmotivation, leaders create a shared insight for followers. The individuals learn when there is a factualvision not because the leaders tell them but because they themselves like to do that and not because thatthe leaders command them but because that they themselves want to act in this manner. This insight ishigher than needs hierarchy levels and is inspired among followers by stimulating a shared insight oforganizational aims.Generally, inspirational motivation consists of: Optimistic speaking of future; Enthusiastic speaking about what needed to be done; Expressing an attractive perspective of future; Stating the confidence to the fact that the aims will be met; Drawing an excited picture of what should be considered; and Taking up challenging problems (Moghali, 2013, p. 70).

Intellectual Stimulation

Intellectual stimulation is one of the capabilities of transformational leaders which plays animportant role in diversifying process of the organizations (change). Transformational leaders try toencourage their followers to creativity and innovation. Such leaders encourage changing in thinkingmethods about problem solving and use metaphors and examples. Therefore, they may use new andcreative ideas to resolve the problems.Transformational leaders believes that intellectual motivation is a driving force that stimulates the followers to thinkabout beliefs and values as well as being aware of problems and their resolutions. In this line,transformational leadership promotes the followers' capabilities to understand the organizational natureand difficulties. What is considered here more is paying further attention to creative and developed ideasrather than rapid reactions. The leader creates a challenge for followers in order that they think aboutwhat they are doing. Also, this factor is recognized as a tool to generate learning organization.

Overall, intellectual stimulation consists of:Reinvestigating basic assumptions and questioning them; Looking for various perspectives when resolving the problems; Enforcing others to look at the problem from different views; Encouraging nontraditional thinking to address traditional problems; and Encouraging revising the ideas that are not questioned yet (Moghali, 2013, p.71).

Individualized Consideration

Individualized consideration is another characteristic of transformational leadership. Payingattention to others is one of the most important aspects of transformational leadership. Individuals aresupported by leaders and leaders are concern about their personal feelings and needs. Transformational leaders help their subordinates in fulfilling their potential talents andincreasing their responsibilities in the organization. Transformational leaders differ from transactionalleaders in diagnosing the needs because that transactional leader tries to meet lower needs than higherneeds such as development and maturity.

Overall, individualized consideration consists of:Spending time in teaching and coaching; Behaving others as persons not just group members; Paying attention to others as persons who are the owner of different needs,capabilities, dreams and wishes; Helping others to develop and grow their own capabilities; Listening to others demands and interests; and Developing individuality and facilitating individuals' growth (Moghali, 2013,p. 73).

Effective utilization of transformational leaders' skills will indicate following traits of theseleaders:Creativity; Team-orientation; Appreciation of others; Teaching (learning); and Responsibility.A transformational leader is a person who stimulates and inspires (transform) followers to achieve extraordinary outcomes (Robbins and Coulter, 2011). He/she pay attention to the concern and developmental needs of individual followers; they change followers' awareness of issues by helping them to look at old problems in a new way ; and

they are able to arouse, excite and inspire followers to put out extra effort to achieve group goals (Warrilow, 2012). Transformational leadership theory is all about leadership that creates positive change in the followers whereby they take care of each other's interests and act in the interests of the group as a whole. The concept of transformational leadership was introduced by James Macgregor Burns in 1978 in his descriptive research on political leaders, but its usage has spread into organisational psychology and management with further modifications by B.M Bass and J.B Avalio (Jung & Sosik, 2012).

Transformational leadership enhances the motivation, morale, and performance of followers through a variety of mechanisms. These include connecting the follower's sense of identity and self to the project and the collective identity of the organization; being a role model for followers that inspires them and makes them interested; challenging followers to take greater ownership for their work, and understanding the strengths and weaknesses of followers, so the leader can align followers with tasks that enhance their performance.

Weaknesses of Transformational Leadership

Leadership is a major factor which contributes immensely to the general wellbeing of organisations and nations.Yukl (2010) identified seven major weaknesses of Transformational leadership. First is the ambiguity underlying its influences and processes.The theory fails to explain the interacting variables between transformational leadership and positive work outcomes. The theory would be stronger if the essential influence processes were identified more clearly and used to explain how each type of behaviour affects each type of mediating variable and outcome.

Secondly is the overemphasis of the theory on leadership processes at the dyadic level. The major interest is to explain a leader’s direct influence over individual followers, not leader influence on group or organisational processes. Examples of relevant group-level processes include:

(1) how well the work is organised to utilise personnel and resources;

(2) how well inter-related group activities are coordinated;

(3) the amount of member agreement about objectives and priorities;

(4) mutual trust and cooperation among members;

(5) the extent of member identification with the group;

(6) member confidence in the capacity of the group to attain its objectives;

(7) the procurement and efficient use of resources; and

(8) external coordination with other parts of the organization and outsiders.

How leaders influence these group processes is not explained very well by the transformational leadership theories. Organisational processes also receive insufficient attention in most theories of transformational leadership. Leadership is viewed as a key determinant of organisational effectiveness, but the causal effects of leader behaviour on the organisational processes that ultimately determine effectiveness are seldom described in any detail in most studies on transformational leadership (Yukl, 2010). Transformational leadership theories would benefit from a more detailed description of leader influence on group and organisational processes.

Thirdly, the theoretical rationale for differentiating among the behaviours is not clearly explained. The partially overlapping content and the high inter-correlation found among the transformational behaviours raise doubts about their construct validity. For example, intellectual stimulation is operationally defined as causing a subordinate to question traditional beliefs, to look at problems in a different way, and to find innovative solutions for problems. The content is diverse and ambiguous. There is not a clear description of what the leader actually says or does to influence the cognitive processes or behaviour of subordinates.

Fourthly, Yukl (2010) identified omission of several transformational behaviour from the original transformational leadership theory which empirical evidence has shown to be

relevant. Some of them include inspiring (infusing the work with meaning), developing (enhancing follower skills and self-confidence), and empowering (providing significant voice and discretion to followers).

Fifth is the insufficient specification of situational variables in Transformational leadership. A fundamental assumption of transformational leadership theory is that the underlying leadership processes and outcomes are essentially the same in all situations. Bass (2014) had suggested that transformational leadership is beneficial to both followers and organisations regardless of the situation. Studies have shown that situational factors can influence the effects of transformational leadership on followers and work outcomes. Yukl (2010) suggested the following situational variables as moderators between transformational leadership and followership: stability of environment, organic structure (rather than a mechanistic bureaucracy), an entrepreneurial culture, and dominance of boundary-spanning units over the technical core.

Sixthly, the theory does not explicitly identify any situation where transformational leadership is detrimental. Several studies have shown that transformational leadership can have detrimental effects on both followers and the organisation. Stevens cited in Odumeru and Ifeanyi (2013) believes that transformational leadership is biased in favour of top managements, owners and managers. Followers can be transformed to such a high level of emotional involvement in the work over time that they become stressed and burned out. Individual leaders can exploit followers (even without realising it) by creating a high level of emotional involvement when it is not necessary (Yukl, 2010). If members of an organisation are influenced by different leaders with competing visions, the result will be increased role ambiguity and role conflict. Leaders who build strong identification with their subunit and its objectives can improve member motivation, but excessive competition may arise among different subunits of the organisation. When inter unit cooperation is necessary to achieve

organisational objectives, the result can be a decline in organisational effectiveness. The possibility that transformational leadership has negative outcomes needs to be investigated with research methods designed to detect such effects.

Lastly, like most leadership theories, transformational leadership theory assumes the heroic leadership stereotype. Effective performance by an individual, group, or organization is assumed to depend on leadership by an individual with the skills to find the right path and motivate others to take it. In most versions of transformational leadership theory, it is a basic postulate that an effective leader will influence followers to make self-sacrifices and exert exceptional effort. Influence is unidirectional, and it flows from the leader to the follower. When a correlation is found between transformational leadership and subordinate commitment or performance, the results are interpreted as showing that the leader influenced subordinates to perform better. There is little interest in describing reciprocal influence processes or shared leadership. Researchers study how leaders motivate followers or overcome their resistance, not how leaders encourage followers to challenge the leader's vision or develop a better one.

In spite of the numerous criticisms of transformational leadership, its popularity has grown in recent time (Yukl, 2010). For instance, studies have shown that managers in different settings, including the military and business found that transformational leaders were evaluated as more effective, higher performers, more promotable than their transactional counterparts, and more interpersonally sensitive (Rubin et al, 2011; Judge and Bono, 2010). Empirical evidence also shows that transformational leadership is strongly correlated with employee work outcomes such as: lower turnover rates, higher level of productivity, employee satisfaction, creativity, goal attainment and follower well-being (Eisenbeib and Boerner, 2013; Garcı´a-Morales et al, 2012; Piccolo and Colquitt, 2011; Keller, 2010).

2.2.6 Charismatic leadership style

The nature of charisma and charismatic leadership is nowadays quite popular area of research.Leadership scholars often have discussed the importance of impression management. It issuggested that charismatic leaders engage in impression management techniques in order to bolstertheir image of competence, increasing subordinate compliance and faith in them. Or it is reportedthat charismatic leaders can be distinguished from other leaders by their use of articulation andimpression management practices to inspire followers in pursuit a vision (Gardner & Avolio,2012). The common core of many overlapping approaches lies in their viewing leadership as theconveyance of values and meaning by means of exemplary actions, as well in the articulation ofinspiring vision. The basic assumption is that this kind of leadership transforms the needs, values,preferences, desires and aspirations of followers from their individual interests to collective interests,so that followers become highly committed to the mission of the leader and are prepared tomake sacrifices in the mission (Steyreyr, 2014).

In this leadership, the charismatic leader manifests his or her revolutionary power. Charisma does not mean sheer behavioral change. It actually involves a transformation of followers' values and beliefs.Therefore, this distinguishes a charismatic leader from a simply populist leader who may affect attitudes towards specific objects, but who is not prepared as the charismatic leader is, to transform the underlying normative orientation that structures specific attitudes.

The most current theory on leadership considers leadership as a process in which leadersare not seen as individuals in charge of followers, but as members of a community of practice. Acommunity of practice is defined as "people united in a common enterprise who share a history andthus certain values, beliefs, ways of talking, and ways of doing things". This definition may bethought of as a variation of organizational culture. These authors

believe that the vast majority ofleadership theories and research has been based on the idea that leadership involves a leader and agroup of followers, and dominance, motivation, and influence are the primary vehicles of leadership.This has been a primary focus of research to date. Building on and modifying this view,Drath and Palus cited in Tuomo (2015)propose a theory of leadership as a process. Instead of focusing on a leaderand followers, they suggest studying the social process that happens with groups of people who areengaged in an activity together. With this view, leadership is not defined as the characteristics of aleader, but instead leadership is the process of coordinating efforts and moving together as a group.This group may include a leader, per se, but the dynamics are dramatically different than traditionalleadership theories have suggested. People, therefore, do not need to be motivated anddominated. Instead, everyone involved in the activity is assumed to play an active role in leadership(Appelbaum, Leroux & Hebert, 2010).

According to Conger and Canungo (2013) the charismatic leadership role is effectivewhen the leader behaviours are motivated by *altruistic* motive. At any given point in time, it ispossible for the charismatic leader, to be motivated by one or more needs such as the needs foraffiliation, power, and achievement. However, regardless of the need that operates as the motive,the leader's effectiveness will ultimately depend on whether the behaviour is manifested by thatneed is a reflection of and is guided on whether the behaviour is manifested by that need is a reflectionof and is guided by overarching altruistic need. According to Rushton cited in Tuomo (2015), for example,altruism means pursuit of the good of others, whether motivated by self-centred or othercentredinterest, or whether by disinterest or a sense of duty. In such definitions of altruism, unselfishnessis not the core issue. The *result* of the action is the key. Does it really matter whether ornot a person acts from self-interest, if the result of the action is morally praiseworthy?

Society or personal relationships without altruism would lead to disaster in the long run.Social intercourse needs to be based on both altruistic and egoistic actions, in the right proportions.In a discussion about altruism, it is difficult to avoid another central ethical term, egoism.Rushton's above description of altruism approaches egoistic thinking and, thus, blurs theusage of the concepts of altruism and egoism.The following two definitions describe the concept of egoism:"Everyone ought to concern himself with his welfare alone." (Emmons, cited in Tuomo, 2015); "Everyone ought exclusively to pursue his own interests" (Williams, cited in Tuomo, 2015).

Altruism is often defined in relation to egoism. The term *egoism* is ordinarily used tomean exclusive concern with satisfying one's own desires: getting what one wants (Machan 2010,p. 192). In a sense, egoism can be regarded as the opposite of altruism. According to Blum (2012),however, these two terms need not be opposed; they can be mutually enhancing. Blum argues thatpersons with the most secure sense of self and self-worth are frequently very altruistic.Although the definitions of altruism differ in their emphasis of different aspects of theconcept, the main features of altruism as we understand it, can be summarised as actionwhich contributes to the well-being of otherswithout expectation of personal benefits.In the opinion of the researcher, what makes altruism such a difficult conception is the attention to the motiveof the action. Could it even be possible that the whole idea of altruism is impossible in reallife, that altruism is just a concept created for philosophical discussion? There are actually someviews which argue that behind all beneficent action there lies a pursuit of self-benefit, whetherconscious or unconscious. Blum (2012, p. 20), however, sees an important difference betweenbeing awareof the satisfaction one derives from altruistic pursuits and being motivated by thatsatisfaction.

Charismatic leadership theory describes what to expect from bothleaders and followers. Leaders engage in extraordinary behavioursand display substantial expertise.

Crisis situations or other substantial realities create anatmosphere that is conducive for the emergence of charismatic leadership. Followersreact to these extraordinary behaviours as part of the greater situational context andattribute charisma to the leader. Charismatic traits, including communication, vision,trust, impression management, and delegation of authority, are discussed. RonaldReagan is also discussed as an exemplar of charismatic leadership. Examples fromReagan's presidency are cited to help frame charismatic traits and their effects onfollowers. It is asserted here that followers' attributions of charisma are interwovenwith both the leader's behaviours and contextual circumstances. Thus, charismaticleadership is framed as a reciprocal process. Although this reciprocity exists,charismatic leadership in the common understanding tends to be leader-focused.Ronald Reagan exemplified this reciprocal relationship well as his extraordinaryleadership behaviours engaged followers, and these events took place in the midst of avariety of crisis situations.

Charismatic Leadership is a leadership style that is recognizable but may be perceivedwith less tangibility than other leadership styles. This reality is likely due to thedifficulty associated with directly defining charisma in an individual when onlyexamining the individual. Max Weber's work in defining charisma led to hiscategorizing charisma as an untraditional form of influence where the leader possessesexceptional qualities as perceived by his or her followers (Yukl, 2010). Charisma is oftena trait that one perceives in another, but difficulty describing that perception withoutdirectly referencing particular behaviours, traits, or individual characteristics is common(Conger & Kanungo, cited in Mark Bell, 2013). Yukl (2010) notes, "Follower attribution of charismaticqualities to a leader is jointly determined by the leader's behaviour, expertise, andaspects of the situation" (Kindle Location, cited in Mark Bell, 2013). Exceptional behaviours and expertiseaside, contextual factors such as a crisis play a significant role in the attribution ofcharisma (Conger & Kanungo, cited in Mark Bell, 2013). Therefore, the basic premise of this study is

thatfollowers will attribute charisma to a leader when that leader possesses exceptionalbehaviour and expertise and when the situational context is conducive. Ronald Reagan isused as an exemplar of charismatic leadership. Reagan's communication skills,visionary attributes, integrity, humor, expertise, and the situational context of hispresidency will be examined, pertaining to how followers attributed charisma to him.

Communication

Effective communication is an essential quality in any leadership style. In that regard,charismatic leadership is no different, but charismatic leaders act differently than noncharismaticleaders (Fiol, 2013). For the charismatic leader, effective communicationrequires more than merely the dissemination of information. To be effective,charismatics often include emotional appeals within their rhetoric (Yukl, 2010). Thisincludes the use of dramatic, symbolic, and metaphoric language that lends credibilityto the communication (Conger & Kanungo, cited in Mark Bell, 2013). Ideas, thoughts, and concepts mustbe articulated in an inspirational and motivating manner (Conger, Kanungo, and Menon,2011). When charismatics communicate with passion, emotion, inspiration, andmotivation, followers are likely to attribute charisma.Additionally, charismatics mustappear confident and communicate that self-confidence in their rhetorical efforts. This isespecially true for distant charismatic leaders who only communicate with followersthrough media such as television, radio, or Internet (Yukl, 2010).

Therefore, it isexpected that a charismatic leader would be recognized for exciting and passionatepublic oratory. The methods of this communication are integral to the attribution ofcharisma. The message is obviously important, but the importance of the delivery of themessage supersedes that of the message itself. Charismatic leaders may be best knownand/or remembered for rousing public speeches where the crowd became frenziedwith excitement. Charismatic leaders must also bridge the distance gap and

effectivelycommunicate through a variety of media in order to be considered charismatic by largergroups of people.Sheehan and Sheehan (2010, p.10) properly note that Ronald Reagan is rememberedhistorically as “The Great Communicator”. This is more than just a nickname orpassing compliment. Reagan was a very effective communicator, and hiscommunication style was perceived as charismatic. A study conducted by Mio, Riggio,Levin and Reese (2012) of all U.S. presidents’ inaugural speeches ranked Reagan as oneof the top three charismatic American presidents in the twentieth century. This studyfocused on a number of communication attributes and specifically included the use ofsymbolism and metaphors in these public speeches (Mio et al., 2011).

Vision

As with effective communication, establishing a vision is a necessary trait for successfulleaders. Charismatic leaders often emerge with a vision that is solution-oriented and isvery different from the ‘status quo’ (Yukl, 2010). This new vision is separated from the‘way things are or have always been’ and is an important separator from otherleadership styles. As Conger et al. (2013) notes, other leadership styles are less likely tohave a radical new vision. Fiol (2013) states, “Charismatic leaders engage followers inradical change”. Yukl (2010) furthers this point by stating that the charismaticleader will “articulate an ideological vision”. The ideologicalvision portrayed by a charismatic is often the source of the differentiation from thenormative. This ideological vision cannot be merely a said vision, but, as Conger andKanungo cited in Mark Bell (2013) claim, leaders must be the “holders of an idealized vision”. Followers will only attribute visionary attributes of charisma to a leader whopersonalizes the vision with steadfast resolve. Of course, followers will not attributecharisma based on vision without a proper and enthusiastic articulation of the vision(Yukl, 2010). This directly relates to the previously mentioned communication trait andlends credence to the notion that charismatic leadership cannot be based on any

oneattributable function. As followers become supportive of a leader's unconventional andideological vision, they will begin to internalize the new values (Yukl, 2010).

Charismatic leaders translate radical or innovative ideas into more socially conventionalideas (Fiol, 2010). Concerning vision, it is the internalization of the vision in followersthat directly leads them to attribute charisma to a leader.Reagan's vision was clearly articulated to followers and was certainly ideological.Reagan's ideological vision was that of a conservative as he promoted conceptsincluding individual freedom, low taxes, smaller government, strong national defense,and a strong national economy (Meese, 2011). He believed whole-heartedly in thisvision and communicated it with passion and vigor. Americans at the time saw much ofthis vision as a proverbial "U-Turn" from the direction of the Carter administration.Reagan appealed to the unhappiness with the Carter administration's ideology andbecame the visionary leader for change. In foreign affairs, Reagan's vision wasdescribed as romantically utopian (Garrison, 2013). Reagan's vision was that Americawas a morally just nation, and freedom was deserved by every person in every nation.Again, this vision appealed to followers who saw Reagan's stance for equality for allpeople to be right and just. Reagan was able to articulate his vision in ways thatappealed to followers. Reagan's followers began to internalize the values that heespoused and, therefore, supported the vision fully. As Norquist (2014) states, greatstrength remains for Reagan's vision. Much support for Reagan's vision still existstoday as political leaders from both parties tend to claim to be followers of Reagan.

Trust

Establishing a trust relationship with followers is crucial for charismatic leaders (Yukl,2010). As Conger and Kanungo cited in Mark Bell (2013) note, this trust must be an extraordinary trustthat is similar to reverence. Howell and Shamir (2015:98) claim this trust must be a "highlevel of trust between leaders and followers". Integrity is a key factor in

creatingtrust relationships. Integrity is established by demonstrating honesty and consistencybetween said values and personal actions (Yukl, 2010). One must tell the truthregardless of popularity and must personally quantify the values that he or sheespouses for others. In order to consistently adhere to a values base, a charismaticleader must also understand the needs and values of followers (Yukl, 2010). There is asubtle sensitivity at play in this where a leader understands the needs and values offollowers and respects them while continuing to mirror his or her personal convictions.

This is a process where effective charismatic leaders will demonstrate poise and selfsacrifice(Conger and Kanungo, cited in Mark Bell, 2013). Often this means the personal sacrifice of money,position, or other valued tangible in order to remain inheritably congruent andmaintain the trust relationship (Conger et al., 2013). As with most discussions of trustand integrity, charismatics must accomplish these efforts with genuineness.Reagan was able to capture the trust and admiration of his followers. Followersbelieved in him and expressed admiration for his candid honesty. Reagan displayedcourageous convictions and was willing to sacrifice his own political career in order topursue what he perceived (and his followers likewise) as right and true. Reagan's ideaswere perceived by his followers to be genuine and deeply held (Garrison, 2013). Reagandid deeply believe in his own ideals and often told advisors to not mention "politicalrisks" when advising of options or consequences related to a pending decision (Sloan,2010). Perhaps his most memorable act of integrity was when he addressed the nationfrom the Oval Office in March 1987 and took ultimate responsibility for the Iran Armsand Contra Aid controversy (Garrison, 2013). Even though he had not personallyauthorized the unpopular action, he did take responsibility for actions conducted by hisadministration's officials. This was an act that restored trust and contributed to hisfollowers' perceptions of his integrity. Certainly, his poise and willingness to take theblame in this instance caused followers to strengthen their faith in his honest resolve.

Impression Management

Managing the impression of the leader held by his or her followers is an important taskfor charismatic leaders (Yukl, 2010). A concerted effort regarding image building mustbe undertaken by charismatics in order to maintain charismatic attributions (Shamir,2015). Charismatic leaders manage follower impressions by constantly demonstratingcourage and conviction (Yukl, 2010; Fiol, 2013). The word "constantly" here denotes theneed for regular attention to this matter. In order to accomplish this, charismatic leadersregularly communicate their convictions (Conger and Kanungo, cited in Mark Bell, 2013). To make thiscommunication of convictions most effective, charismatics appeal directly to followers(Conger et al., 2013). For distant charismatics, appealing directly to followers requiresunderstanding the impression that is given when communicating through a variety ofmedia other than face-to-face communication.

Passion, strength, resolve, and humor areused effectively by charismatics to manage follower impressions (Shamir, 2015). Thesecharacteristics lend credibility while retaining the appeal of humanity. The goal ofcharismatics is, of course, to create a positive impression that contributes value to theleader-follower relationship. However, there are times when the opposite occurs andfollowers' impressions can have a negative connotation that results in an assassinationattempt or political tactics designed to remove the leader from office (Yukl, 2010).Reagan was well known for demonstrating courage and conviction. He used hispersonal strength and conviction to impress his values on followers and persuade themthat his vision was best for the nation. At times, Reagan would use righteous anger tofend off a perceived injustice or to protect his image. One classic example of this iswhen Reagan explained to a debate moderator in 1980 "I'm paying for this microphone,Mr. Green!" (Gamble, 2011). The moderator was attempting to keep Reagan fromspeaking at a certain point. Reagan's anger led followers to believe in his strength andcourage. Reagan also

frequently used humor to manage follower impressions. Heregularly told jokes to “break the ice” or to fend off a perceived political attack. Whensparring with reporters in press conferences, he would use humor to level the field.Once when Sam Donaldson asked Reagan if he thought he held no responsibility for aparticular fiscal crisis, Reagan responded “Yes, because for many years I was a Democrat!” (Gamble, 2011). This humorous comment let followers know that hisconvictions were strong, and he could fend off attacks readily. As expected withcharismatic leaders, some followers of Reagan had a negative response to his leadershipwhich culminated in an assassination attempt early in his presidency. Even in thissituation, Reagan used humor to communicate strength and resolve. When met at thehospital by the emergency room doctors, he quipped, “I hope you’re all Republicans”(Gamble, 2011). Reagan’s mastery of impression management certainly contributed tohis followers attributing charisma to his leadership style.

Expertise

The methods by which leaders express expertise are closely related to the power sourcefrom which they lead. This power source can often help explain whether thecharismatic leader is viewed as a positive or negative leader (Yukl, 2010). The valuesand personality of the charismatic leader will also offer evidence as to whether theleader is viewed positively or negatively (Yukl, 2010). Negative characteristics such as apersonalized power orientation are expected of charismatics who are viewed negatively(Howell and Shamir, 2015). Positive charismatic leaders will be perceived to have positivecharacteristics such as a socialized power orientation (Howell and Shamir, 2015). Asocialized power orientation is one in which the charismatic leader does not relishpersonal power but, rather, desires to share power among and with subordinates. Bothpositive and negative charismatics have consequences related to their followers (Howell and Shamir, 2015). The negative charismatic controls and instills fear in followers. Thepositive charismatic is expected to

express such power sharing through delegation ofauthority among subordinates (Yukl, 2010). This is done without consideration ofpersonal glory and leads to an emphasis on the organization and the charismaticleader's vision rather than on the leader. Additionally, there is a positive benefit forsubordinates as they experience empowerment (Conger et al., 2013). This seems tomove through the organization as members at all levels become empowered (Yukl,2010).

Empowered subordinates will provide a number of positives to an organization.Positive charismatic leaders are able to create this sense of empowerment because theypersonally are most committed to the vision and less committed to personal success.President Reagan displayed expertise in managing his administration by utilizingdelegation. Reagan was not interested in increasing his personal power base, but feltstrong personal conviction for his vision and subsequent policies. Therefore, it wasoften said that Reagan's approach to managing his White House staff and otheradministration officials was deemed as a very positive approach (Cohen and Krause,2014). Reagan was an expert delegator of tasks. His knowledge of the detailed innerworkings of his administration was often questioned because Reagan himself wasdisinterested in the details of policy enactment. Reagan was known to believe that hedid not need to be involved, as long as his policy was being implemented (Sloan, 2010).

Additionally, Reagan was known to have established excellent teams, and he thenallowed them to operate with autonomy as he did not micromanage their activities(Kim, 2011). Reagan understood the powerful potential of empowerment and useddelegation in a skillful manner. This use of delegation of authority, as a result of hissocialized power orientation, contributed to Reagan being attributed with charisma byhis followers. Based on this socialized power orientation, one would expect to seeReagan viewed as a positive

charismatic. History confirms this assumption sinceReagan was not viewed as a negative charismatic leader.

Situational Context

Followers' attributions of charisma to a particular leader have been discussed, thus far,primarily in view of the leader's behaviours, followers' perceptions, and thecorresponding attributions. A final and significant contributor to attributions ofcharisma is related to the situational context surrounding the leader, followers, theorganization, and the larger society. The situational realities existent at the time willcontribute or detract from the attribution of charisma (Shamir, 2015). Yukl (2010) notesthat Max Weber believed, "Charisma occurs during a social crisis, when a leaderemerges with a radical vision that offers a solution to the crisis".As previously mentioned, this vision must be attractive to followers, and the leadermust articulate the vision with conviction. However, it is imperative to note that timingis critical in order for charisma to be attributed (Yukl, 2010). A situational reality whereunhappiness exists with the status quo is an environment that can help generate acharismatic leader. These contextual variables are so important and overwhelming thatthe leader may not be considered charismatic otherwise (Conger and Kanungo, cited in Mark Bell, 2013).

Yukl (2010) sums it up by stating that charismatic leadership is "dependent onfavorable conditions," and these conditions include any crisis element that creates fear,anxiety, or disenchantment (Kindle Location cited in Mark Bell, 2013). Leaders that rise to prominenceduring these crisis situations have what Conger et al. (2013, p.748) calls a "heightenedsensitivity . . . to environmental opportunity". They are able to seize themoment and appeal directly to the people with a new vision that seemingly solves thecrisis or otherwise alleviates the emotional strain existent at the time. At this point, it isworth noting that charismatic attributions may end when the crisis ends (Shamir, 2015).Similarly, leaders may attain charisma due to a crisis that occurs well after theirleadership tenure began.

Therefore, one can never discount the timing of a crisis orother contextual factors when considering charismatic attributions.

The situational context certainly played a significant role in Reagan's charismaticleadership style. As Reagan campaigned for president in the late 1970s, the nation wassuffering through a severe economic downturn where unemployment, gasoline prices,and interest rates were soaring (Meese, 2011). Domestic conditions aside, PresidentCarter was seen as a capitulator and a weak foreign policy president. The citizenry wasvery dissatisfied and eager for change. Reagan, no doubt, perceived this and articulatedhis visionary platform well by appealing directly to people's core convictions. Reaganpromised a new vision that included a small federal government, strong military, and abooming economy (Meese, 2011). He understood the timing of his political rise andused the country's eagerness for change to help him gain the presidency. Situationalrealities that contributed to Reagan's charismatic attributes did not assuage upon hiselection as president. By the time Reagan was elected, America had spent the better partof the previous three decades resisting communism both ideologically and militarily indifferent parts of the world. The situation had dissolved into what was referred to as a"cold war," primarily between the U.S. and the U.S.S.R. Additionally, the nuclear armsrace was increasing rapidly between the two nation states. This culmination of eventscreated a sense of fear and urgency for the American people. Reagan again used thiscrisis to appeal to followers by showing strength and resolve. Americans felt confidentthat their leader would stand strong against the Soviet nation. Therefore, it isunderstandable that followers of Reagan in these critical times attributed charisma tohis leadership style. An argument could then be postulated that Reagan, although anexemplar of charisma, may have not been attributed with charisma had differentcontextual situations been realized.

The Concept of Charisma

Charismatic leadership in organizations has been recently focused in several organizationalstudies (like Steyrer, 2012; and Gardner, Avolio, 2013), even if the basic conceptual (Bryman,1992, Cogner and Kanungo cited in Mark Bell, 2013) as well asempirical (like Housecited in Mark Bell, 2013) work has beendone in the field from 70's until now. Origins of charisma discourse dates back to Weber cited in Mark Bell (2013).In general, there is nowadays a tendency to focus on personality issues, like charisma of the leader,in relation to organizational contexts more often compared to earlier times. At the same timedramaturgial perspectives on leadership and charisma have emerged, and fantasies, intuitions, visionsand other mental activities have been recognized to have role also in leadership (Aaltio-Marjosola, Lehtinen, 2013).

The interrelationships between the leader's inner world and its outcomes have effect onthe nature of organizational culture and even strategic choices made in the company, as pointedout in many investigations. Among the outcomes are so called "dark sides" of personality issues ofleaders on organizations, as emphasized in the psychodynamic approaches (Kets de Vries cited in Tuomo,2015).Partly the discussion on charisma in leadership and organizations has carried the tone ofdanger. Charisma has been seen as politically dubious characteristics of individuals in the societyand it has been searched the psychological mechanisms which lead to the emergence of charismaticleaders and their attraction to the people that follow them. For instance, Lindholm has studiedextremely destructive charismatic leaders like Hitler, Manson and Jim Jones and their impacton the society (Downtown; Congercited in Tuomo,2015). Totalitarian aspects of societies and truth manipulationpracticed by charismatic leaders are seen negative and undesired consequences of it atsocietal level. Images of charismatic leaders are coloured by these gloomy examples taken fromthe history. At the same time charisma is stigmated by the gloria given to a few and rare.

Charismacan serve not only the personal interests of the leader, but also the larger society (Allert, Chatterjee,2010; and Robbins, 2011, p. 151). Selfishness and narcissism of a charismatic leader maycome together and lead to undesired consequences, whereas unselfishness and sacrifying featuresof a charismatic leader can be seen to cause desiredand admirable consequences. The nature ofcharisma is not very rational. It works between the leaders and the followers, it is evidently notvery rational by nature, not based on authority of the leader given to him only because his or heroverwhelming knowledge or experience but more based on the personal features of the one. Acceptingcharisma, from the followers point of view, can be seen as dubious and showing the tendencyto become impressed by others, a kind of sign of weakness and subordination. Charisma ofthe leaders, and its acceptance on behalf of the followers might leave space for "irrational" forcesin the society is the message of suspicious approach towards charismatic leadership. This givesextra space for persuasion and manipulation tendency in charismatic leadership processes. Charismaticfollowership (Aaltio-Marjosola, 2013) can be seen crucial in understanding the charismaticleadership and the processes where it takes place.

Overall, discussion on charisma has been held from the beginning of the century, but eventhe ancient philosophers like Plato (Takala, 2015) talked about charisma, society and leadership.Political leaders were focused. Recent developments have brought insights that emphasizethe organizational contexts of charismatic leadership, as well as its consequences on the organizationsand followers. It looks as if charismatic leadership comes in question especially when visionarity,transformational role and emotionality of leadership are explored.Charisma, in terms used by Max Weber, means literally "the gift of grace". It is used byWeber to characterize self-appointed leaders followed up by people who are in distress and whoneed to follow the leader because they believe him to be extraordinarily qualified. The charismaticleaders' actions are enthusiastic, and in such extraordinary

enthusiasm a way is given to fraternizationand exuberant community sentiments. For this reason, charismatic heroes and prophets areviewed as truly revolutionary forces in history (Gerth and Millscited in Tuomo,2015). Weber emphasizes thatthe charismatic leader is self-ordained and self-styled. The foundation for this self-styling is thecharismatic leader's "mission". He sees his role and actions to be his destiny. The role of a followeris to acknowledge this destiny, and the authority of genuine charisma is derived from the duty ofthe followers to recognize the leader. The very nature of charismatic authority is unstable;this is because the source of charisma is continuously "moving on". It will never be stable and unchanging.

As Weber cited in Tuomo (2015) states, charismatic leadership usually arises in times of crisis when thebasic values, institutions, and legitimacy of the organization are brought into question. Genuinecharisma is connected with something "new". And in extraordinary situations this "new" thingcalls forth a charismatic authoritarian structure so that charisma, at least temporarily, leads to actions,movements, and events which are extraordinary, not routine, and outside the sphere of everydaylife. The evocation of pure charisma and charismatic leadership always leads at least temporarilyaway from the world of everyday life; it rejects or transcends routine life. Because pure charismaand charismatic leadership conflict with the existing, the established order, they work like acatalyst within an organization. But charisma is the specifically creative force in an organizationonly briefly before being unavoidably transformed or routinized into some more solid form.

The legitimacy of charisma and charismatic leadership is sociologically and psychologicallyattributed to the belief of the followers and is not so much the quality of the leader. Theleader is in this respect important because he can "charismatically" evoke this sense of belief andcan thereby demand obedience. Weber thought that the unavoidable fate of charisma is routinizationand institutionalization. Pure charisma is personal, direct, radical and

extraordinary. Theauthority of charisma is based on belief, after which the charismatic leadership as a movement issuccessful, then charisma becomes ordinary; charismatic leadership becomes routinized, depersonalized,and deradicalized. Therefore, the nature of belief may also be transformed.

Plato's view of leadership, as a normative standpoint, was that a leader must be a man ofpower with a sincerely truth-seeking vision. This point of view comes close to the Weberian conceptof charisma discussed above. Plato saw that a leader must have charisma, the gift of grace, tobe successful in his actions. Without it a leader is not able to do his job, to be the head of an organization.And this charisma is something mystical which cannot be obtained by force or bytraining. It is of divine origin (Takala, 2013).These early developments of charisma and charismatic leadership have guided understandingsin the field until now pointing the individual characteristics of the phenomena. Charismais based on the aura of the exceptional quality of the leader and does not have its origins in theprototypical. The prototypical is downright "anti-charismatic" because it corresponds to normativeexpectations, to what is anticipated (Steyrer, 2010). Recent discussion on charisma has dealt morewith the organizational context of using the charismatic way of leading and the processes of charismaticleadership between the leaders and the led.

Leadership theories can be devided into transactional and transformational ones. Intransactional approach leaders are seen as people who guide and motivate their followers in thedirection of established goals by clarifying their role and task requirements. There is also anothertype of leader who inspires followers to transcend their own self-interests for the good of the organizationand who is capable of having a profound and extraordinary effect on his or her followers.Attempts toclarify this distinction by focusing on concepts such as common vision, core values, and empowermenthave only clouded the issue. Too often, the examples given evoke the traditional perceptionsdescribed earlier. Creating and communicating a

common vision seem to many to be a taskbeyond comprehension, let alone completion. The ability to inspire others via value-related activitiesor empowerment appears to be largely a function of personality and charisma. When JackWelch, the transformational leader of GE, comments on the subject, he suggested as if the conceptof leadership and the character of the leader are one and the same: Good school leaders create avision, articulate the vision, passionately own the vision, and relentlessly drive it to completion.

Above all else, though, good leaders are open. They go up, down, and around theirorganization toreach people. They do not stick to the established channels. They're informal. They're straight withpeople. They make a religion out of being accessible. They never get bored telling their story (Appelbaum,Leroux, Hebertcited in Tuomo,2015).Characteristics that differentiate charismatic leaders from noncharismatic ones are seenby Robbins (2011, p. 151) self-confidence, complete confidence in their judgment and ability, avision, idealized goal that proposes a future better than the status quo, strong convictions in thatvision, willingness to take high risks and engage in self-sacrifice to achieve their vision, behaviourout of the ordinary as well as radical change taking instead of caretakers of the status quo. Prototypicalityis out of charismatic leadership, because it corresponds to normative expectations, towhat is anticipated. Charisma is based on the aura of the exceptional/exemplary quality of a leader(Steyrer, 2010, p. 811). In general, leadership is that part of executive action that is directly attributedto the inner life of the leader, to her personal vision, her imagination and fantasies. The selfconfidencethat she manifests and her ability to impress and to persuade others rely on certain theatricality(Lapierre, 2015, p. 72).

2.3 Theoretical framework

Leadership is the art and science of inspiring and enabling others to accomplish shareddreams. Many leadership theories were developed and studied during the last century, but nosingle approach to leadership has been identified as the best method for all situations.

Thefundamentals of leadership, motivating and directing a group to achieve a common goal, havechanged very little over time; but the context of leadership, the complexity of, and diversitywithin organizations, and societal values, have each evolved greatly over the last one hundredyears.Most research can be classified into one of the following theories:

1. Situational Leadership Theory
2. Great Man Theory
3. Trait Theory
4. Behavioral Leadership Theory

1. Situational Leadership Theory

Hersey and Blanchard developed their situational leadership approach in 2011, based onReddin's 3-D management style theory (Northouse, 2014). The primary responsibility of thesituational leader is to adapt their own leadership style to meet the team member's needs forvaried amounts task direction and personal encouragement based on the individual's readiness tocomplete a particular assignment. This includes accurately diagnosing both the skill andwillingness level of an individual or group, and prescribing chores that appropriately balance thefollower's competency and commitment to complete the assignment.A situationalleader needs to continually balance the amount of direction given with building relationships,because people's skills and motivations change over time. The leader must attempt to balancehigh technology and high touch in these dynamic times. Leaders must havepassion, be honest, communicate clearly and have good judgment; Situational Leadership alsorequires the flexibility to quickly adapt to changing scenarios, characters and circumstances.

The Strengths of Situational Leadership

The primary strengths of situational leadership are that it is directive and flexible innature, in that the model tells the leader what to do given different situations.

Understandingwho can, and will, do what, is critical to leadership. Leadership implies change, and SituationalLeadership is based on adaptation to change. External and internal pressures cause people,groups and goals to change, and good situational leaders are capable of quickly responding to allkinds of change. Situational Leadership is clearly defined, easy to apply and logical. Forinstance, the newest team member is likely have great enthusiasm for the project, but may nothave perfected the skills required for their first task. This individual would need more directionthan motivation in the beginning. As that individual mastered the task, much less directionwould be required, but more motivation might be required to stave of boredom as the taskbecame repetitive and unchallenging. At that juncture, the leader would need to reassess the newtask/relationship balance and adapt the amount of direction and support required for the newsituation.Situational Leadership is prescriptive, yet flexible by guiding the leader in balancingthe amount of direction verse support a follower needs depending on their ability and desire.

Situational leadership recognizes and values differences among team members, plays to theindividual's strengths and nurtures and works to develop their weak areas. The diversity of thetwenty-first century requires adaptation of last century's methods and situational leadershipbuilds on the individual traits of the follower. Rather than representing problems, gender, age,cultural origin, socio-economic background, and sexual identity are merely components that helpcreate the whole individual that is assessed for task and behaviour readiness in the situationleadership model. This diversity enriches and strengthens the team. Additionally, this modelrequires leader to involved and knowledgeable with both the production and personnel aspects ofthe process in order to accurately adapt their own behaviour. As opposed to leading from above, a leader needs to be connected to the goal, as well as to thoseseeking the goal, and situational leadership validates that connection (Gundersen, Hellesoy, and Raeder 2012).

The Shortcomings of Situational Leadership

Situational Leadership requires incredible judgment based on task knowledge and humanassessment. Not everyone has the vision, character, perception, strength, tenacity, luck, orconstituent buy-in, to lead in every situation, despite their traits, skills, or style. Misdiagnosingeither the follower's ability or willingness to complete a task can disrupt the team's progressionand undermine the follower's self-esteem. Both underestimating and overstating the team'sabilities are detrimental to goal attainment. The misdiagnosis of the readiness and commitmentof multiple team members could quickly lead to project failure. A strong situational leaderwould need to be well educated in cognitive and psychosocial development theory, alert todifferences among people due to the influences of gender, age, cultural and racial identity and ofthe social parameters that cause change.

Situational Leadership Theory requires the leader be closely familiar with the intellectual anddevelopment level of those being lead. The model does not address important details like thecomplex factors effecting motivation. The model does not include tools for the leader todiagnose a group's task ability or communal willingness. It is much harder, or impossible, for aleader to really know all the members of larger the groups and consequently diagnosis andprescriptions for the followers behaviour are based on less, or no, personal information. That iswhy I believe that situational leadership is better suited to small groups, or for small groupswithin a larger organization with a single cohesive goal. Truly understanding the abilities andmotivations of the team are vital to and a major limitation to this theory.

Situational Leadership has been applied in various workplaces, on a variety of followers, byan assortment of leaders, with varying success. However, little formal research has beenconducted on the effectiveness of situational leadership and some studies refute thetask/relationship pairings in the Situational Leadership quadrangle.A last criticism related

to the research on situational leadership concerns the biasinherent in the leadership questionnaires that support the theory. The close-ended questions limitthe respondent to choosing answers that support the theory. Despite these shortcomings,Situational Leadership is a valuable tool when used appropriately.

2. Great Man Theory (1840s)

This is the earliest theory of leadership. It encompasses special attributes of aperson to be elected/ appointed as a leader. A leader was seen as being bornnot made. Thus, they are exceptional and hold qualities to lead others. Thetheory based on the views that leaders should maintain good relationship withothers through personal integrity, be influential by ensuring dominance andthe need for influence. Besides, suitable situations determine great leaders.However, this theory was criticized due to the fact that, the so called greatleaders resulted from actions and situations they have experienced. Thus, theyare socially made.

3. Trait Leadership Theory (1930s – 1940s)

This is also among the earliest leadership theories. It extended the earlier beliefthat a leader is born or made with ability to influence others. In this regard,levels of individual abilities such as creativity, sense of responsibility andintelligence determine a good leader. Moreover, the trait theorists studiedindividual physical, mental and social attributes to identify common features ofleaders. Thus, the attributes grounded from various studies in leadership. Theaim was to relate these features to leadership success and use them inselecting good leaders for a position in a particular organization. This theoryactivated many studies and theory developments of leadership.

4. Behavioral Leadership Theory(1940s - 1950s)

To extend the traits' attributes (that is, physical, mental and social), behaviorists focus on leader's behaviours in attaining organizational goals and employees' behavioral

maintenance. They used factor analysis to study causes and effects of leadership behaviours on followers. Researchers from the university of Michigan and Ohio State University put forth important elements of leader'sbehaviours. They have found out two main leadership behaviours. First, was the employees centered (human relations- oriented) leader behaviours, these leaders emphasized developing employees' motivation and wellbeing. Second were production-centered (task-oriented) leader behaviours, these emphasized on getting things done with little attention to people's affairs and motivation. They confirmed that leaders are made and not born. Besides, on the basis of this theory many researches and perspectives have posited various leadership focuses and behaviours.

2.4 Roles and functions of principals

The leadership role of school administrator is demonstrated in all aspects of general duties of the school administration. Leadership has to do with the initiation, organization, motivation and direction of actions of the members of the group in a specific situation towards the achievement of the objectives of group. These role must concern with the quality of instruction as well as the student' welfare, the moral and spiritual tone of the school and the maintaining of discipline.The Institute of Educational Leadership (2000) after citing a long list of the principal's traditional managerial responsibilities went on to add, principals today must also serve as a leaders for students learning. They must know academic content and pedagogical techniques. They must work with teachers to strengthen skills. They must collect, analyze and use data in ways that fuel excellence. They must rally students, teachers, parents, local and health and family service agencies, youth development group, local businesses and other community residents and partners around the common goal of raising student performance. And they have the leadership skills and knowledge to exercise the authority to pursue these strategies. The roles of school administrator as opined by Ojo and Obamiyan (2008) are as follow:

1. Planning and Policy Making

Planning is the first and perhaps the most important role of a school principal. The essence of planning is to prepare for and predict future events. Planning goes beyond attempting to attain stated organizational objectives. It involves the development of strategy and procedure for effective realization of the entire plan. It entails determination of control, direction and methods of accomplishing the overall organizational objectives and a step by step determination of the activities and resources necessary to achieve them.

Planning is a blue print for action. It is done to avoid waste of money and other resources. There is always need for planning both in long run and short-run. Postponement of planning is very dangerous because failure to plan give rise to ineffectiveness, undirected action and waste of resources. Good plan is a precondition for better results. Planning is said to be pervasive and primary. Its pervasiveness originates from the fact that it is necessary for performing other key management functions- organizing, directing, staffing and controlling. Planning helps to identify the organization's philosophy, policies, programmes, procedures, practices and problems.

On policy making, the school administrator contributes in different capacities and at different levels in the system in the formulation of policies for specific aspects of the educational and school systems. The school administrator also help in the interpretation and implementation of educational policies at the state; local and school levels.

2. Improving the educational programmes

One of the important roles of the principal is that of improving the educational programme. The principal should provide a climate of efficiency, cooperation, service and stimulation within which the school programme, as it exist can operate most effectively. Also

the school administrator should provide leadership and coordination in periodic and continuing evaluations of the effectiveness of the total school programmed in meeting the needs of the students and lastly, the school programmed to meet the needs of the students

This means that the principal will provide efficient schedules reasonable, workloads for employees, and the best utilization of available professional and material resources. The principal endeavors to minimize unnecessary interruptions and inconveniences which interfere with the teaching-learning process. It must be noted that secondary schools has an extensive inter-school programmed of athletics debate and similar activities. The principal must coordinate all these services and activities to provide maximum help to students and teachers.

3. Provision and Maintenance of Fund and Facilities

This also referred to as school business administration is one of the most crucial roles of the principals. Though, most educational administrator have limited control over the source of funds for the schools, many of them, of course, influence the provision of funds and facilities by careful and studied budgetary system, accounting, reporting and effective negotiations. The school administrators must ensure that the funds and facilities are effectively used well maintained to achieve a desired goals and objectives.

It must be emphasized here that the school budget is the central focus. Budget is a planning and a control tool that is a financial statement that deals with revenue, the schools administrator have to prepare the budget because a comprehensive budget allow for maintenance of control- not merely assuming that expenditures are limited in total amount. The administrator must be prudent in making use of the fund provided.

4. Selection and Developing Personnel

This role referred to as school personnel administration. The idea educational administrator identifies and indicates the staff needs of the school or educational system as well as the specific type of personnel needed to meet the needs. He also collaborates with the State and Local School Boards or Ministry of Education in making decisions related to the educational personnel. Having participated in the selection of staff the principal should involve the staff in developing and operating the regular and proper personnel policies. The principal must not only be concerned with the professional problems of his staff, their personal problems are his concern also. The principal should realize that a member of staff who is saddened by some personal, say in his family is definitely not poised to produced the maximum and optimum work. The principal should see to it that new staff is properly oriented into the school system and its general way of doing things and that the old staff is given ample opportunity to produce his best. In the same way to the educational and personal needs of the students claims the greatest attention of the principal. In a nutshell the school principal ensures proper employment, placement, motivation, welfare and professional growth of the staff under his administration.

5. Curriculum Development

Another important role of a school administrator is that curriculum development. Curriculum as the name indicates is not a record of what has happened but a plan for what will happen. It is concerned with what student will do in learning situation. It deals with the learning outcomes intended to be achieve through the experience or opportunities the learner is expected to be exposed. The school curriculum is therefore, all the learning or opportunity designed for the learner under the leadership role school administrators and challenges ahead in post primary institution in Nigeria auspice of the school. Curriculum development usually starts with the establishment of educational goals. Whoever, owns and manage the school

influence the curriculum because he design it in such a way that it will satisfy some identified needs or purposes.

It is the needs of a particular society that determines what role education will serve in that community. Needs are not static they change from time to time and as well as a result a curriculum that was deemed adequate for a society at a particular time will fail to be adequate when the value and the needs of the society changes. The administrator has the task of helping in the discernment of need as much as will it affects the curriculum. Also, the administrator should be aware of the basis curriculum theories so that he can adequately influence the determination of instructional goals and objectives, the selection and organization of subject matter (content) and the learning experience.

6. Instructional Personnel Services

School programmed management constitutes one of the most important roles of the principal. The ultimate goal of educational administration is the improvement of learning and learning opportunities. The school principal work with the classroom teachers students and supervisors in the selection of appropriate curricular or school activities, choice of subjects, text books, work scheduling use of teaching aids and facilities teaching methods of evaluating schools and student progress.

7. Student Personnel Services

This role is very important in the schools. It involves the selection orientation placement guidance and counseling of students should constitute an important aspect of the educational administration. The ideal educational administrator ensures that every student is given adequate opportunity and motivation to learn. The schools encourage extra-circular activities (clubs, games, student council) as well as ensuring that adequate school health

services, transportation boarding facilities (where applicable) moral and civic orientations discipline and adequate inter personal relations are maintained.

8. Managing the School

This is one of the important role of school administrator. The principal must be able to define duties responsibilities power and authority in a manner that best realized the purpose of the institution. He must develop an internal staff organization with clear lines of authority and responsibility. Also the school administrator must work with the staff to determine which supplies and facilities are needed for the best job. He also plans with the staff for effective use and maintenance of existing supplies and facilities.

9. Maintenance of Effective Interrelationship with the Community and External Agencies

This role makes it necessary that the principal must know the community, take an active part in the growth and improvement of the community and encourage the staff to do likewise. He also should facilitate community participation in the life of the school and provide for interpretation of the school to the community.

The educational system as an open system and a social organization thrives on effective interrelationship within it and its relevant publics. The school administrator endeavor to promote school community through participation of the school in community activities and projects. This could be achieved by means of organized visits to places of interest in the community. The administrator should maintain regular contact with some outside institutions, industries and educational bodies. The above roles revealed that the educational administrator is involved with the loyalty of the enterprises of education.

10. Educational Evaluation

An important role a principal should play in a school setting is evaluating the result of teaching. The principal should arranged for all period of self-evaluation of the school programme through commonly accepted survey guides, standardized test, result and action research projects. Evaluation of teaching result helps to measure student ability and it's also used to diagnose student weakness. Finally, developmental and educational needs of the students.

11. Report

Rendering report is another role of the principal, periodically, he writes report on his own performance and that of his staff, such report are account of the stewardship. He also writes report of events happening in the school or official discussion. In all these reports the school administrator must be objective to intrude into reports.

12. Record Keeping and Management

The keeping of records is one of the most important rules of the school administrator the principal from time to time important information is being demanded by educational authorities and other bodies from school administrators. These pieces of information either in form of data returns evaluation or reports are expected to be factual and reliable such information can be got from record keeping. Therefore record keeping is not only desirable it is also imperative to a school administrator. As a matter of fact a school administrator who fails to keep desirable record may only perform like a rambler who is purposeless and blind to the real essence of this job.

On the other hand records management is the application of systematic and scientific control of recorded information that is required for the operation of the school. Such control is exercised over the creation distribution utilization, retention storage retrieve protection

preservation and final disposition of all type of records within the schools. The aim of records management is to achieve best retrieve and exploitation of the data held in these media and system and incidentally to reduce the cost and improve the efficiency of record making and record keeping processes. And that a well organized records management programme saves a lot of money for the administration of the school.

Also that records management helps to control the quality and quantity of information that is create where in a manner that effectively serves thee need of the school. Finally an adequate records management programmed coordinates and protects an institutions' records sharpens the effectiveness of records as a management memory controls the times equipment and space allocated to records and helps to simplify intra-organizational communication problems.

13 Principal Supervisory Leadership

Murphy and Amanda (2013) assert that, there is no question over the supervision of infrastructural facilities which they say is the most important role of a principal which he must play. School infrastructural facilities include classroom playgrounds, laboratories, libraries, workshops, instructional equipments and school buses. These facilities are provided by the government and communities. Indeed school plant is viewed as a controlled environment that facilitates the teaching-learning process while it protects the physical well being of students.

The principal can also enrich the classrooms in the simplest way using bulletin board with displays imaginatively put up to reinforce topics being taught at a particular time. It is the responsibility of the school administrator to manage these facilities. That is taking care of the buildings and ensuring that the facilities are fully utilized. He does not enrich the classroom only; the other environment must receive adequate attention too. In a nutshell it

must be emphasized here that without good buildings and clean environment the student's comfort will be affected and this can hinder the ability of the student to learn.

2.5 Maintenance of Discipline in secondary schools

Present day school situation requires the principal to act as the disciplinarian to direct the human force in the institution in the right channel. As explained by Wilson (2011) discipline is understood as an educative order involved in trying to reach appropriate standards or follow appropriate rules for engaging in a value activity. Charles (2010) stated that, compulsory schooling, crowded classroom and inadequate staffing in the schools account not only for the presence of disciplinary problems, but for their perpetuations. It is the view of the researcher that the introduction of Universal Primary Education in 1976 where classrooms were filed up with too many students, very few teachers and inadequate facilities and equipment to cater for the learning demands created a lot of disciplinary problems in secondary schools in FCT, Abuja.

Dealing with hundreds of students and teachers in education profession requires discipline on the part of the principal. Gillham (2013) affirmed that not only could schools be managed and operated in such a way as to reduced delinquency amongst the intake and thereby positively preventive but by the converse, badly managed and operated schools may encourage delinquency. The researcher share the same view with Gillham because with his experience, many secondary schools in FCT,Abuja where some principals were not capable for maintaining turned to breading ground for indiscipline. Hence, the achievements of school are closely associated with the personality of the principal, his ability and capability to enhance interpersonal relationship, coordination and cordiality among his staff and students.

However, the impact of discipline on the interpersonal relationships between the principal and the teacher; and expectations for behaviour modification in the school, principal also convey expectations about ability and performance to individual teachers. As part of

ongoing interpersonal interactions, these interpersonal relationships between the principal and the teacher have the potential to influence a student's beliefs about her own ability and goals to achieve academically (Weinstein, 2013). Of particular note is that, principal who communicates high discipline expectations for individual teacher which in turn can bring about positive changes and proper maintenance of discipline in the school. However, the direct impact of these expectations on student motivation has been examined infrequently (Jussim, Robustelli & Cain, 2010).

Principals and teachers in FCT, Abuja secondary schools need to be disciplined in order to maintain discipline in the schools. The facts remains that a very disciplined principal mostly Influences his subordinates in the whole school setting. Consequently, the teacher's attitude which forms the link between the principal and the students' performance is in no doubt greatly influenced by the right attitude and well disciplined principal. Therefore, the only form of discipline which is lasting, effective and creative among the entire members of the school community is that which stems from within the individual. This type of discipline is needed by both students and teachers in the secondary schools in Kaduna State. They should have a good behaviour pattern which is consistent and sincere, worthy of emulation. Principals and teachers must maintain positive attitude towards the school's discipline in order to achieve effective discipline in secondary school.

2.6 Facilities as determinant factor of goal achievement in secondary schools

The management of academic and administrative affairs of schools traditionally falls within the purview of the principal. Unerringly, formal education in Nigeria is rapidly changing and technically tailored towards meeting certain set goals, such as "Education For All" (Nwagwu, 2004). The requirements of these various goals from the school managers are centred on the advancement of teaching and learning through the implementation of performance-based management, which is led by a management team, with the principal at

the fulcrum. Given this onerous task, the principal, as a matter of fact, must understand the role of school managers to effectively manage not only staff but the facilities to meet the overall objectives of the school system. According to Ukeje (2011), the unsatisfactory performance often experienced in schools by students and educational programs is always attributed to lack of basic infrastructure, lack of adequate and accurate statistics, inadequate funding, embezzlement, bureaucratic bottleneck and poor attitude to work.

Generally, the principal's responsibility in the management of educational facilities entails bringing together individuals as a group that will control, coordinate and articulate activities to achieve tangible and holistic learning for the overall benefit of the society (Omokorede, 2011). Buttressing this assertion, Ebong and Agabi cited in Nnabuo, Okorie and Agabi (2011), posit that school management by principals is the totality of efforts that are brought to bear in the provision and delivery of education to ensure that both human and material resources allocated to education are used to the best advantage in the pursuit of educational objectives and goals.

The school management team headed by the principal must develop, support and equip staff with knowledge and skills to respond positively to the ever changing phenomenon of education to meet contemporary societal challenges. Abdulkareem (2011), opined that to achieve this, there must be continuous increase and adequacy of educational facilities, because the existing ones are often overstretched, poorly maintained and cannot provide and foster desirable, creative and harmonious problem-solving skills.

Since education seeks to develop the minds and character of future citizens, their abilities, skills and potentials, in order to equip them for contemporary society, school facilities have to be supplied in adequate quantities, properly and effectively managed, controlled and supervised (Uko, 2010). According to her, it is prima-facie function of top management, down to the teaching and non-teaching staff. In educational institutions,

facilities constitute essential inputs, which create favourable learning environment, facilitate interaction and enhance achievement of educational objectives (Oyesola, 2012). In essence, the school curriculum would not be meaningful and functional if required facilities are not provided in adequate quality and quantity at appropriate times through the principal's administrative finesse (Uko & Ayuk, 2014).

The International Facilities Management Association (2003) described facilities management as the practice of co-ordinating the physical workplace with the people and the work of the organization by integrating the principles of business administration and architecture with the behavioural and engineering sciences. According to them, school facilities management is the application of scientific methods in the planning, organizing, decision-making, co-ordination and controlling of the physical environment of learning for the actualization of the educational goals and objectives. This culminates in the collective and participative decision making process towards the selection, establishment and installation of school plants; design of school grounds, halls and spaces; upgrading, innovation and purchase of new machineries and equipment; choice, design and implementation of programmes and projects; backup and review of management policies, practices, rules and regulations.

According to Uko (2001), effective management of school facilities requires knowledge, skill and expertise in handling different facets of the school system. This to her calls on the ability of the principal to set required objectives, supervise facilities usage, formulate plans for procurement and ensure actual management and supervision of available facilities to attain set goals of the school system. The principal as the manager of the school organization therefore has the onerous task of mobilizing available human resource to ensure a proper running of the school. Complimenting this, Mbipom (2002) opined that school facilities comprise the physical expression of the school curriculum in the construction, internal and external arrangements of the buildings, equipment, grounds, surroundings,

general appearance which include the flower beds, paths, orchards, shrubs, playgrounds, classrooms, assembly hall, dining hall, desks and school farms. Uko (2001) further stated that when school facilities are considered from the point of the school plant, then one will be considering a gamut of facilities such as: school furniture, science laboratories, school library, technical workshops. Under school equipment, she listed the following:

i) Administrative: Filing Cabinets, Typing machines, Duplicating Machines, Photocopying machines, Telephones, and so on.
ii) Teaching equipment: Projectors, cameras, monitors, transparencies, and so on.
iii) Games/Sports Equipment: Boots, Footballs, Tennis Balls, Jerseys, Rackets, and so on.
iv) General Services Equipment: Grass Mower, Grass Cutters, Catering, First Aid, Fire Extinguishers. Also mentioned: sanitary, water supply, refuse disposal, catering services and health care delivery facilities. According to her, effective management of school facilities calls on the ingenuity of the principal to mobilize and facilitate the teachers, non-teaching/custodial staff and students to ensure proper management and maintenance of existing facilities.

2.7 Empirical Studies

Empirical research conducted both locally and internationally by other researchers are reviewed in this study, among which are:

Ojokuku,Odetayo and Sajuyigbe (2012)on the Impact of Leadership Style on Organizational Performance: A Case Study of Nigerian Banks.The study examined the impact of leadership style on organizational performance in selected Banks, in Ibadan Nigeria. Purposive sampling technique was adopted in selecting a total of sixty (60) respondents as sample for the study, while relevant data was gathered with the aid of a structured questionnaire. One hypothesis was formulated and inferential statistical tool was used to analyze the data specifically Pearson Product Moment Correlation (PPMC) was used to examine the relationship between

leadership style dimensions and organizational performance, while Regression analysis was used to examine the significant effect of leadership style dimensions on followers and performance. Findings showed positive and negative correlation between leadership style dimensions and organizational performance. It was also found that leadership style dimensions jointly predict organizational performance, which counted for 23% variance of performance. The study concluded that transformational and democratic leadership style should be employed by the Banks' management in order to wax stronger in a global competitive environment.

This study share direct relationship with the present research in the area of research topic, instument for data collection, procedure for data collection and the use of PPMC which the present study used to test some of the hypothesis postulated for this study. Despite the similarities, the study also differ as porposive sampling technique was use in the previous research while simple random sampling technique was used in selecting subject for the present study. The study also differs as it was carried out at Ibadan and the use of Banks as scope of the study, while the present study was carried out at FCT, Abuja and in the secondary schools.

Amir and Zaidatol (2012), conducted a study onTransformational Leadership and its Predictive Effects on Leadership Effectiveness.This study is an attempt to determine heads of academic departments' leadership styles and its relationship with leadership effectiveness at Malaysian Research Universities (RUs). Using Multifactor Leadership Questionnaire 5x (MLQ), the study employed 298 lecturers of three Malaysian RUs. Results indicated that lecturers perceived the heads of departments exhibited combination of transformational, transactional, and laissez-faire leadership styles. The result of regression analysis demonstrated that contingent reward, idealized influence (attribute), inspirationalmotivation, individualized consideration, laissez-faire, intellectual stimulation, and management-by-

exception active are significant predictors of leadership effectiveness. These factors accounted for 82% of the variance in leadership effectiveness. In addition, the results suggest that contingent reward has important effects on leadership effectiveness.

Nadeem, Ghulam, Muhammad and Faiz (2012) surveyed the Impact of Autocratic and Democratic Leadership Style on Job Satisfaction. The research investigates the impact of Autocratic and Democratic Leadership style on job satisfaction inprivate and public school. For this purpose a questionnaire was developed and validated. There were twenty threeitems in all. The items were based on five point scale (from almost always to almost never).The data were collectedfrom two hundred and five (205) teachers of both public and private schools (one hundred and five public schoolteachers and one hundred private school teachers). For statistical analysis Mean, Standard Deviation, T-Test,ANOVA, Co relation and Regression Analysis were used. It was found that Leadership style has a positive impacton job satisfaction and public teachers have high level of job satisfaction rather than private teachers.

The previous research issimilar to the present because it looked into the impact of Autocratic and Democratic Leadership Style on Job Satisfaction. The study is also related because Mean, Standard Deviation and ANOVA was used for data analysis which this study is used. But the study was different to the present research as it centred on Job Satisfaction, while the present study centred on the impact of leadership styles of principals on the maintenance of disciplineand facilities in secondary schools.

Abdul and Husnain (2012), carried out a study on theImpact of Transactional and Laissez Faire Leadership Style on Motivation in Pakistan.The study was carried out to identify how transactional and laissez faire leadership style is more signified relationship with the employee attitude with motivation. The study was carried out with thepopulation of 278. Data collected was analysed using SPSS and at the end of the research it was revealed that

Transformational leadership has positive, strong and significant association with the Commitment. But the motivational level in respect of Laissez Faire is low because of not interference of management. Laissez Faire also have positive relation but due to insignificance relation it indicate that Laissez Faire style is not an important style that boost the motivation level of workers as compare to other leadership styles. This study is related to the present study.

2.8 Summary

This chapter enumerated the depth of literature on the impact of leadership styles of principalsonthemaintenanceofdisciplineand facilitiesinsecondaryschools. However, the literature that exist on the Autocratic leadership style; Democratic leadership style; Laissez-faire leadership style; Situational leadership style; Transformational leadership style; Charismatic leadership style; Roles and functions of principal; Maintenance of Discipline in secondary schools and Facilities as determinant factor of goal achievement in secondary schools.Autocratic leaders are classic “do as I say” types. Typically, these leaders are inexperienced with leadership thrust upon them in the form of a new position or assignment that involves people management. Autocratic leaders retain for themselves the decision-making rights. They can damage an organization irreparably as they force their ‘followers’ to execute strategies and services in a very narrow way, based upon a subjective idea of what success looks like. The democratic leadership style is a very open and collegial style of running a team. Ideas movefreely amongst the group and are discussed openly. Everyone is given a seat at the table, anddiscussion is relatively free-flowing. Democratic leadership, also known as participativeleadership, is a type of leadership style in which members of the group take a more participativerole in the decision-making process. Researchers have found that this learning style is usuallyone of the most effective and leads to higher productivity, better contributions from groupmembers and increased group morale. Creative groups,

ConsultingMuch of the Service industry, Education, Keep communication open, Focus the discussion, Be ready to commit, Respect the ideas and Explain, but don't apologize. Leadership has a direct cause and effect relationship upon organizations and their success. Leaders determine values, culture, change tolerance and employee motivation. They shape institutional strategies including their execution and effectiveness. Leaders can appear at any level of an institution and are not exclusive to management. Successful leaders do, however, have one thing in common.Even though assessing what makes a qualitative leader extremely difficult as it will charge over time depending on the quality of the leadership styles. Also, the study conducted by Ojokuku, Odetayo and Sajuyigbe (2012); Amir and Zaidatol (2012); Nadeem, Ghulam, Muhammad and Faiz (2012); Abdul and Husnain (2012) was reviewed where the similarity and dissimilarity that exist between the previous research and present study was observed and the gaps that need to be filled.Abdul and Husnain (2012), carried out a study on theImpact of Transactional and Laissez Faire Leadership Style on Motivation in Pakistan. The study was carried out to identify how transactional and laissez faire leadership style is more signified relationship with the employee attitude with motivation. The study was carried out with the population of 278.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents in details the research procedure used in this study. The chapter focuses on the various methods that were used by the researcher to obtain data. Here, the population, sample and sampling technique, instrumentation, validity and reliability of the research instrument, procedure for data collection and data analysis are explained.

3.2 Research Design

The descriptive survey research design was used in the study.The survey attempts to examine the occurrence of variable. It was employed by collecting data onand describing in systematic manner the characteristic features or facts about a given population from a few people or items considered to be representative of the entire group (Akuezuilo& Agu, 2002).

3.3 Population

The population of this study comprised of all the 56 principals, 3326 teachers and 55796 students in senior secondary schools in the Federal Capital Territory, Abuja. Table 1 presents the population distribution according to senior secondary schools in each of the area councils in Abuja-FCT.

Table 1: Population Distribution

S/N	LGA	Total No of Principals	Total No of Teachers	Total No of Students	Total
1.	Bwari Area Council	11	739	11565	12315
2.	Kuje Area Council	7	269	6699	6975
3.	Municipal Area Council	21	1490	21093	22604
4.	Abaji Area Council	4	154	3009	3167
5.	Gwagwalada Area Council	8	488	9952	10448
6.	Kwali Area Council	5	186	3478	3669
	Total	**56**	**3326**	**55796**	**59178**

Source: Ministry of Education, FCT

3.4 Sample and Sampling Techniques

To facilitate sample selection, 30% of the entire senior secondary schools was selected with a total of 17 principals, while 10% was adopted to select a total of 333 teachers. Also, a total of 382 students were sampled for the study. The students sample size was determined by adopting the Krejcie and Morgan (1970) table for determining sample size. They observed that for population size of about 50000-75000, a sample size of 382 can be used. In determining the sampled schools, ballot papers tallying the number of schools which entails “Yes/No” was provided and the sample population was randomly arrivedat. Table 2 shows the sampled principals, teachers and students:

Table 2: Sample Distribution

S/N	LGA	Sampled School	Sampled Principals	Sampled Teachers	Sampled Students	Total
1.	Bwari Area Council	Govt. Sec. School, Bwari	1	23	24	48
2.	,,	Govt. Sec. School, Kubwa	1	19	22	42
3.	,,	Govt. Sec. School, Kawu	1	17	23	41
4.	Kuje Area Council	Govt. Sec. School, Kuje	1	20	22	43
5.	,,	Govt. Sec. School, Gwargwada	1	18	24	43
6.	,,	Govt. Sec. School, Gundu-Karya	1	20	22	43
7.	Municipal Area Council	Govt. Sec. School, Airport	1	19	22	42
8.	,,	Govt. Sec. School, Lugbe	1	19	22	42
9.	,,	Govt. Sec. School, Jabi	1	22	23	46
10.	Abaji Area Council	Govt. Sec. School, Gawu	1	21	22	44
11.	,,	Govt. Sec. School, Pandagi	1	20	22	43
12.	,,	Govt. Sec. School, Yaba	1	18	22	41
13.	Gwagwalada Area Council	Govt. Sec. School, Dobi	1	17	22	40
14.	,,	Govt. Sec. School, Gwagwalada	1	18	24	43
15.	,,	Govt. Sec. School, Zuba	1	22	22	45
16.	Kwali Area Council	Govt. Sec. School,Kwali	1	21	22	44
17.	,,	Govt. Sec. School, Yebu	1	19	22	42
	Total		**17**	**333**	**382**	**732**

3.5 Instrumentation

A researcher-made instrument was used to generate relevant data in this study. The instrument titled “Impact of Leadership Styles of Principals on the Maintenance of Discipline and Facilities” (ILSPMDF) was divided into two sections. The first section contains biographical data of the respondents such as gender, designation, qualification among others.

The second section consisted of sixty (60) questionnaire items. The instrument was a close ended question which the respondents is onlylimited to options given by the researcher. Thus, a five – point rating scale was used to elicit relevant information pertaining to the research question, the subjects' responses as:

1. Strongly Agree (SA) – (5)
2. Agree (A) – (4)
3. Undecided (U) – (3)
4. Strongly Disagree (SD) – (2)
5. Disagree (D)- (1)

3.5.1 Validity of the Instrument

The initial draft of the questionnaire instrument used in the study was given to a team of experts which are made up of the researcher's supervisors in the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria for scrutiny. This is with a view to assess the instrument in terms of content coverage, the language used and arrangement of questions. After making useful input such as reframing some of the items, deleting irrelevant ones and simplifying some ambiguous ones, their comments and observations forms the basis of necessary modification of the instrument.

3.5.2 Pilot Study

In order to make the ILSPMDF instrument reliable, a pilot study was carried out with the total of five principals, 10 teachers and 10 non-academic staff making the total of 25 respondents outside the population sample of this study. This area was not part of the main study area but was chosen to determine the adequacy and effectiveness of the instrument in measuring what it is supposed to measure, and to ascertain any difficulty that the researcher may encounter when carrying out the main study.

3.5.3 Reliability of the Instrument

Research in education is usually faced with the problem of reliability of data and results. This is for the simple fact that, education is dealing with human as its subjects. Hence, in order to ascertain the reliability of the questionnaire instrument used in the study, a quantitative analysis of inquiry was performed using the Cronbach Alpha reliability coefficient technique and reliability value of 0.79 was obtained.

3.6 Procedure for Data Collection

The data for the study were collected through the administration of theinstruments with the aid of a trained research assistant whom was trainedfor two days bythe researcher. The researcher introduced himself with an introductory letter given to the researcher from the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria. For the purpose of recognition as a researcher so as to accept the researcher's request and feed the researcher with all necessary information. The researcher and the research assistants administered the questionnaire and retrieved them from respondents after they have been adequately completed. The exercise was conducted in the identified schools within two weeks.

3.7 Method of Data Analysis

The data collected from the field were subjected to statistical analysis for appropriate interpretations to achieve the set items and objectives of the study. Both descriptive and inferential statistics were used in the analysis of data. The descriptive statistics involves the use of frequencies and percentages, means and standard deviation to answer the research questions and the bio-data of respondents. The inferential statistics of Analysis of Variance (ANOVA) was used to test the postulated null hypotheses.To retain or reject the hypotheses advanced for the study, an Alpha of 0.05 level of significance was used.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter presents the detailed analysis of the data collected for the study under three main sections. The first section presents the analysis of bio-data information of the respondents through frequencies and percentages in a tabular form, while the second section discussed issues raised concerning the research questions using means and standard deviation. Also, the third section analysed the hypotheses testing, using Analysis of Variance (ANOVA). A summary of the findings was later presented for easy understanding towards drawing a valid conclusion. The chapter ends with a discussion of each research questions and hypotheses.

4.2 Bio-Data of Respondents

This section presents the frequencies and percentages of the bio-data information of the respondents which include status (such as principal, teacher and students), gender (that is, male and female), years of working experience, qualifications and type of school (like day school, boarding and boarding/day).

Table 3: Status of the Respondents

Status	Frequency	Percentage
Principal	17	2.3
Teacher	333	45.5
Student	382	52.2
Total	**732**	**100**

Table 3 revealed that a total of 17 principals, equivalents to 2.3% were used for the study while 333 or 45.5% were teachers. Also, a total of 382 or 52.2% students were used in the study. This shows that the principals was least represented in the study.

Table 4: Gender of Respondents

Gender	Frequency	Percentage
Male	449	61.3
Female	283	38.7
Total	**732**	**100**

Table 4 revealed that a total of 449 (61.3%) males were used in the study, while 283 (38.7%) females also participated in the study. This shows that the male respondents had the highest frequency and percentage in the study.

Table 5: Years of Working Experience

Years	Frequency	Percentage
0-5 years	48	13.7
6-10 years	159	45.4
11-15 years	117	33.4
16-20 years	16	4.6
21 years and above	10	2.9
Total	**350**	**100**

Table 5 on the years of working experirnce indicated the following trend, 0-5 years (13.7%) 6-10 years (45.4%), 11-15 years (33.4%), 16-20 years (4.6%) and 21 years and above (2.9%). Thus years of experience 0-15 years together form 92.5%, which indicates that the respondents were mostly teachers, while years of experience16-21 and above (7.5%) comprised of teachers and principals in secondary schools in Federal Capital Territory, Abuja, Nigeria.

Table 6: Highest Qualifications

Option	Frequency	Percentage
Ph.D/Masters Degree	97	27.7
First Degree	154	44
NCE	87	24.8
Others	12	3.4
Total	**350**	**100**

Table 6 reveals that a total of 97 equivalents to 27.7% of the respondents are holders of Ph.D/Masters degree while 154 or 44% are degree holders. Also, a total of 87 or 24.8% are NCE holder and 12 or 3.4% are holders of other degrees. This shows that most of the respondents used in the study are degree holders.

Table 7: School Type

Option	Frequency	Percentage
Day school	335	45.8
Boarding	103	14.1
Boarding/Day	294	40.2
Total	**732**	**100**

Table 7 reveals that a total of 335 equivalents to 45.8% of the respondents were from day school while 103 or 14.1% were from boarding. Also, a total of 294 or 40.2% were from boarding/day. This shows that day school had the highest frequency and percentage in the study.

4.3 Response to Research Questions

Research Question One: How does autocratic leadership style of principals impact on maintenance of discipline and facilities in secondary schools in Federal Capital Territory, Abuja, Nigeria?

Opinions of principals, teachers and students were gathered in order to provide answer to this research question. The summary of analysis made in respect to research question one is presented in table 8.

Table 8: Impact of autocratic leadership style of principals on maintenance of discipline and facilities in secondary schools in Federal Capital Territory, Abuja

SN	ITEM	RESPONDENTS	SA	A	U	SD	D	MEAN	SD
1.	An autocratic principal gives order and demands total obedience without explanations or questions when maintaining discipline.	Principals	-	6	-	2	9	2.176	1.424
		Teachers	19	70	17	125	102	3.176	1.266
		Students	9	71	16	105	181	2.336	2.214
2.	Autocratic principal maintained discipline alone without the interference of teachers.	Principals	2	13	1	1	-	3.941	.6586
		Teachers	124	131	37	40	1	2.934	1.343
		Students	113	33	39	15	82	2.701	2.254
3.	An autocratic principal is only concerned about the goals of the school without proper maintenance of discipline.	Principals	2	-	-	7	8	1.882	1.268
		Teachers	18	42	26	104	143	2.063	1.224
		Students	1	130	50	93	108	2.536	1.230
4.	Principal with autocratic style allows little or no input from his/her subordinates when maintaining discipline.	Principals	8	-	4	-	5	2.647	1.366
		Teachers	11	165	60	74	23	3.202	1.043
		Students	12	166	60	78	66	3.147	1.206
5.	Teaching and non-teaching staff only commit themselves to work when the autocratic principal is present.	Principals	2	2	2	3	8	2.235	1.408
		Teachers	2	148	74	56	53	3.770	2.129
		Students	7	175	81	41	78	2.979	1.209
6.	Autocratic principal does not care about ensuring proper maintenance of school facility, e.g. chairs & lockers for effective teaching in the school.	Principals	-	-	3	7	7	1.764	.7524
		Teachers	8	131	76	88	30	3.997	1.057
		Students	119	131	60	4	68	2.696	1.148
7.	Autocratic principal lacks problem solving skills in ensuring properly maintenance of school facility such as chalkboard, white memory board.	Principals	2	3	2	9	1	2.764	1.200
		Teachers	8	146	52	78	49	2.958	1.166
		Students	3	130	146	100	103	3.555	1.232
8.	The principal with autocratic style makes decisions based on his/her own ideas and judgment when maintaining discipline.	Principals	1	-	2	8	6	1.941	1.028
		Teachers	24	99	31	133	46	2.765	1.219
		Students	18	104	25	114	121	2.934	1.308
9.	Autocratic principal always deny both teachers and students the right to express themselves when maintaining discipline through their behaviour or opinions.	Principals	3	2	1	7	4	2.580	1.460
		Teachers	2	60	50	54	67	2.927	1.212
		Students	5	67	31	91	188	1.979	1.181
10.	The competence of an autocratic principal in maintaining discipline help teachers to take their responsibility seriously.	Principals	5	2	1	4	5	2.882	1.691
		Teachers	2	89	31	97	114	2.903	1.212
		Students	1	93	37	108	143	2.917	1.193
				Cumulative Mean				**2.80**	**1.27**

Table 8 shows that autocratic leadership style of principals do not have impact onmaintenance of discipline and facilities in secondary schools in Federal Capital Territory, Abuja. The table showed that thecumulative response mean of 2.80is less than the rating mean of 3.0. The implication of this result is that, autocratic principal maintain discipline alone without the interference of teachers as this item attracted the highest response mean of 3.941 for principals and 2.934 for the teachers with 2.701 for students. Detail shows that a total of 2principals strongly agreed with item number 2, while 13 agreed as against 1 that stayed undecided and 1principal that disagreed with item number 2 on the table. Also, a total of 124teachers strongly agreed, while 131 of the respondents agreed, against 37 that stayed undecided while 40strongly disagreed and 1 that disagreed. In like manner, 113students strongly agreed with item number 2 and 33 that agreed, against 39 of them that stayed undecided while 15 strongly disagreed and 82 that disagreed with the item. The finding also implies that autocratic principal does not care about ensuring proper maintenance of school facility, such as chairs and lockers for effective teaching in the school.

Research Question Two: Does democratic leadership style of principals impact on maintenance of discipline and school facilities in secondary schools in FCT, Abuja, Nigeria?

Opinions of principals, teachers and students were gathered in order to provide answer to this research question. The summary of analysis made in respect to research question two is presented in table 9.

Table 9: Impact of democratic leadership style of principals on maintenance of discipline and school facilities in secondary schools in FCT, Abuja

SN	ITEM	RESPONDENTS	SA	A	U	SD	D	MEAN	SD
1.	Principal welcomes subordinates' ideas on discipline related issues.	Principals	2	1	-	8	6	2.677	1.317
		Teachers	8	101	42	106	76	2.876	1.206
		Students	1	97	35	88	161	2.585	1.233
2.	In maintaining discipline, a democratic principal often allow student accused of misbehavior to have the right to tell their side of the story.	Principals	2	7	-	6	2	2.858	1.344
		Teachers	1	9	30	75	137	2.828	1.249
		Students	109	-	39	97	137	2.714	1.227
3.	Effective democratic principal ensures that teachers do not compromise standard on discipline related issues.	Principals	-	8	3	2	4	2.882	1.268
		Teachers	2	139	78	44	70	3.876	1.184
		Students	1	55	69	71	66	2.774	1.206
4.	Decision making in respect of maintaining discipline is the function of both the principal and the staff in a democratic setting.	Principals	-	8	3	2	4	2.887	1.268
		Teachers	1	104	37	88	103	2.935	1.229
		Students	1	65	39	161	116	2.846	1.044
5.	Principal always allows teachers to contribute to the maintenance of discipline and vote on the best course of action.	Principals	-	9	4	2	2	3.776	1.074
		Teachers	4	126	77	67	59	2.846	1.147
		Students	18	114	76	118	56	2.790	1.158
6.	The subordinates are encouraged to share ideas and opinions on any disciplinary related issues even though the leader retains the final say.	Principals	10	4	1	2	-	2.941	1.297
		Teachers	7	82	61	97	86	2.480	1.178
		Students	135	-	107	105	35	2.895	.9931
7.	Principals who involve his/her teacher in decision making process usually motivate them to give in their best in ensuring that facilities are well maintained.	Principals	-	8	1	4	4	2.794	1.300
		Teachers	-	70	55	125	83	2.636	1.070
		Students	-	103	79	140	60	2.589	1.048
8.	Principal considers and demonstrates a sincere respect for his/her subordinates' sense of self worth while maintaining discipline in school.	Principals	-	1	-	8	8	2.647	.7859
		Teachers	1	144	67	20	51	2.971	1.124
		Students	40	127	57	73	85	2.905	1.352
9.	A democratic principal delegate his/ her authority to both staff and students to ensure that discipline and class management are well maintained.	Principals	-	11	-	2	4	3.958	1.344
		Teachers	48	142	72	70	1	4.933	1.106
		Students	87	147	68	80	-	3.919	1.196
10.	There is principle of collective responsibility in schools where principal is democratically skilled.	Principals	2	2	1	-	12	1.941	1.560
		Teachers	166	27	6	105	29	3.942	1.275
		Students	31	54	25	110	162	2.767	1.327
					Cumulative Mean			**3.01**	**1.20**

Table 9 shows that democratic leadership style of principals have impact on maintenance of discipline and school facilities in secondary schools in FCT, Abuja. The table showed that the cumulative response mean of 3.01 is higher than the rating mean of 3.0. The implication of this result is that, a democratic principal delegate his/ her authority to both

staff and students to ensure that discipline and class management are well maintained as this item attracted the highest response mean of 3.958 for principals and 4.933 for the teachers with 3.919 for students. Detail shows that a total of 11 principals agreed with item number 9, while 2 strongly agreed as against 4 that disagreed. Also, a total of 48 teachers strongly agreed, while 142 of the respondents agreed, against 72 that stayed undecided while 70 strongly disagreed and 1 that disagreed. In like manner, 87 students strongly agreed with item number 9 while 147 students agreed, against 68 of them that stayed undecided while 80 strongly disagreed with the item.

Research Question Three: How does laissez-faire leadership style of principals impact on maintenance of discipline and facilities in secondary schools in FCT, Abuja, Nigeria?

Opinions of principals, teachers and students were gathered in order to provide answer to this research question. The summary of analysis made in respect to research question three is presented in table 10.

Table 10: Impact of laissez-faire leadership style of principals on maintenance of discipline and facilities in secondary schools in FCT, Abuja

SN	ITEM	RESPONDENTS	SA	A	U	SD	D	MEAN	SD
1.	Decision making in respect of maintaining discipline by discouraging truancy in school is the sole responsibility of laissez-fair type of Principal.	Principals	4	-	2	3	8	2.117	1.268
		Teachers	1	137	75	56	64	2.864	1.160
		Students	1	150	59	96	76	3.748	1.179
2.	Teachers are always expected to solve discipline related problems on their own with no guideline or measure under principal with laissez-fair style.	Principals	6	-	-	2	9	2.176	1.424
		Teachers	2	192	20	37	32	3.785	1.008
		Students	1	198	53	89	41	3.975	1.090
3.	Principal with laissez-fair style always provides staff with the tools and resources needed for effective maintenance of facilities.	Principals	5	7	-	-	5	3.411	1.660
		Teachers	2	180	53	73	25	3.183	1.026
		Students	12	180	39	64	87	2.911	1.293
4.	Principal with laissez-fair style is clueless in all respects when it comes to maintenance of discipline.	Principals	10	-	-	5	2	3.058	1.197
		Teachers	6	169	36	72	54	2.979	1.185
		Students	5	225	54	62	36	3.264	1.055
5.	Principal allows teacher and students to make decision on disciplinary issues in the school because they are educated, skilled and experienced.	Principals	4	-	-	7	6	2.117	1.166
		Teachers	7	174	46	23	83	2.997	1.295
		Students	7	130	36	93	116	2.526	1.285
6.	Principal doesn't give command to staff to carry out their duties in the school.	Principals	4	-	-	11	2	2.352	.9963
		Teachers	3	197	45	52	36	3.237	1.078
		Students	2	157	36	64	123	2.609	1.319
7.	In the philosophy of Principal with laissez-fair style, there is low morale and low team work in terms of class management in the school.	Principals	-	-	1	9	7	1.647	.6063
		Teachers	3	108	76	59	87	2.642	1.208
		Students	5	104	64	77	132	2.400	1.248
8.	The staff seems to have little interest in maintaining discipline and manage their class very well.	Principals	4	-	4	5	4	2.470	1.124
		Teachers	3	151	64	73	42	3.000	1.103
		Students	2	149	55	77	99	2.680	1.245
9.	Laissez-fair leadership style often leads to poor maintenance of discipline and facilities in schools.	Principals	5	-	8	2	2	2.941	.9663
		Teachers	1	157	56	61	58	2.945	1.168
		Students	5	193	63	84	37	3.117	1.072
10.	Principal has so much confidence in his staff's ability to properly maintain discipline.	Principals	4	-	2	7	4	2.352	1.114
		Teachers	2	164	50	93	24	3.081	1.039
		Students	1	203	66	89	23	3.183	.9925
			Cumulative Mean					**2.85**	**1.15**

Table 10 shows that laissez-faire leadership style of principals do not have impact on maintenance of discipline and facilities in secondary schools in Federal Capital Territory, Abuja. The table showed that the cumulative response mean of 2.85 is less than the rating mean of 3.0. The implication of this result is that, teachers are always expected to solve discipline related problems on their own with no guideline or measure under principal with

laissez-fair style as this item attracted the highest response mean of 2.176 for principals and 3.785 for the teachers with 3.975 for students. Detail shows that a total of 6 principals strongly agreed with item number 2, while 2 principalsstrongly disagreed and 9 of the principals disagreed with item number 2 on the table. Also, 2 teachers strongly agreed, while 192 of the teachers agreed, against 20 that stayed undecided while 37 strongly disagreed and 32 that disagreed. In like manner, only 1 student strongly agreed with item number 2 and a total of 198 students agreed, against 53 of them that stayed undecided while 89 strongly disagreed and 41 that disagreed with the item.

Research Question Four: Does situational leadership style of principals impact on maintenance of discipline and school facilities in secondary schools in FCT, Abuja, Nigeria?

Opinions of principals, teachers and students were gathered in order to provide answer to this research question. The summary of analysis made in respect to research question four is presented in table 11.

Table 11: Impact of situational leadership style of principals on maintenance of discipline and school facilities in secondary schools in FCT, Abuja

SN	ITEM	RESPONDENTS	SA	A	U	SD	D	MEAN	SD
1.	Principal has a particular approach to issues related to discipline depending on the situation and circumstance of occurrence.	Principals	-	5	4	4	4	2.588	1.175
		Teachers	8	171	50	64	40	3.129	1.126
		Students	8	199	80	45	50	3.183	1.102
2.	Decision making in relation to maintenance of discipline are taken based on intuition and analysis of a given situation in the school.	Principals	-	3	4	3	7	2.176	1.185
		Teachers	9	200	61	12	51	3.330	1.196
		Students	7	244	68	23	40	3.405	1.014
3.	Principal believes a situation or circumstance should determine his style of control.	Principals	-	3	1	6	7	2.000	1.118
		Teachers	2	184	59	43	45	3.165	1.105
		Students	5	182	49	56	90	3.884	1.268
4.	The Principal always applies different leadership skills in maintaining discipline in the school based on situation.	Principals	-	5	1	-	11	2.000	1.414
		Teachers	2	148	74	48	61	2.945	1.160
		Students	1	153	68	77	83	3.769	1.196
5.	The Principal is a democrat in all aspects when maintaining discipline and facility in the school.	Principals	-	5	2	4	6	2.352	1.271
		Teachers	13	152	59	70	39	3.090	1.134
		Students	7	173	61	75	66	2.947	1.189
6.	In the situational style of leadership, Principal generally fits into any type of work environment to ensure that facilities are properly maintained in the school.	Principals	-	4	-	7	6	2.117	1.166
		Teachers	2	148	55	91	37	2.961	1.090
		Students	1	157	53	68	103	2.699	1.261
7.	The Principal is authoritative in their approaches to the maintenance of discipline among staff and students.	Principals	-	8	9	5	-	3.235	.9034
		Teachers	2	158	99	46	28	3.180	.9712
		Students	1	145	87	89	60	3.337	1.108
8.	Principal's plan on how to handle disciplinary issues with teachers and students are too harsh under Situational setting.	Principals	-	4	7	-	6	2.529	1.230
		Teachers	8	210	85	2	28	3.504	.9038
		Students	1	196	100	14	71	3.109	1.137
9.	There is no one leadership style that is generally accepted for all situations in regard to maintenance of discipline in school.	Principals	-	4	3	5	5	3.352	1.169
		Teachers	6	173	91	34	29	3.979	.9833
		Students	4	175	92	40	71	4.902	1.162
10.	The principal recognizes a culture that places strong importance on teamwork in the maintenance of facility and cooperation under situational setting in the school.	Principals	-	4	6	-	7	2.411	1.277
		Teachers	23	130	94	31	55	3.105	1.188
		Students	22	154	111	44	51	3.136	1.125
				Cumulative Mean				**3.05**	**1.14**

Table 11 shows that situational leadership style of principals have impact on maintenance of discipline and facilities in secondary schools in Federal Capital Territory, Abuja. The table showed that the cumulative response mean of 3.05 is higher than the rating mean of 3.0. The implication of this result is that, there is no one leadership style that is generally accepted for all situations in regard to maintenance of discipline in schoolas this

item attracted the highest response mean of 3.352 for principals and 3.979 for the teachers with 4.902 for students. Detail shows that a total of 4 principals agreed with item number 9, against 3 that stayed undecided while 5 principal that strongly disagreed and 5 principals disagreed with item number 9 on the table. Also, a total of 6 teachers strongly agreed, while 173 of the teachers agreed, against 91 that stayed undecided while 34 strongly disagreed and 29 that disagreed. In like manner, 4 students strongly agreed with item number 9 and 175 agreed, against 92 of them that stayed undecided while 40 strongly disagreed and 71 that disagreed with the item.

Research Question Five: Does transformational leadership style of principals impact on maintenance of schools facilities and discipline in secondary school in FCT, Abuja, Nigeria?

Opinions of principals, teachers and students were gathered in order to provide answer to this research question. The summary of analysis made in respect to research question five is presented in table 12.

Table 12: Impact of transformational leadership style of principals on maintenance of schools facilities and discipline in secondary school in FCT, Abuja

SN	ITEM	RESPONDENTS	SA	A	U	SD	D	MEAN	SD
1.	Transformational principal has strong vision and passion for maintaining discipline and ensure proper use of facilities in the school.	Principals	-	10	-	2	5	2.882	1.409
		Teachers	15	25	27	122	94	2.384	1.235
		Students	15	93	58	147	69	3.575	1.153
2.	Transformational principal delegates responsibilities to staff and gives them sense of belonging in maintaining discipline in the school.	Principals	-	1	-	6	10	1.529	.799
		Teachers	2	24	4	149	154	1.711	.857
		Students	3	44	37	165	133	2.002	.989
3.	The transformational style of the principal gives room for creativity in decision making on maintenance of school facilities.	Principals	1	3	-	5	8	2.058	1.344
		Teachers	4	41	9	171	108	1.985	.977
		Students	-	106	53	135	88	3.463	1.125
4.	My principal leads based on personal traits of vision and inspiration when handling issues related to discipline among staff and students.	Principals	-	9	6	-	2	3.294	.985
		Teachers	18	89	58	77	91	2.597	1.284
		Students	15	138	82	57	90	3.819	1.257
5.	Principals promote vision among staff thereby accord the school discipline.	Principals	-	-	-	7	10	1.411	.507
		Teachers	147	69	24	7	86	3.291	1.125
		Students	114	76	16	45	131	3.450	1.429
6.	Principals serve as a role model due to his/her leadership style when maintaining facilities in the school.	Principals	-	2	5	7	3	2.352	.931
		Teachers	7	94	42	106	84	2.901	1.203
		Students	6	125	65	99	87	2.944	1.198
7.	Principals inspire and motivate staff in maintaining facilities in the school.	Principals	-	14	3	-	-	3.823	.392
		Teachers	21	153	57	60	42	4.153	1.173
		Students	6	125	65	99	87	4.644	1.198
8.	The Principal delegates responsibilities freely and relies upon the talent and expertise of his subordinates to achieve results on discipline.	Principals	-	6	-	6	5	2.411	1.277
		Teachers	11	154	41	40	47	2.815	1.323
		Students	12	193	52	66	59	3.886	1.190
9.	There is free flow of communication in schools and the principal makes free flow of communication possible inthe use and management of school facilities.	Principals	-	4	3	10	-	2.647	.861
		Teachers	26	96	34	102	75	3.687	1.309
		Students	103	117	47	101	14	3.575	1.272
10.	There is always recognition of accomplishment in the school due to the principal's leadership style	Principals	4	3	-	1	9	2.529	1.806
		Teachers	120	97	34	63	19	3.495	1.378
		Students	24	149	52	70	87	3.877	1.313
		Cumulative Mean						**3.07**	**1.14**

Table 12 shows that transformational leadership style of principals have impact on maintenance of discipline and facilities in secondary schools in Federal Capital Territory, Abuja. The table showed that the cumulative response mean of 3.07 is higher than the rating mean of 3.0. The implication of this result is that, principals inspire and motivate staff in maintaining facilities in the school as this item attracted the highest response mean of 3.823

for principals and 4.153 for the teachers with 4.644 for students. Detail shows that a total of 14 principals agreed with item number 7, against 3 that stayed undecided while 21 teachersstrongly agreed and a total of 153 of them agreed against 57 that stayed undecided while 60 of them strongly disagreed and 42 teachers that disagreed with item number 7 on the table. Also, a total of 6 students strongly agreed, while 125 of the students agreed, against 65 that stayed undecided while 99 strongly disagreed and 87 that disagreed.

Research Question Six: How does charismatic leadership style of principals impact on the maintenance of discipline and facilities in secondary schools in FCT, Abuja, Nigeria?

Opinions of principals, teachers and students were gathered in order to provide answer to this research question. The summary of analysis made in respect to research question six is presented in table 13.

Table 13: Impact of charismatic leadership style of principals on the maintenance of discipline and facilities in secondary schools in FCT, Abuja

SN	ITEM	RESPONDENTS	SA	A	U	SD	D	MEAN	SD
1.	Charismatic leaders manage follower impressions by constantly demonstratingcourage and conviction when maintaining discipline.	Principals	-	2	2	6	7	1.941	1.028
		Teachers	3	173	5	57	30	3.228	1.039
		Students	5	175	51	86	65	2.918	1.188
2.	Our principal is distinguished from other leaders by his/her use of articulation management practices to inspire followers in pursuit of a vision relating to discipline in secondary school.	Principals	3	-	3	7	4	2.470	1.374
		Teachers	9	135	61	65	63	3.885	1.206
		Students	7	156	53	89	77	3.808	1.219
3.	Principal engage in impression management techniques in order to bolsterhis/her image of competence in dealing with matter of discipline.	Principals	-	1	2	9	5	1.941	.826
		Teachers	4	128	47	107	47	3.804	1.133
		Students	12	199	71	62	38	3.222	1.077
4.	Charismatic principal engages followers inradical change to maintain facilities in secondary school.	Principals	4	2	2	7	4	2.941	1.434
		Teachers	-	135	46	61	61	3.675	1.257
		Students	15	208	47	52	62	4.157	1.208
5.	Charismatic principal is seen as a conveyance of values by means of exemplary actions in handling of school facilities.	Principals	3	2	1	7	4	2.588	1.460
		Teachers	-	112	46	82	93	3.531	1.218
		Students	6	119	66	80	111	3.552	1.244
6.	Charismatic principal often display extraordinarybehaviours when maintaining discipline in the school.	Principals	3	2	1	6	5	2.529	1.504
		Teachers	6	114	41	101	71	3.648	1.204
		Students	2	137	66	109	68	3.727	1.142
7.	Principals with charismatic style often include emotional appeals when communicating with the subordinate on disciplinary issues.	Principals	2	1	-	8	6	2.117	1.317
		Teachers	1	139	55	76	62	3.840	1.249
		Students	5	146	66	79	86	3.751	1.218
8.	Charismatic principalincreases subordinate compliance through impressive management skill when handling of school facilities.	Principals	-	4	-	7	6	2.917	2.116
		Teachers	1	154	71	40	67	4.945	1.183
		Students	2	169	45	133	33	4.931	1.074
9.	Charismatic principal is not seen as individuals in charge of followers, but as members of a community of practice.	Principals	-	9	3	2	3	3.058	1.197
		Teachers	1	164	77	46	45	3.090	1.085
		Students	2	155	51	52	122	3.641	1.310
10.	Principal transforms the desires and aspirations of followers to collective interests in maintaining school facilities.	Principals	-	4	1	2	10	1.941	1.297
		Teachers	1	143	61	78	50	3.900	1.127
		Students	23	164	35	105	55	3.986	1.234
		Cumulative Mean						**3.32**	**1.23**

Table 13 shows that charismatic leadership style of principals have impact on maintenance of discipline and facilities in secondary schools in Federal Capital Territory, Abuja. The table showed that the cumulative response mean of 3.32 is higher than the rating mean of 3.0. The implication of this result is that, charismatic principalincreasessubordinate compliance through impressive management skill when handling of school facilities as this

item attracted the highest response mean of 2.917 for principals and 4.945 for the teachers with 4.931 for students. Detail shows that a total of 4 principals agreed with item number 8, against 7 principal that strongly disagreed while 6 principals disagreed with item number 8 on the table. Also, only 1 teacher strongly agreed, while 154 of the teachers agreed, against 71 that stayed undecided while40 strongly disagreed and 67 that disagreed. In like manner, 2 students strongly agreed with item number 8 and 169 agreed, against 45 of them that stayed undecided while 133 strongly disagreed and 33 that disagreed with the item.

4.4 Hypotheses Testing

The six null hypotheses raised for this study were tested using Analysis of Variance (ANOVA) at 0.05 level of significance. This section presents the result of hypotheses tested.

Hypothesis One: There is no significant difference in the opinions of respondents on the impact of autocratic leadership style of principals on maintenance of discipline and facilities in secondary schools in FCT, Abuja, Nigeria.

Opinions of principals, teachers and students were gathered and analysed using Analysis of Variance (ANOVA). The summary of hypothesis testing is presented in table 14.

Table 14: Summary of Analysis of Variance (ANOVA) Statistics on the impact of autocratic leadership style of principals on maintenance of discipline and facilities in secondary schools in FCT, Abuja

Status	Sum of Squares	df	Mean Square	F-ratio	F-critical	Prob.
Between Groups	0.810	2	0.405	0.276	3.15	0.759
Within Groups	483.664	730	1.466			
Total	**484.474**	**732**				

Table 14 shows that there is no difference in the opinions of principals, teachers and students on the impact of autocratic leadership style of principals on maintenance of discipline and facilities in secondary schools in FCT, Abuja, Nigeria. The table shows the f-ratio value of (0.276) at 730 degrees of freedom and at 0.05 level of significance. The critical

value (3.15) is higher than f-ratio value (0.276), while the probability of P (0.759) is higher than 0.05 alpha level of significance. Therefore, the hypothesis which states that there is no significant difference in the impact of autocratic leadership style of principals on maintenance of discipline and facilities in secondary schools in FCT, Abuja was retained.

Hypothesis Two: There is no significant difference in the opinions of respondents no the impact of democratic leadership style of principals on maintenance of discipline and school facilities in secondary schools in FCT, Abuja, Nigeria.

Opinions of principals, teachers and students were gathered and analysed using Analysis of Variance (ANOVA). The summary of hypothesis testing is presented in table 15.

Table 15: Summary of Analysis of Variance (ANOVA) Statistics on the impact of democratic leadership style of principals on maintenance of discipline and school facilities in secondary schools in FCT, Abuja

Status	Sum of Squares	df	Mean Square	F-ratio	F-critical	Prob.
Between Groups	52.500	2	26.250	23.336	3.15	.000
Within Groups	371.200	730	1.125			
Total	**423.700**	**732**				

Table 15 shows that there is difference in the opinions of principals, teachers and students on the impact of democratic leadership style of principals on maintenance of discipline and facilities in secondary schools in FCT, Abuja. The table shows the f-ratio value of (23.336) at 730 degrees of freedom and at 0.05 level of significance. The critical value (3.15) is less than f-ratio value (23.336), while the probability of P(.000) is less than 0.05 alpha level of significance. This means that there is difference in the opinions of principals, teachers and students on the impact of democratic leadership style of principals on maintenance of discipline and facilities in secondary schools in FCT, Abuja. Subsequently, the null hypothesis is rejected.

Table 16: Summary of Scheffe's Multiple Comparison Test on the impact of democratic leadership style of principals on maintenance of discipline and facilities in secondary schools in FCT, Abuja

Respondents	N	Mean
Principal	17	3.000
Teacher	333	2.940
Students	382	2.571

Table 16 shows that the response mean of students was found to be closer to that of teachers, implying that the difference between the two respondentswas not significant. But on the contrary,the response mean of principals was found to be higher than that of teachers and students.This shows that the principals differ significantly in their opinions regarding the impact of democratic leadership style of principals on maintenance of discipline and facilities in secondary schools in FCT, Abuja.

Hypothesis Three: There is no significant difference in the opinions of respondents on the impact of laissez-faire leadership style of principals on maintenance of discipline and facilities in secondary schools in FCT, Abuja, Nigeria.

Opinions of principals, teachers and students were gathered and analysed using Analysis of Variance (ANOVA). The summary of hypothesis testing is presented in table 17.

Table 17: Summary of Analysis of Variance (ANOVA) Statistics on the impact of laissez-faire leadership style of principals on maintenance of discipline and facilities in secondary schools in FCT, Abuja

Status	Sum of Squares	df	Mean Square	F-ratio	F-critical	Prob.
Between Groups	2.469	2	21.235	1.135	3.15	.323
Within Groups	359.050	730	9.088			
Total	**361.520**	**732**				

Table 17 shows that there is no difference in the opinions of principals, teachers and students on the impact of laissez-faire leadership style of principals on maintenance of discipline and facilities in secondary schools in FCT, Abuja. The table shows the f-ratio value of (1.135) at 730 degrees of freedom and at 0.05 level of significance. The critical value (3.15) is higher than f-ratio value (1.135), while the probability of P(.323) is higher than 0.05 alpha level of significance. Therefore, the hypothesis which states that there is no significant difference in the impact of laissez-faire leadership style of principals on maintenance of discipline and facilities in secondary schools in FCT, Abuja was retained.

Hypothesis Four: There is no significant difference in the opinions of respondents on the impact of situational leadership styles of principals on maintenance of discipline and school facilities in secondary schools in FCT, Abuja, Nigeria.

Opinions of principals, teachers and students were gathered and analysed using Analysis of Variance (ANOVA). The summary of hypothesis testing is presented in table 18.

Table 18: Summary of Analysis of Variance (ANOVA) Statistics on the impact of situational leadership style of principals on maintenance of discipline and school facilities in secondary schools in FCT, Abuja

Status	Sum of Squares	df	Mean Square	F-ratio	F-critical	Prob.
Between Groups	31.856	2	15.928	9.270	3.15	.002
Within Groups	566.997	730	1.718			
Total	**598.853**	**732**				

Table 18 shows that there is difference in the opinions of principals, teachers and students on the impact of situational leadership style of principals on maintenance of discipline and facilities in secondary schools in FCT, Abuja, Nigeria. The table shows the f-ratio value of (9.270) at 730 degrees of freedom and at 0.05 level of significance. The critical value (3.15) is less than f-ratio value (9.270), while the probability of P(.002) is less than 0.05 alpha level of significance. This means that there is difference in the opinions of principals, teachers and students on the impact of situational leadership style of principals on maintenance of discipline and facilities in secondary schools in FCT, Abuja. Subsequently, the null hypothesis is rejected.

Table 19: Summary of Scheffe's Multiple Comparison Test on the impact of situational leadership style of principals on maintenance of discipline and school facilities in secondary schools in FCT, Abuja

Respondents	N	Mean
Principals	17	2.833
Teachers	333	2.853
Students	382	2.571

Table 19 shows that theresponse mean of principals was found to be closer to that of teachers, implying that the difference between the two respondents was not significant. But on the contrary,the response mean of students was found to be lesser than that of principals and teachers.This shows that the students differs significantly in their opinions regarding the impact of situational leadership style of principals on maintenance of discipline and facilities in secondary schools in FCT, Abuja.

Hypothesis Five: There is no significant difference in the opinions of respondents on the impact of transformational leadership style of principals on the maintenance of discipline and school facilities in secondary schools in Federal Capital Territory, Abuja, Nigeria.

Opinions of principals, teachers and students were gathered and analysed using Analysis of Variance (ANOVA). The summary of hypothesis testing is presented in table 20.

Table 20: Summary of Analysis of Variance (ANOVA) Statistics on the impact of transformational leadership style of principals on the maintenance of discipline and school facilities in secondary schools in Federal Capital Territory, Abuja

Status	Sum of Squares	df	Mean Square	F-ratio	F-critical	Prob.
Between Groups	40.950	2	20.475	16.461	3.15	.004
Within Groups	410.461	730	1.244			
Total	**451.411**	**732**				

Table 20 shows that there is difference in the opinions of principals, teachers and students on the impact of transformational leadership style of principals on the maintenance of discipline and school facilities in secondary schools in Federal Capital Territory, Abuja, Nigeria. The table shows the f-ratio value of (16.461) at 730 degrees of freedom and at 0.05 level of significance. The critical value (3.15) is less than f-ratio value (16.461), while the probability of P(.004) is less than 0.05 alpha level of significance. This means that there is difference in the opinions of principals, teachers and students on the impact of transformational leadership style of principals on the maintenance of discipline and school facilities in secondary schools in Federal Capital Territory, Abuja. Subsequently, the null hypothesis is rejected.

Table 21: Summary of Scheffe's Multiple Comparison Test on the impact of transformational leadership style of principals on the maintenance of discipline and school facilities in secondary schools in Federal Capital Territory, Abuja

Respondents	N	Mean
Principals	17	1.333
Teachers	333	2.371
Students	382	1.571

Table 21 shows that theresponse mean of principals was found to be closer to that of students, implying that the difference between the two respondentswas not significant. But on the contrary,the response mean of teachers was found to be higher than that of principals and students.This shows that the students differs significantly in their opinions regarding the impact of transformational leadership style of principals on maintenance of discipline and facilities in secondary schools in FCT, Abuja.

Hypothesis Six: There is no significant difference in the opinions of respondents on the impact of charismatic leadership style of principals on maintenance of discipline and school facilities in secondary schools in FCT, Abuja, Nigeria.

Opinions of principals, teachers and students were gathered and analysed using Analysis of Variance (ANOVA). The summary of hypothesis testing is presented in table 22.

Table 22: Summary of Analysis of Variance (ANOVA) Statistics on the impact of charismatic leadership style of principals on maintenance of discipline and school facilities in secondary schools in FCT, Abuja

Status	Sum of Squares	df	Mean Square	F-ratio	F-critical	Prob.
Between Groups	39.284	2	19.642	17.027	3.15	.000
Within Groups	380.686	730	1.154			
Total	**419.970**	**732**				

Table 22 shows that there is difference in the opinions of principals, teachers and students on the impact of charismatic leadership style of principals on maintenance of discipline and school facilities in secondary schools in FCT, Abuja. The table shows the f-ratio value of (17.027) at 730 degrees of freedom and at 0.05 level of significance. The critical value (3.15) is less than f-ratio value (17.027), while the probability of P(.000) is less than 0.05 alpha level of significance. This means that there is difference in the opinions of principals, teachers and students on the impact of charismatic leadership style of principals on maintenance of discipline and school facilities in secondary schools in FCT, Abuja. Subsequently, the null hypothesis is rejected.

Table 23: Summary of Scheffe's Multiple Comparison Test on the impact of charismatic leadership style of principals on maintenance of discipline and school facilities in secondary schools in FCT, Abuja

Respondents	N	Mean
Principals	17	3.833
Teachers	333	2.843
Students	382	4.000

Table 23 shows that theresponse mean of principals was found to be closer to that of students, implying that the difference between the two respondentswas not significant. But on the contrary,the response mean of teachers was found to be lesser than that of principals and students.This shows that the students differs significantly in their opinions regarding the impact of charismatic leadership style of principals on maintenance of discipline and school facilities in secondary schools in FCT, Abuja.

4.5 Summary of Hypotheses Testing

This section shows the summary of all the null hypotheses tested in the study.

Table 24: Summary of the hypotheses tested

N/S	H_0 Statement	Statistical Tool Used	Result	Level of Sig.	Remark
1.	There is no significant difference in the impact of autocratic leadership style of principals on maintenance of discipline and facilities in secondary schools in FCT, Abuja.	Analysis of Variance (ANOVA)	F-calculated is 0.276, while the table value is 3.15 at 0.05 level of significance.	0.05	**Ho_1** was retained. This means that significant difference do not exist in the opinions of respondents.
2.	There is no significant difference in the impact of democratic leadership style of principals on maintenance of discipline and school facilities in secondary schools in FCT, Abuja.	Analysis of Variance (ANOVA)	F-calculated is 23.336, while the table value is 3.15 at 0.05 level of significance.	0.05	**Ho_2** was rejected. This means that significant difference existed in the opinions of respondents.
3.	There is no significant difference in the impact of laissez-faire leadership style of principals on maintenance of discipline and facilities in secondary schools in FCT, Abuja .	Analysis of Variance (ANOVA)	F-calculated is 1.135, while the table value is 3.15 at 0.05 level of significance.	0.05	**Ho_3** was retained. This means that significant difference do not exist in the opinions of respondents.
4.	There is no significant difference in the impact of situational leadership styles of principals on maintenance of discipline and school facilities in secondary schools in FCT, Abuja.	Analysis of Variance (ANOVA)	F-calculated is 9.270, while the table value is 3.15 at 0.05 level of significance.	0.05	**Ho_4** was rejected. This means that significant difference existed in the opinions of respondents.
5.	There is no significant difference in the impact of transformational leadership style of principals on the maintenance of discipline and school facilities in secondary schools in Federal Capital Territory, Abuja.	Analysis of Variance (ANOVA)	F-calculated is 16.461, while the table value is 3.15 at 0.05 level of significance.	0.05	**Ho_5** was rejected. This means that significant difference existed in the opinions of respondents.
6.	There is no significant difference in the impact of charismatic leadership style of principals on maintenance of discipline and school facilities in secondary schools in FCT, Abuja	Analysis of Variance (ANOVA)	F-calculated is 17.027, while the table value is 3.15 at 0.05 level of significance.	0.05	**Ho_6** was rejected. This means that significant difference existed in the opinions of respondents.

4.6 Summary of Major Findings

The study revealed that:

1. In most secondary schools, principals who were autocractic gave orders and demand total obedience without explanations or questions when maintaining discipline. They maintained discipline alone without the interference of teachers and other staff;

2. Principals who were democartic welcome the subordinates' ideas on discipline related issues. In maintaining discipline, they often allow staff and student accused of misbehavior to have the right to tell their side of the story. They ensure that teachers did not compromise standard on discipline related issues. Decision making in respect of maintaining discipline was the function of both the principals and staff;
3. In schools with female principals, teachers were always expected to solve discipline related problems on their own with no guideline or measure from the principals which portray the prevailence of laissez fair style of leadership;
4. In schools headed by principals who occupied bu situational leadership style decision making in relation to maintenance of discipline is taken based on intuition and analysis of a given situation. Principals believed a situation or circumstance should determine their style of control;
5. In most secondary schools where transformational leadership is practiced, principal have strong vision and passion for maintaining decipline and ensured proper use of facilities in the school. They delegated responsibilities to staff and gave them sense of belonging in maintaining discipline in the schools; and
6. In secondary schools where charismatic leadership was practiced, principals managed subordinate impressions by constantly demonstrating courage and conviction when maintaining discipline. The principals inspired subordinates in pursuit of a vision relating to discipline in their schools.

4.7 Discussion of the Findings

Findings on hypothesis one revealed that there is no difference in the opinions of principals, teachers and students on the impact of autocratic leadership style of principals on maintenance of discipline and facilities in secondary schools in FCT, Abuja. The table showed that the critical value was higher than f-ratio value, while the probability of P(.759)

was higher than 0.05 alpha level of significance. Therefore, the hypothesis which states that there is no significant difference in the opinions of respondents on the impact of autocratic leadership style of principals on maintenance of discipline and facilities in secondary schools in FCT, Abuja was retained. This finding shared similarity with the findings of Ojokuku, Odetayo and Sajuyigbe (2012) thatautocratic leadership styledo not enhanced organizational performance because positive and negative correlation exists between leadership style dimensions and organizational performance. The leadership style dimensions jointly predict organizational performance, which counted for 23% variance of performance.

Findings on hypothesis two revealed that there was difference in the opinions of principals, teachers and students on the impact of democratic leadership style of principals on maintenance of discipline and facilities in secondary schools in FCT, Abuja. The table shows that the critical value was less than f-ratio value, while the probability of P(.000) was less than 0.05 alpha level of significance. This means that there is difference in the opinions of principals, teachers and students on the impact of democratic leadership style of principals on maintenance of discipline and facilities in secondary schools in FCT, Abuja. Subsequently, the null hypothesis is rejected. This was further subjected to scheffe multiple comparison test which revealed that theresponse mean of students was found to be closer to that of teachers, implying that the difference between the two respondentswas not significant. But on the contrary,the response mean of principals was found to be higher than that of teachers and students.This shows that the principals differs significantly in their opinions regarding the impact of democratic leadership style of principals on maintenance of discipline and facilities in secondary schools in FCT, Abuja. The finding of Denhardt and Denhardt (2003) and Hackman andJohnson (2015)supportedthe current finding that there is relationship between democratic leadership and productivity.Democratic leadership is related with increased followers' productivity, satisfaction,involvement, and commitment.

Findings on hypothesis three revealed that there is no difference in the opinions of principals, teachers and students on the impact of laissez-faire leadership style of principals on maintenance of discipline and facilities in secondary schools in FCT, Abuja. The table shows that the critical value was higher than f-ratio value, while the probability of P(.323) was higher than 0.05 alpha level of significance. Therefore, the hypothesis which states that there is no significant difference in the impact of laissez-faire leadership style of principals on maintenance of discipline and facilities in secondary schools in FCT, Abuja was retained. This finding shared similarity with the findings ofAbdul andHusnain(2012) that the motivational level inrespect of Laissez Faire is low because of not interference of management. Laissez Faire also have positiverelation but due to insignificance relation it indicate that Laissez Faire style is not an important style that boost themotivation level of workers as compare to other leadership styles. So it is important for banking sector to focusand adopt that method which is beneficial and healthy for their workers.

Findings on hypothesis four revealed that there was difference in the opinions of principals, teachers and students on the impact of situational leadership style of principals on maintenance of discipline and facilities in secondary schools in FCT, Abuja. The table shows that the critical value was less than f-ratio value, while the probability of P(.002) was less than 0.05 alpha level of significance. This means that there is difference in the opinions of principals, teachers and students on the impact of situational leadership style of principals on maintenance of discipline and facilities in secondary schools in FCT, Abuja. Subsequently, the null hypothesis is rejected. This result was further subjected to scheffe multiple comparison test which revealed that theresponse mean of principals was found to be closer to that of teachers, implying that the difference between the two respondentswas not significant. But on the contrary,the response mean of students was found to be lesser than that of principals and teachers.This shows that the students differs significantly in their opinions

regarding the impact of situational leadership style of principals on maintenance of discipline and facilities in secondary schools in FCT, Abuja.This finding was supported by the findings of Nadeem, Ghulam, Muhammad and Faiz (2012)that situational leadership style has a positive impactonteachers' job satisfaction in public school than private teachers.

Findings on hypothesis five revealed that there was difference in the opinions of principals, teachers and students on the impact of transformational leadership style of principals on the maintenance of discipline and school facilities in secondary schools in Federal Capital Territory, Abuja. The table shows that the critical value was less than f-ratio value, while the probability of P(.004) was less than 0.05 alpha level of significance. This means that there is difference in the opinions of principals, teachers and students on the impact of transformational leadership style of principals on the maintenance of discipline and school facilities in secondary schools in Federal Capital Territory, Abuja. Subsequently, the null hypothesis is rejected. This result was further subjected to scheffe test which revealed that theresponse mean of principals was found to be closer to that of students, implying that the difference between the two respondentswas not significant. But on the contrary,the response mean of teachers was found to be higher than that of principals and students.This shows that the students differs significantly in their opinions regarding the impact of transformational leadership style of principals on maintenance of discipline and facilities in secondary schools in FCT, Abuja. This result correspond with the findings of Abdul and Husnain (2012) that Transformational leadership has positive, strong and significant association with the commitment to maintain facilities in schools.

Findings on hypothesis six revealed that there is difference in the opinions of principals, teachers and students on the impact of charismatic leadership style of principals on maintenance of discipline and school facilities in secondary schools in FCT, Abuja. The table

shows that the critical value was less than f-ratio value, while the probability of P(.000) is less than 0.05 alpha level of significance. This means that there is difference in the opinions of principals, teachers and students on the impact of charismatic leadership style of principals on maintenance of discipline and school facilities in secondary schools in FCT, Abuja. Subsequently, the null hypothesis is rejected. This result was further subjected to scheffe multiple comparison test which revealed that theresponse mean of principals was found to be closer to that of students, implying that the difference between the two respondentswas not significant. But on the contrary,the response mean of teachers was found to be lesser than that of principals and students.This shows that the students differs significantly in their opinions regarding the impact of charismatic leadership style of principals on maintenance of discipline and school facilities in secondary schools in FCT, Abuja.The finding of Weinstein (2002)supported the current finding that of particular note is that, charismatic principal who communicates high discipline expectations for individual teacher would in turn bring about positive changes and proper maintenance of discipline in the school.

CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The study assessed the Impact of Leadership Styles of Principals on the Maintenanceof Discipline and Facilities in Secondary Schools in FederalCapitalTerritory, Abuja. The study was carried out with sixobjectives among which are to: examine the impact of autocratic leadership styles of principals on maintenance of discipline and facilities in Secondary Schools in Federal Capital Territory, Abuja; ascertain the impact of democratic leadership styles of principals on maintenance of discipline and school facilities in secondary school in the Federal Capital Territory, Abuja; and determine the impact of laissez-faire leadership styles of principals on maintenance of discipline and facilities in secondary schools in FCT, Abuja.Also, six corresponding research questions and sixnull hypotheses were formulated and tested for the study. Literatures were reviewed in the related area of studies. The study adopted descriptive survey research design.

The population of the study comprised of fifty-six (56) principals, three thousand three hundred and twenty-six (3326) teachers and fifty five thousand, seven hundred and ninety six (55796) students in senior secondary schools in the Federal Capital Territory, Abuja. A sample size of seventeen (17) principals, three hundred and thirty three (333) teachers and three hundred and eighty two (382) students were sampled for the study. These sample size was arrived at using random sampling technique. A researcher-made instrument titled “Impact of Leadership Styles of Principals on the Maintenance of Discipline and Facilities” (ILSPMDF) was used to generate relevant data in this study. The instrument was validated by the researcher’s supervisors. A quantitative analysis of inquiry was performed using the Cronbach Alpha reliability coefficient technique and reliability value of 0.79 was obtained.

The bio-data of the respondents was analysed using frequency and percentage, while mean and standard deviation was used to answer the research questions. Also, Analysis of Variance (ANOVA) was used to test all the null hypotheses postulated for the study. In view of the hypotheses tested for the study, findings revealed among others that there was no difference in the opinions of principals, teachers and students on the impact of autocratic leadership style of principals on maintenance of discipline and facilities in secondary schools in FCT, Abuja. Finding also revealed that there was difference in the opinions of principals, teachers and students on the impact of democratic leadership style of principals on maintenance of discipline and facilities in secondary schools in FCT, Abuja. Similarly, there was no difference in the opinions of principals, teachers and students on the impact of laissez-faire leadership style of principals on maintenance of discipline and facilities in secondary schools in FCT, Abuja.

5.2 Conclusions

Effective performance by an individual, group, or organization is assumed to depend on leadership by an individual with the skills to find the right path and motivate others to take it. Hence, conclussions were made that:

- Autocratic leadership style of principals does not have impact on maintenance of discipline and facilities in secondary schools in Federal Capital Territory, Abuja;
- Democratic leadership style of principals has impact on maintenance of discipline and school facilities in secondary schools in FCT, Abuja;
- Laissez-faire leadership style of principals does not have impact on maintenance of discipline and facilities in secondary schools in Federal Capital Territory, Abuja;
- Situational leadership style of principals has impact on maintenance of discipline and facilities in secondary schools in Federal Capital Territory, Abuja;

- Transformational leadership style of principals have impact on maintenance of discipline and facilities in secondary schools in Federal Capital Territory, Abuja; and
- Charismatic leadership style of principals has impact on maintenance of discipline and facilities in secondary schools in Federal Capital Territory, Abuja.

5.3 Recommendations

In view of the findings from this study, the following recommendations were made that:

1. Principal should avoid being autocratic and promote only traits that cause followers to respect leader and consider the leader as a working personnel and proud inspirational;
2. Principals should be aware of democratic leadership style and should apply its traits and strengths in practice. This will enhance more commitment and interest in maintaining discipline and facilities in schools;
3. Laissez-faire principal should develop a challenging and attractive vision, together with the teachers and students towards effective maintenance of discipline and facilities in schools;
4. School leaders should modify their leadership style to fit the tasks required for maintaining discipline and facilities in schools;
5. School principals should pay attention to transformational leadership factors quickly for effective maintenance of discipline and facilities in schools; and
6. Charismatic principals should give criticism and praise objectively in order to carry every one along in maintaining discipline and facilities.

5.4 Suggestions for Further Study

Further studies can be carried out in the following areas:

1. Impact of transformational leadership styleand its predictive effects on leadership effectiveness in secondary schools.
2. Perceptions of stakeholders on key issues of democratic leadership with reference to freedom movement in schools.
3. Impact of charismatic leadership style on performance Nigerian secondary school principals.
4. Impact of transactional and laissez faire leadership style on staff motivation in secondary schools

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APPENDIX I

NUMBER OF PRINCIPALS, TEACHERS AND STUDENTS ACCORDING TO AREA COUNCILS (SENIOR SECONDARY SCHOOLS) IN FCT

BWARI AREA COUNCIL

S/N	SCHOOLS	PRINCIPALS		NUMBER OF TEACHERS	NUMBER OF STUDENTS
		Male	Female		
1	Govt. Sec. School, Bwari		F	81	1619
2	Govt. Day Sec. School, Bwari		M	55	1151
3	Govt. Sec. School, Jibi		M	77	763
4	Govt. Sec. School, Kubwa		F	116	1684
5	Govt. Girls Sec. School, Dutse		F	96	1302
6	Govt. Sec. School, Byazhin		F	88	1083
7	Govt. Sec. School, Shere		M	37	1022
8	Govt. Day Sec. School, Dutse Alhaji		F	77	1517
9	Govt. Sec. School, Kawu		M	16	267
10	Govt. Sec. School, Mpape		M	39	547
11	Govt. Sec. School, Dei-Dei		F	57	610

KUJE AREA COUNCIL

1	Govt. Sec. School, Kuje	F	122	2634
2	Govt. Sec. School, Rubochi	M	39	990
3	Govt. Sec. School, Gwargwada	M	28	600
4	Govt. Sec. School, Gaube	M	27	730
5	Govt. Sec. School, Kwaku	M	10	245
6	Govt. Sec. School, Pegi	M	16	924
7	Govt. Sec. School, Gundu-Karya	M	27	576

MUNICIPAL AREA COUNCIL

1	Govt. Sec. School, Airport	M	39	625
2	Govt. Sec. School, Apo	M	68	933
3	Army Day Sec. School, Asokoro	M	73	509
4	Govt. Sec. School, Lugbe	M	77	1608
5	Govt. Sec. School, Mabushi	M	36	573
6	A D S S, Maitama	F	52	440
7	M S S., Maitama	F	77	736
8	Govt. Sec. School, Nyanya	F	96	1570
9	Govt. Sec. School, T/Wada	F	70	682
10	Govt. Sec. School, Wuse	F	87	682
11	Govt. Day Sec. School, Wuse II	M	63	641
12	Govt. Sec. School, Gwarimpa	F	94	1149
13	Govt. Sec. School, Jabi	M	62	778
14	Govt. Sec. School, Jikwoyi	M	39	1436
15	Govt. Sec. School, Jiwa	M	59	1163
16	Govt. Sec. School, Karshi	M	116	1527
17	Govt. Sec. School, Karu	F	119	1900
18	Govt. Day Sec. School, Karu	F	94	985
19	Govt. Sec. School, Kabusa	M	31	519
20	Govt. Sec. School, Garki	M	80	1488
21	Govt. Sec. School, Gwagwa	F	58	1149

ABAJI AREA COUNCIL

1	Govt. Girls Sec. School, Abaji	F	60	1009
2	Govt. Sec. School, Gawu	M	47	1114
3	Govt. Sec. School, Pandagi	M	20	234
4	Govt. Sec. School, Yaba	M	27	652

GWAGWALADA AREA COUNCIL

1	Govt. Sec. School, Dobi	M	47	1266
2	Govt. Girls Sec. School, Dukpa	F	43	837
3	Govt. Sec. School, Gwagwalada	M	111	1818
4	Govt. Day Sec. School, Gwagwalada	F	48	1712
5	School For the Gifted, Gwagwalada	M	49	448
6	Govt. Sec. School, Hajj Camp	M	62	1265
7	Govt. Science Sec. School, Tunga-Maje	M	41	1469
8	Govt. Sec. School, Zuba	M	87	1137

KWALI AREA COUNCIL

1	Govt. Sec. School, Kwali	M	65	1481
2	Govt. Sec. School, Yangoji	F	29	960
3	Govt. Sec. School, Pai	M	24	65
4	Govt. Sec. School, Yebu	M	23	326
5	Govt. Sec. School, Dangara	M	45	646
	TOTAL	(M=36), (F=20)=56	3326	55959

APPENDIX II

QUESTIONNAIRE ON THE IMPACT OF PRINCIPALS' LEADERSHIP STYLES ON THE MAINTENANCEOF DISCIPLINE AND FACILITIES IN SECONDARY SCHOOLS IN FEDERALCAPITALTERRITORY, ABUJA

Dear Respondent,

REQUEST TO FILL A QUESTIONNAIRE

I am a postgraduate student of Ahmadu Bello University, Zaria carrying out a study on the topic titled **"IMPACT OF PRINCIPALS' LEADERSHIP STYLES ON THE MAINTENANCEOF DISCIPLINE AND FACILITIES IN SECONDARY SCHOOLS IN FEDERALCAPITALTERRITORY, ABUJA**. This research is purely an academic exercise which is part of the requirements for the award of M.Ed Certificate in Educational Administration and Planning in Ahmadu Bello University, Zaria. Please give honest answers to the questions. Your answers will be treated with high degree of confidentiality. Your co-operation in this regard is highly appreciated.

Yours sincerely

Otun, Akeem Olajide
M.ED/EDUC/34510/12-13

APPENDIX III

Data of Respondents

Instructions: Please tick (√) in the appropriate box that relates to you.

Section A: Bio-Data

1. **Status** a. Principal [ ] b. Teacher [ ] c. Student [ ]
2. **Gender** a. Male [ ] b. Female [ ]
3. **Years of Working Experience** a. 0-5 years [ ] b. 6-10 years [ ] c. 11-15 years [ ] d. 16-20 years [ ] e. 21 years and above [ ]
4. **Highest Qualifications** a. Masters Degree [ ] b. First Degree [ ] c. NCE [ ] d. Others [ ]
5. **School Type** a. Day School [ ] b. Boarding [ ] c. Boarding/Day [ ]

Section B: Respondents Opinions

Question 1: Impact of principals' autocratic leadership styles on maintenance of discipline and facilities in Secondary Schools in Federal Capital Territory, Abuja

S/N	Item statement	SA	A	U	SD	D
1.	An autocratic principal gives order and demands total obedience without explanations or questions when maintaining discipline.					
2.	Autocratic principal maintain discipline alone without the interference of teachers.					
3.	An autocratic principal is only concerned about the goals of the school without proper maintenance of discipline.					
4.	Principal with autocratic style allows little or no input from his/her subordinates when maintaining discipline.					
5.	Teaching and non-teaching staff only commit themselves to work when the autocratic principal is present.					
6.	Autocratic principal does not care about ensuring proper maintenance of school facility, e.g. chairs & lockers for effective teaching in the school.					
7.	Autocratic principal lacks problem solving skills in ensuring properly maintenance of school facilty such as chalkboard, white memory board.					
8.	The principal with autocratic style makes decisions based on his/her own ideas and judgment when maintaining discipline.					
9	Autocratic principal always denyboth teachers and students the right to express themselves when maintaining discipline through their behaviour or opinions.					
10.	The competence of an autocratic principal inmaintaining discipline help teachers to take their responsibility seriously.					

Question 2: Impact of principals' democratic leadership styles on maintenance of discipline and school facilities in secondary school in the Federal capital Territory, Abuja

S/N	Item statement	SA	A	U	SD	D
1.	Principal welcomes subordinates' ideas on discipline related issues.					
2.	In maintaining discipline, a democratic principal often allow student accused of misbehavior to have the right to tell their side of the story.					
3.	Effective democratic principal ensures that teachers do not compromise standard on discipline related issues.					
4.	Decision making in respect of maintaining discipline is the function of both the principal and the staff in a democratic setting.					
5.	Principal always allowsteachers to contribute to themaintenance discipline and vote on the best course of action.					
6.	The subordinates are encouraged to share ideas and opinions on any disciplinary related issues even though the leader retains the final say.					
7.	Principals who involve his/her teacher in decision making process usually motivate them to give in their best in ensuring that facilities are well maintained.					
8.	Principal considers and demonstrates a sincere respect for his/her subordinates' sense of self worth while maintaining discipline in school.					
9	A democratic principal delegate his/ her authority to both staff and students to ensure that discipline and class management are well maintained.					
10.	There is principle of collective responsibility in schools where principal is democratically skilled.					

Question 3: Impact of laissez-faire leadership styles of principals on maintenance of discipline and facilities in secondary schools in FCT, Abuja

S/N	Item statement	SA	A	U	SD	D
1.	Decision making in respect of maintaining discipline by discouraging truancy in school isthe sole responsibility of laissez-fair type of Principal.					
2.	Teachers are always expected to solve discipline related problems on their own with no guideline or measure under principal with laissez-fairstyle.					
3.	Principal with laissez-fairstyle always provides staff with the tools and resources needed for effective maintenance of facilities.					
4.	Principal with laissez-fairstyle is clueless in all respects when it comes to maintenance of discipline.					
5.	Principal allows teacher and students to make decision on disciplinary issues in the school because they are educated, skilled and experienced.					
6.	Principal doesn't give command to staff to carry out their duties in the school.					
7.	In the philosophy of Principal with laissez-fairstyle, there is low morale and low team work in terms of class management in the school.					
8.	The staff seems to have little interest in maintaining discipline and manage their class very well.					
9	Laissez-fair leadership style often leads to poor maintenance of discipline and facilities in schools.					
10.	Principal has so much confidence in his staff's ability to properly maintain discipline.					

Question 4: Impact of situational leadership styles of principals on maintenance of discipline and facilities in secondary schools in FCT, Abuja

S/N	Item statement	SA	A	U	SD	D
1.	Principal has a particular approach to issues related to discipline depending on the situation and circumstance of occurrence.					
2.	Decision making in relation to maintenance of discipline are taken based on intuition and analysis of a given situation in the school.					
3.	Principal believes a situation or circumstance should determine his style of control.					
4.	The Principal always applies different leadership skills in maintaining discipline in the school based on situation.					
5.	The Principal is a democrat in all aspects when maintaining discipline and facility in the school.					
6.	In the situational style of leadership, Principal generally fits into any type of work environment to ensure that facilities are properly maintained in the school.					
7.	The Principal is authoritative in their approaches to the maintenance of discipline among staff and students.					
8.	Principal's plan on how to handle disciplinary issues with teachers and students are too harsh under Situational setting.					
9	There is no one leadership style that is generally accepted for all situations in regard tomaintenance of discipline in school.					
10.	The principal recognizes a culture that places strong importance on teamwork in the maintenance of facility and cooperation under situational setting in the school.					

Question 5: Impact of transformational leadership styles of principals on maintenance of discipline and school facilities in secondary schools in FCT, Abuja

S/N	Item statement	SA	A	U	SD	D
1.	Transformational principal has strong vision and passion for maintaining decipline and ensure proper use of facilities in the school.					
2.	Transformational principal delegates responsibilities to staff and gives them sense of belonging in maintaining discipline in the school.					
3.	The transformational style of the principal gives room for creativity in decision making on maintenance of school facilities.					
4.	My principal leads based on personal traits of vision and inspiration when handling issues related to discipline among staff and students.					
5.	Principals promote vision among staff thereby accord the school discipline.					
6.	Principals serve as a role model due to his/her leadership style when maintaining facilities in the school.					
7.	Principals inspire and motivate staff in maintaining facilities in the school.					
8.	The Principal delegates responsibilities freely and relies upon the talent and expertise of his subordinates to achieve results on discipline.					
9	There is free flow of communication in schools and the principal makes free flow of communication possible inthe use and management of school facilities.					
10.	There is always recognition of accomplishment in the school due to the principal's leadership style					

Question 6: Impact of charismatic leadership styles of principals on maintenance of discipline and facilities in secondary schools in FCT, Abuja

S/N	Item statement	SA	A	U	SD	D
1.	Charismatic leaders manage follower impressions by constantly demonstratingcourage and conviction when maintaining discipline.					
2.	Our principal is distinguished from other leaders by his/her use of articulation management practices to inspire followers in pursuit of a vision relating to discipline in secondary school.					
3.	Principal engage in impression management techniques in order to bolsterhis/her image of competence in dealing with matter of discipline.					
4.	Charismatic principal engages followers inradical change to maintain facilities in secondary school.					
5.	Charismatic principal is seen as a conveyance of values by means of exemplary actions in handling of school facilities.					
6.	Charismatic principaloften display extraordinarybehaviours when maintaining discipline in the school.					
7.	Principals with charismatic styleoften include emotional appeals when communicating with the subordinate on disciplinary issues.					
8.	Charismatic principalincreases subordinate compliance through impressive management skill when handling of school facilities.					
9	Charismatic principal is not seen as individuals in charge of followers, but as members of a community of practice.					
10.	Principal transforms the desires and aspirations of followers to collective interests in maintaining school facilities.					