STAKEHOLDERS' PERCEPTIONS ON PRINCIPALS' LEADERSHIP STYLE PRACTICES IN SECONDARY SCHOOLS IN NORTH CENTRAL GEOGRAPHICAL ZONE, NIGERIA

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ZARIA, NIGERIA

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

APRIL, 2021

DECLARATION

I wish to declare that this Thesis titled "STAKEHOLDERS' PERCEPTIONS ON PRINCIPALS' LEADERSHIP STYLE PRACTICES IN SECONDARY SCHOOLS IN NORTH CENTRAL GEOGRAPHICAL ZONE, NIGERIA"has been conducted by me in the Department of Educational Foundations and Curriculum.The information derived from the literature was duly acknowledged in the text and a list of references provided. No part of this thesis was previously presented for another degree or diploma at any university.

_____ **_____**

Signature **Date**

Florence Ohunene ANIBASA

CERTIFICATION

This thesis, titled ”STAKEHOLDERS’ PERCEPTIONS ON PRINCIPALS’ LEADERSHIP STYLE PRACTICES IN SECONDARY SCHOOLS IN NORTH CENTRAL GEOGRAPHICAL ZONE, NIGERIA” by FlorenceOhunene ANIBASA, has been read and approved as meeting the requirements for the award of Ph.D in Educational Administration and Planning of the Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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This work is dedicated to my lovely children,Joy Omuya,Isaac Omuya and Victoria Omuya.

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ACRONYMSAND ABBREVIATIONS

UNESCO:	United Nations Educational, Scientific and Cultural Organization
FRN:	Federal Republic of Nigeria
MOE:	Ministry of Education
FME:	Federal Ministry of Education
PTA:	Parents Teachers Association
ANOVA:	Analysis of Variance
MBEA:	Active Management by Exception
MBEP:	Passive Management by Exception
CR:	Contingent Reward
LPC:	Least Preferred Scale
SLT:	Situational Leadership Theory
SDKB:	School Data and Knowledge Base
SPPLSPSS:	Stakeholders' Perceptions of Principals Leadership Style Practices in Secondary Schools

OPERATIONAL DEFINITION OF TERMS

The following terms are defined as used in this study:

Stakeholders: These are the four groups of respondents, that is, principals, teachers, ministry of education officials and PTA officials.

Leadership: This is a process wherean individual exerts positive influence over the behavior of others without coercion to achieve the set goals.

Leadership Style: This refers to a particular behaviors applied by the leader to motivate his or her subordinates to achieve the objectives of the organization.

Democratic leadership Style:This type of leadership style offer guidance to guide members, but they also participate in the group and allow input from other group members.

Autocratic Leadership Style: This type of leader is seen as one who commands and expects compliance, who is dogmatic and positive and who leads by the ability to withhold or give rewards and punishment.

Transformational Leadership Style: This is a type of leader that changes the organization bytransforming followers to leader and to agents of change.

TransactionalLeadership Style:this type of leader displays constructive behaviors, emphasis contingent rewards and corrective dimension whichimbibes management involving the classification of the work required to obtain rewards.

Visionary Leadership Style: This type of a leadership style entails leaders who know that themethods, steps and process of leadership are obtained with and through people.

Situational Leadership Style: A situational leadership style is influenced by leaders choosingthe best course of action base upon situational condition or circumstances.

Paternalistic Leadership Style: A paternalistic leader sees everyone as family and as a result expects complete obedience from the subordinate.

Inspirational Leadership Style: In Inspirational Leadership Style, the leader creates standard and keep to those standards.

Charismatic Leadership Style: In charismatic leadership style the leader gains influence mainly from strength of personality.

ABSTRACT

This study investigated Stakeholders' Perception onPrincipals' Leadership StylePractices in Secondary Schools in the North Central Geographical Zone of Nigeria. Nine objectives of the study were set to examine Stakeholders' Perceptions on Principals' Democratic leadership Style Practices in Secondary Schools, assesStakeholders' Perceptions on Principals' Autocratic Leadership Style Practices in Secondary Schools, examine Stakeholders' Perceptions on Principals' Transformational Leadership Style Practices in Secondary Schools, assess the Stakeholders' Perception on Principals' Transactional Leadership Style Practices in Secondary Schools and examine the Stakeholders' Perception on Principals' Charismatic Leadership Style Practices in Secondary Schools in North Central Geographical Zone, Nigeria. Relevant literatures to this study were reviewed. The study was a descriptive survey. The population of the study covered a total population of 92,089, which comprised 3,167 principals, 61,825 teachers, 1,665 Ministry of Education officials and 25,432 PTA officials. The total sample size was One Thousand Four Hundred and Twenty Six 1,426. The sample size consisted of 345 principals, 382 teachers, 321 MOE officials and 378 PTA Officials. Self-structured questionnaire titled 'Stakeholders' Perception of Principals' Leadership StylePractices in Secondary Schools (SPPLSPSS)" was used to elicit responses from respondents. It was pilot tested in two secondary schools outside the sampled schools with reliability coefficient of 0.72 using split half test. Perceptions of respondents were analysed using frequency counts for research questions and Analysis of Variance (ANOVA) for hypotheses to express the results of the findings. The findings show that principals democratic leadership style Practicesused the experience, vital contributions and ideas of subordinates, stakeholders perceived that principals that practiced transformational leadership style demonstrates their concerned for the needs and feelings of the staff through staff welfare. Conclusions were made which includethe dominant leadership style exhibited by the principals in the zone is democratic leadership style where principals focused on experience, contribution and ideas of others to work with. Principals that practiced transactional leadership style encouraged team work within the staff and among the studentswhich has contributed in easy carrying out of assignmentsor duties. The study recommends among othersthat principals who practice democratic leadership style should document all ideas, experiences of subordinates put together as a working policy into hard and soft copies that will enhance continuity of policiesalso principals need to shift to transformative approaches of leadership for effectiveness so as to motivate staff and enhance better performances of studentssecondary schools in North Central Geographical Zone of Nigeria.

CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

A secondary school system is a formal organization managed by a principals. Accordingly, the principals are regarded as the chief executive of the school, who is responsible for all that happens in the school. As the chief executive, the principals assigns duties to those who could perform the duties, though all responsibilities still resides in him as the accounting officer. It is in this regard that the researcher opined that effective principals leadership involves the control of human and material resources in the school.

Educational institutions are critical places where the next generations are educated, and school leaders bear a heavy burden of responsibilities for their institutions. Leaders in educational institutions are the same as leaders in other organisations, and inevitably face the challenges of maintaining the goals of the institutions. The researcher is therefore of the opinion that leadership is a way of influencing people to work keenly with passion towards the achievement of a corporate goals.

The principals being the manager of the school has to have some managerial skills, found most frequently to be characteristics of successful leaders. These skills are summarized as: Leadership skills: These are mainly about non tangible things, such as vision, trust, aim, inspiration and attitude etc. They involve the management of human resources with the assessment of the strengths and weaknesses of each member of the organization; they are mostly about leading people and guiding them towards the accomplishment of common goals. Interpersonal relationships skills: These involve working with people of different backgrounds and educational qualifications.

School leadership is a process of encouraging and helping teachers and learners to work enthusiastically towards realization of the school objectives (Educational objectives).

Educators believe that school administration is needed by all. More importantly, principals are endowed with a kind of knowledge and possession of appropriate leadership skills to perform the assigned tasks. The issue of leadership style is a major and basic concern for all organizations and institutions in various countries. The researcher is therefore of the opinion that school leaders have to adopt various leadership styles or they exhibits various behaviour patterns that can help them to discharge their duties effectively as leadership style is a critical factor that can affect school effectiveness.

In autocratic leadership style the leader is seen as one who commands and expects compliance, who is dogmatic and positive and who leads by his ability to withhold or give rewards and punishments. Democratic leadership offers guidance to guide members, but they also participate in the group and allow input from other group members. A democratic leaders encourage group members to participate, but retain the final say over decision making process. This type of leadership does not take action without subordinate. Transformational leadership is leading by motivation. Transformational leadership provides extra ordinary motivation by appealing to followers ideas, moral values and inspiring them to think about problems in new way.

The transactional leadership style was founded upon the idea that leader follower relations were based on negotiation, exchange and contractual dimension. Transactional leader displays both constructive behaviors emphasis contingent rewards and corrective dimension, imbibes management by exception involving the classification of the work required to obtain rewards.

A visionary leadership style entails leaders who know that the methods, steps and process of leadership are obtained with and through people. A visionary leader has the ability to create a vision that binds people to each other. However, visionary leaders must be capable of carrying others along in the vision.

Situational leadership style is influenced by leaders choosing the best course of action base upon situational condition or circumstances. In a situational leadership style; the leaders' influence can only be effective by being in right place at the right time.

A paternalistic leadership involves a managerial approach that involves a dominant authority figure who is seen as a patriarch or matriarch and treats employee and partners as though they are members of a large family.

In Inspirational Leadership Style, the leader creates standard and keep to those standards. They deliver what they promise. An inspirational leader is one who accepts his share of blame that is his share of credit.

In charismatic leadership style the leader gains influence mainly from trait of personality. The difficulty with charismatic leadership is that few people possess the exceptional qualities required in transforming all around them into willing followers.

The principals' effort to undermine teachers in decision making, inadequate communication with teacher's, delegation of duties, and managing change becomes a problem to the principals due to inappropriate application of leadership style. (Moore, Love, Cheng and Dainty, 2002 and UNESCO, 2006).

Principals as the head of the school is usually appointed as a result of qualification and seniority. It is his duty to oversee the administration of the school through proper running of the school in terms of staff welfare, students' welfare, staff development, maintenance of facilities, communication, decision making, implementation of educational programs and conflict resolution. The researcher therefore, sees school principals as leader who is saddled with the responsibility of managing the human and material resources in the school and thereby needs adequate knowledge of leadership style that can help him/her in the secondary schools in North Central Geographical Zone, Nigeria.

According to Jumare (2015) leadership is termed as one of the most important aspect in achieving organizational goals, while Michael (1979) as cited in Jumare (2015) sees leadership as an activity that consists of influencing other people's behaviors individually or group towards the achievement of desired objectives. It is therefore not surprising that stakeholders are mounting pressure on effective leadership among principals of secondary schools in North Central Geographical Zone of Nigeria. It seems however that many principals have not considered their styles of leadership in administration of schools. As such, leadership style occupies an important position in schools administration in North Central Geographical Zone. Over time, researchers have proposed many different styles of leadership as there is no particular style of leadership that can be considered universal. The researcher is therefore of the opinion that despite the many diverse styles of leadership, a good effective leader will inspire, motivate and direct activities to help achieve group or organizational goals in secondary schools.

Okumbe (2008) wrote that leadership styles refer to a particular behavior applied by the leader to motivate his or her subordinates to achieve the objectives of the organization. The styles are usually identified as autocratic known as authoritative, democratic also known as participative, laissez faire or free-rein bureaucratic and transactional styles. Principals leadership in schools organization is important because it is responsible for providing direction, support to members of staff, students and parents.

Yusuf (2010) opines that stakeholders are people, group or organization that has interest or concern in an organization. Stakeholders can affect or be affected by the organization's actions, objectives and policies. However, he further stressed that stakeholder in education is someone who has vested interest in the success and welfare of schools or education system. This includes all parties that are directly affected by the success or failure of an educational system as well as those indirectly affected. He further enumerates some of

these stakeholders as schools board members, administrators and teachers, all these people want their work to have positive impact on the students and their jobs are directly affected by the success of the schools system. Parents desire a successful education system for their children, while the students themselves have an interest in receiving a good education, the ministry of education officials, also identify community as a whole as a stakeholder in education system because schools are located within the community. A solid education program builds a stronger community by better preparing its students to be successful community members.

More so, parents, teachers and officials of ministry of education viewed principals's choice of leadership style as having a direct effect in school administration and class room practice. Schools success through schools capacity involves leadership decisions that include parents, teachers, ministry officials and students in the process of problem-solving. The schools in which parents, teachers collaborate in problem solving aid students conduct. (King and Newmann, 2001).

1.2 Statement of the Problem

For many years, in North Central Geographical Zone, Nigerians who have a stake in education expect schools to be effective and successful in a bid to achieve the educational goals. To effectively run the administration of secondary school, the principals is central in setting the tone of the school. The principals is to employ leadership style, which will ensure smooth running of the administration. However, principals exhibits leadership style that reduces involvement of teaches in decision which often results in conflict of interest among teachers and principals.

Leaders of secondary schools, who are the executive administrators and managers, must possess certain leadership styles that will enable them run their schools successfully. These styles include: Democratic, Autocratic, Transformational, Transactional, Visionary,

Situational, Paternalistic, Inspirational and Charismatic leadership styles among others. It is assumed that the principals's leadership behaviour influence teachers engagement with students which result shows in students performance. Teachers and students react positively and otherwise in the school when the principals is seen to be either democratic, visionary or transformational in behaviour.

The major concern of the education stakeholders is the effectiveness and conducive climate for teaching and learning in the school to be successful. However, there is an expressed public concern by education stakeholders in particular, that the educational system in North Central Geographical Zone is riddled with serious problems linked to poor leadership behaviour by the principals which leads to: Conflict between principals and teachers, teachers' truancy without apparent reason, poor attendance of teachers, mismanagement of school funds, fight between teachers and students, taking decisions without consulting other management staff, late coming of staff and lack of dedication, laziness and poor attitude towards teaching, absence of staff motivation, inadequate supervision, limited professional development opportunities, absence of leadership prestige by principals, and poor management of discipline which affects the school's overall performance.

Cases of indiscipline relating to breach of school rules and regulations, cases like lateness to school, absenteeism and wearing non-uniform dresses and every other misbehavior has become rampant in our secondary schools with reference to the North Central Geographical Zone, Nigeria. In a school where they set aside the rules and regulations and do what they like and undone what they are expected to do is just like a state where laws, orderliness and authorities are broken down and Abbasialiya (2010) suggested that principals' leadership style should be such that can address the issues of discipline among students.

In another light, teachers are also involved in cases of indiscipline which involve sexual harassment from the male teachers, poor attitude to work and lateness to work to mention but few. In most cases principals are found not to delegate duties to the teachers because of their personal attitude towards delegation such as, fear of teachers making mistakes.

Education stakeholders insists in the appointment of a qualified and all round mannered persons as the principals, since the principals's leadership behaviour enhances effectiveness of teachers and students performance. Therefore, principals' leadership style used in the school have a direct effect on both the teachers and students since they work under the leadership of the principals. It is in this light that this study was carried out to assess the stakeholders perceptions on principals' Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria.

1.3 Objectives of the Study

The main objective of the study is to assess stakeholders' perceptions on principals' leadership style practices in secondary schools in North Central Geographical Zone in Nigeria.

The Specific Objectives are to:

1. Examine stakeholders' perceptions on principals' democratic Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria;
2. Assess stakeholders' perceptions on principals' autocratic Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria;
3. Examine stakeholders' perceptions on principals' transformational Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria;

4. Assess the stakeholders' perceptions on principals' transactional Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria;
5. Assess the stakeholders' perceptions on principals' visionary Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria;
6. Examine the stakeholders' perceptions on principals' situational Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria;
7. Assess the stakeholders' perceptions of principals' paternalistic Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria;
8. Examine the stakeholders' perceptions on principals' inspirational Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria; and
9. Examine the Stakeholders' perceptions on principals' charismatic Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria.

1.4 Research Questions

The following questions were sought to guide the researcher in the course of carrying out the research.

1. In what ways do stakeholders' perceive principals' democratic Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria?
2. To what extent do stakeholders perceive principals' autocratic Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria?
3. How do the stakeholders perceive principals' transformational Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria?
4. To what extent do stakeholders perceive principals' transactional Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria?
5. To find out how do stakeholders perceive principals' visionary Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria?

6. In what ways do the stakeholders perceive principals' situational Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria?
7. How do the stakeholders perceive principals' paternalistic Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria?
8. To find out how the stakeholders perceive principals' inspirational Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria?
9. To what extent do the stakeholders perceive principals' charismatic Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria?

1.5 Research Hypotheses

The following null hypotheses were formulated for the study:

Ho1 There is no significant difference among the perceptions of principals, teachers, officials of Ministry of Education and PTA officials on principals' democratic Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria;

Ho2 There is no significant difference among the perceptions of principals, teachers, officials of Ministry of Education and PTA official's on principals' autocratic Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria;

Ho3 There is no significant difference among the perceptions of principals, teachers, officials of Ministry of Education and PTA officials on principals' transformational Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria;

Ho4 There is no significant difference among the perceptions of principals, teachers, officials of Ministry of Education and PTA officials on principals' transactional

Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria;

Ho5 There is no significant difference among the perceptions of principals, teachers, officials of Ministry of Education and PTA officials on principals' visionary Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria;

Ho6 There is no significant difference among the perceptions of principals, teacher's, officials of Ministry of Education and PTA officials on principals' situational Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria;

Ho7 There is no significant difference among the perceptions of principals, teacher's, officials of Ministry of Education and PTA officials on principals' paternalistic style and practice in secondary schools in North Central Geographical Zone, Nigeria;

Ho8 There is no significant difference among the perceptions of principals, teacher's, officials of Ministry of Education and PTA officials on principals' inspirational Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria; and

Ho9 There is no significant difference among the perceptions of principals, teacher's, officials of Ministry of Education and PTA officials on principals' charismatic Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria.

1.6 Basic Assumptions

The study was on the assumptions that:

1. Democratic Principals Leadership style practices help principals to collect ideas and put them to open discussion;

2. Stakeholders perceive autocratic Leadership style practices when staff and students are not free with the principals;
3. Transformational Principals' Leadership style practices are used to create a good working conditions and favorable climate for teachers to perform effectively;
4. Transactional Principals' Leadership style practices are used to encourage team work among teachers when carrying out their responsibilities as expected;
5. Visionary Leadership style practices increased awarenes of the school policies to all stakeholders;
6. Situational Principals' Leadership style practices enable the principals to use different styles as the need arises in the school;
7. Stakeholders perceive paternalistic Leadership style practices are used in treating staff and students as one family in the school;.
8. Inspirational School Principals' Leadership style practices are seen when principals influences the teachers and students to good works through his action.
9. Charismatic Principals' Leadership style practices are seen to be effective as staff and students are innovated through the principals humility and diligence.

1.7 Significance of the Study

The principals are beneficiary of this study through organization of workshop, conference and leadership training programs likewise, the teachers are going to benefit from the study through in-house workshop on leadership styles, publication of the research in educational journals, periodicals and conference. The officials of the ministry of education are going to benefit from the study through publication of the work in Journals, Online uploading of the research work, workshop and seminars. Parents Teachers Association are also beneficiary of this research through publication of the research in journals, periodicals

and in-house workshop on leadership skill and style that would help them to have in-depth knowledge on leadership styles.

1.8 Scope of Study

The study examined stakeholders' perceptions on principals' Leadership style practices in secondary schools in North Central Geographical Zone of Nigeria. The study is limited to officials of Ministry of Education, Principals, Teachers, and PTA officials in secondary schools in North Central Geographical Zone. The entire Zone was given fair representation.

The researcher does not unrealistically merit or demerit any principals or any person that will be subjected in the study. However, the study survey the perceptions of stakeholders on Leadership style practices of Principals in selected secondary schools in the North Central Geographical Zone, with a view of improving them. These styles include: Democratic, Autocratic, Transformational, Transactional, Visionary, Situational, Paternalistic, Inspirational and Charismatic leadership styles. However, the North Central Geographical Zone of Nigeria comprise of 7 states namely: Kogi, Kwara, Niger, Nassarawa, Plateau, Benue and FCT Abuja.

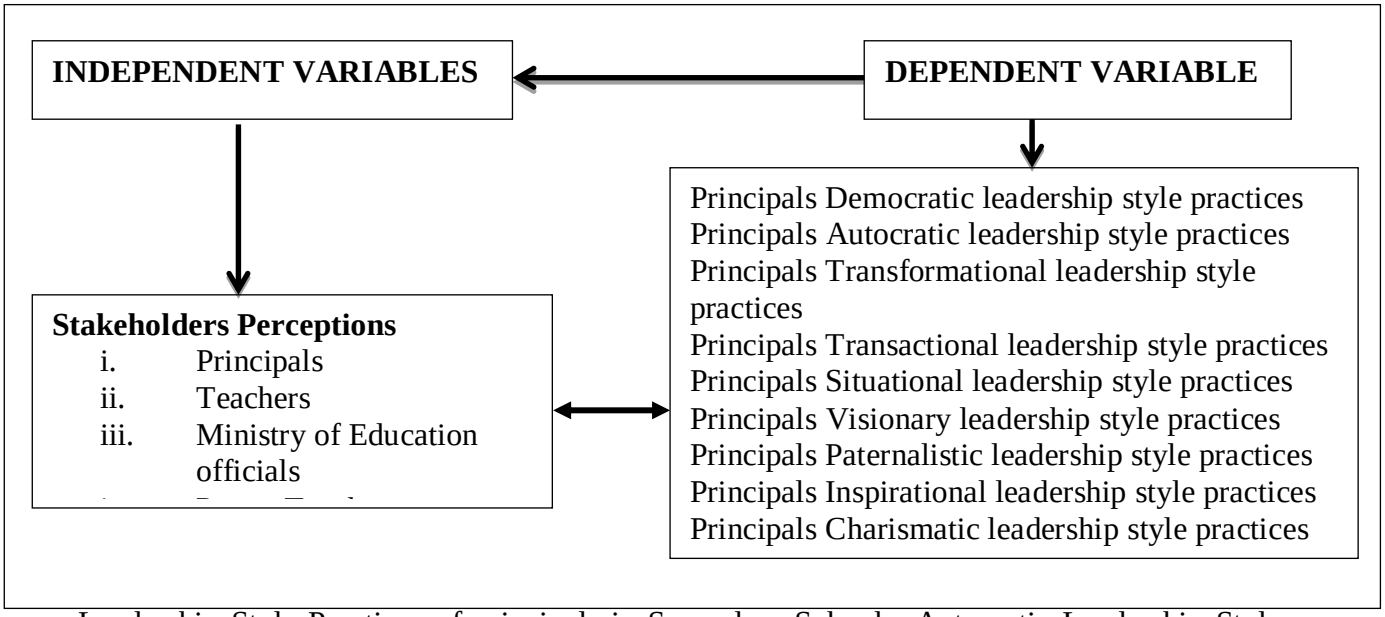
CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter treated the review of related literatures on the Stakeholders Perceptions of Principals' Leadership style practices in Secondary Schools in North Central Geographical Zone, Nigeria. Therefore, the chapter covered the following areas: The Conceptual Framework and Theoretical Framework.

Conceptual Framework/Research Model

A conceptual framework within the concept of leadership style is treated in this work.



Leadership Style Practices of principals in Secondary Schools, Autocratic Leadership Style Practices of principals in Secondary Schools, Transformational Leadership Style Practices of principals in Secondary Schools, Transactional Leadership Style Practices of principals in Secondary Schools, Visionary Leadership Style Practices of principals in Secondary Schools, Situational Leadership Style Practices of principals in Secondary Schools, Paternalistic Leadership Style Practices of principals in Secondary Schools, Inspirational Leadership Style

Practices of principals in Secondary Schools, Charismatic Leadership Style Practices of principals in Secondary Schools.

The theoretical framework has seven theories reviewed among which are Trait theory, contingent theory and situational theory. The research reviewed fifteen empirical Studies and also included is the summary of chapter two.

2.2 Conceptual Framework

The conceptual framework of this study was expatiated under the following; Concept of Stakeholder, Principals, Leadership style, principles of leadership, Qualities of a good leader and Determinant factors of Leadership style practices.

2.2.1 Concept of Stakeholder

A stakeholder is a person who has an interest or concern in the organization. According to Williams (2013) A stakeholder in education is someone who has vested interest in the success and welfare of education system. The various stakeholders in education interact for the benefit of a school system. The local school board wants to foster a greater interest in science and technology among students in the schools district. The board passes a resolution requesting that each school in the district develop a program that will meet this goals and along with the administrator, works to raise funds for such programs. The school administration such as principals supports the goals of the school board by developing a plan of action to meet the board's expectation and parents are to give financial support to the school.

2.2.2 Principals

A principals is the head of the administration of school. Kochnar (2009) opines that principals as a chief executive of a secondary school whose primary purpose is to oversee the affairs of the school. The early school principals was given to any teacher found to possess

some signs of demonstrable administrative ability. A teacher with right type of personality could be appointed as the administrative head in addition to full-time teaching. Many of such principals were pre occupied with schedules such as attendance taking, reporting among others. (Teddy 2009 cited in Abdulrahman 2012). The principals as the administrator would, control and provide leadership in a way that support the aims and objectives of secondary school education as stated in the National policy on Education (FRN 2009)

2.2.3 Leadership

Leadership has been defined in many ways but all definitions agree that it has to do with a critical resource in an organization with human resource. Hence, leadership is seen as a process whereby an individual exerts positive influence over the behavior of others without coercion to achieve the set goals. Armstrong (2004) assert that leadership as influence, power, and the legitimate authority acquired by a leader to be able to effectively transform the organization through the direction of the human resources that are the most important organizational asset, leading to the achievement of desired purpose. Leadership is the process of influencing the activities of a group of people by a leader with effort towards goal achievement (Nwogu, 2010)

Messick and Kramer(2014) argued that the degree to which the individual exhibits leadership traits depend not only on his characteristics and personal abilities, but also on the characteristics of the situation and environment in which he finds himself. Northouse (2011) opines that leadership is a process whereby one individual influences a group of individuals to achieve a common goal. Placing this definition in the context of school administration, it is possible to see its application to principals, these individuals would influence the activities of organized group, such as staff, students policy and employers towards the goals of success and economic viability all within the unique atmosphere of academic.

Leadership as complex and challenging, educational leaders are expected to develop learning communities, build the professional capacity of teachers, take advice from parents, engage in collaboration and consultative decision making, resolve conflicts, engage in educative instructional leadership and attend to immediate and appropriate needs and requests of families with diverse cultural, ethnic and socio-economic backgrounds. Ogbonnia (2012) opines that leadership is the ability to successfully integrate and maximize available resources within the internal and external environment for the attainment of organizational or societal goals. Leadership is one of the most important human activities in any society. No institution can function effectively without a leader (Dominique 2010). All societies continuously rely on group effort. Many organized groups have become large; and the task of leadership has been increasing in importance of complexity. Leadership is a social process in which the leader seeks the voluntary participation of subordinates in an effort to achieve the organizational objectives and success (Buckmaster 2004). According to this quotation, it means that leaders allow subordinate to willing come in terms with the leader so that they can work together towards achieving organizational objectives and success. Even achievement of success made in any organization is as a result of good leadership.

Leadership also concerns the spiritual aspect of work that is the followers deeply believe in them and they possess a latent power in the organization. Thus Leadership incorporates the accomplishment of a task, which is an organizational requirement and the satisfactory of employees, which is the human resources requirement (Okumbe 2008). However, Cole (2012) defines leadership as inspiring people to perform. If an institution has all the financial resources to excel it may fail totally if the leaders does not motivate others to accomplish their tasks effectively.

Bennis (2007) argues that the study of leadership is the most important and urgent subject because leadership always matters and it has never mattered more than it does now.

Further assert that there are four major threats to world stability today: (i) a nuclear or biological catastrophe, whether deliberate or accidental, (ii) a world-wide epidemic, (iii) tribalism and its cruel offspring and assimilation and (iv) lack of effective leadership. Solving the first three problems will be impossible without exemplary leadership. Exemplary leaders have six competencies (i) creating a sense of mission, (ii) motivating others to join them on the mission, (iii) creating an adoptive social architecture for their followers, (iv) generating trust and optimism, (v) developing other leaders (vi)getting result . Thomas & Kearney (2010) support that leadership matters at all levels. He argued that an organization needs to assess and develop leaders.

Ibara (2010) opines that there are a number of factors that can help to determine which type of leadership style is most effective. Some of the factors that need to be considered are as following;

i. Size of an institution or organization. Many organizations have the tendency to grow and as they grow they break into subgroups and as they break into subgroups where the real decision making power lies and a leader emerge.

ii. Degree of interaction/communication. Organization interaction or communication refers to a relational approach between two or more individual on the basis of social and organizational structures aimed at achieving goals (Ololube, 2012). Due to uncertainty surrounding many situation in organization, leaders need to involve their staff.

iii. Personality of members. The personality attributes of employees and other leaders can influence the leadership style of an organization.

iv. Goal congruency. The term goals congruence applied to an organization that ensures all its operations and activities support the achievement of its goals. Organizations with high goal congruency review their operations and activities to ensure that none

of this limit inhibits the ability to achieve organization goals. In this situation everybody is working toward the attainment of a common goal, so different style may be called for depending on the degree of exiting goal congruence in an organization.

The question of what leadership is has been a focus of research studies for decades moreover, there is no single definition of leadership that scholars agreed upon(Bennis 2007). The meaning of leadership is ambiguous. Further stressed that there are four reasons for this ambiguity (Bass 1990 in Yukl 2002).The first reason is that the term "leadership" is considered a common word incorporated of a scientific discipline but imprecisely redefined. A second reason for this ambiguity, power, supervision, administration, management and control to depict the same phenomena. A third reason is that there are over lapping meanings of leadership. A final reason for ambiguity is that there are as many definition of leadership as people who comment on the term leadership. This is supported by Daft and Pirola-merlo (2009, p4) who argue that there have been more than 350 definition of leadership offered by scholars and writers.

While Yukl (2002) cited nine representative definitions of leadership over the past years as follows:

i. Leadership is "the behavior of an individual directing the activities of a group towards a shared goal".
ii. Leadership is "the influential increment over and above mechanical compliance with the routine directives of the organization"
iii. "leadership is exercised when persons mobilize the institutional; political, psychological, and other resources so as to arouse, engage and satisfy the motives of followers".
iv. Leadership is "process of influencing the activities of an organization group toward goal achievement"

v. "Leadership is a process of giving meaningful direction to collective effort to be expended to achieve purpose"

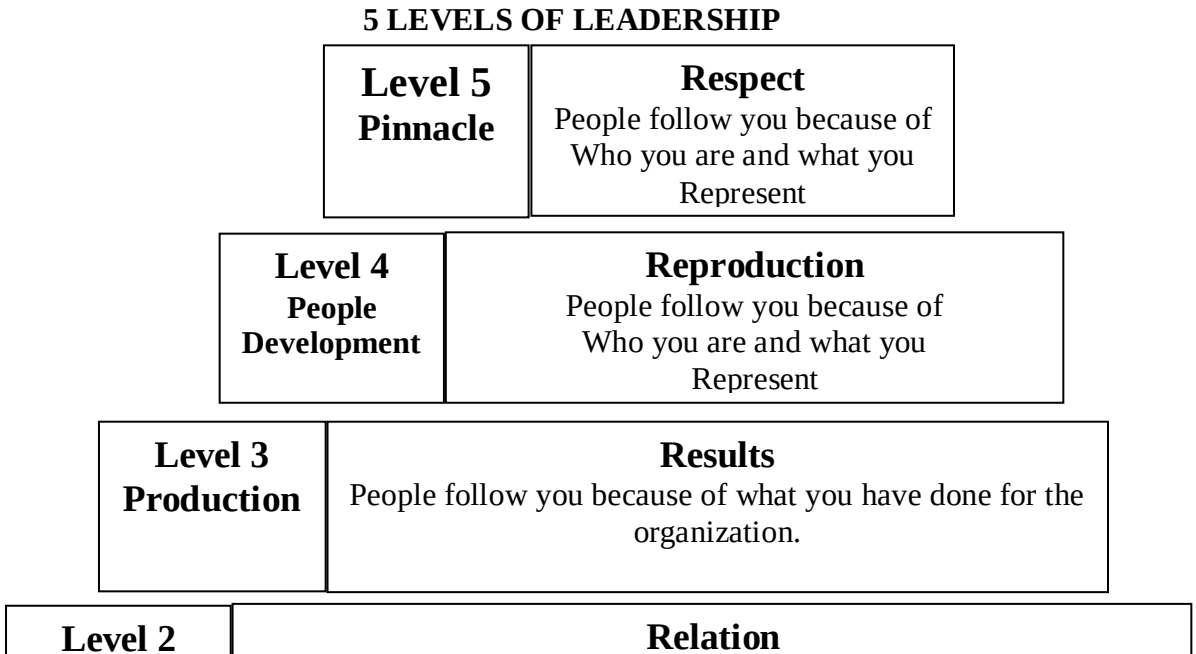
vi. Leadership "is the ability to step outside the culture to start evolutionary change process that are more adaptive"

vii. "Leadership is the process of making sense of what people are doing together, so that people will understand and be committed"

viii. "Leadership is about articulating visions, embodying values and creating the environment with in which things can be accomplished"

ix. Leadership is the "ability of an individual to influence, motivate, and enable other to contribute towards the effectiveness and services of the organization"

Figure 2: Levels of leadership



Source: Maxwell John 2013

Maxwell (2013) explained the five levels of leadership as follows;

1. Position

This is the starting point of leadership. It is the level at which the leader has achieved the right to lead in an organisation without any difficulty. Anyone can be appointed to this position. For that reason, it tells you nothing about the person's leadership qualities. At this level, the leader is not or barely able to influence others and he uses his job title to get things done. This level is common in growing organisations. Departments are getting larger and that means an increased need for managers. Usually, one of the employees is given the newly awarded status of leader. Because he has little or no experience, it is only about his status and not about who he is or how he handles his employees. Only when this new leader realises that there is more to leadership, will he be able to grow to the next level. This level is therefore a fine starting point to experience and learn the ropes of leadership.

2. Permission

This leadership level is about the human relationships that the leader has built up around him. It is like he is given 'permission' to act as leader; he is a trustworthy individual

and his employees tend to agree with the decisions he makes. Because he has a good relationship with them, the leader realises that it becomes easier for employees to make extra effort. Part of their motivation comes from themselves, but it is also a result of their leader believing in them. Vice versa, the employees believe in their leader and the goals he strives for. Good relationships strengthen the cooperation and increase loyalty and mutual trust.

A leader at this level would do well to show genuine interest in his colleagues and employees and get to know them better personally. Colleagues and employees have a home life, health issues, personal traits and hobbies that definitely deserve attention. It is also wise to compliment colleagues and employees and bring out the best in them. The building of a good relationship, one based on mutual respect, leads to a pleasant working atmosphere and team spirit. However, it does not necessarily always leads to positive results. That requires growing towards leadership level 3.

3. Production

It is about the measurable results that have been achieved under the leader's leadership. What has the leader meant to the company. The fact that this level comes after building good interpersonal relationships, has to do with the fact that colleagues and employees are vital to achieving positive results. Only when a team can take steps together, believe in one another and trust each other, will it be possible to achieve proper production. When employees are only told to work hard without any show of interest or empathy towards them from the leader, there is the risk that they will burn out. The leaders at this level use their good relationships to make their vision reality. As such, it is important that a leader makes clear to everyone in the organisation what his vision is, so everyone can follow the same course.

This leader is much loved within his team. But that is also where a danger lies. If this leader gets another position within the organisation, it is likely that the team will disintegrate. After all, they are dependent on the guidance they used to receive from their leader. To avoid leaving the team as a ship adrift in a situation like that, it is possible for the leader to grow to the fourth level of leadership.

4. People development

At this management level, it is about the development and stimulating of employees. It is essential for a growing organization to have leaders at this fourth level. This leader thinks it is important to train his employees. That is why he delegates work to them. By delegating, he gives them confidence and empowers them to develop themselves. This confidence has to be genuine and communicated clearly to the employee. According to Maxwell (2013) the level 4 leader spends about 80% of his time on coaching colleagues and employees, and only 20% on his own productivity. In contrast to level 3 leadership, it means letting go. The focus on results is of secondary importance.

The main challenge for leaders at this level is to put the growth of others first, above their own interests. The more leaders with the right qualities, the better this will be for the organization's mission and vision. The more new leaders are trained, the more this leads to productive teams. Furthermore, these newly trained employees will appreciate what the leader has done for them personally. Some of those 'mentor relationships' are likely to last a lifetime.

5. Pinnacle

The leader at this level has reached the top of what is possible. His status is based on a foundation of respect. His employees and colleagues appreciate the leader in seeing an example in him. This is about leaders who remain in the employees' thoughts even after they leave, making them live on as legends. From level 4, they will also leave behind new leaders in the company, which will ensure a constant flow of new generations of leaders.

The use of this type of leaders also creates level 5 organisations, who are (globally) successful and whose founders are still famous. Examples of this are the brewer Heineken and the technology company Philips that became successful through research and innovation. The founders themselves were typical level 5 leaders, who left behind a positive reputation through their dedication. Growth from one level to the next happens slowly but steadily. It is however important to start at the first level; from here leaders can develop and improve, which enables them to take the step to the next level. All levels are built on top of each other and therefore cumulative. A leader will still use the skills he had at level 2 after he reaches level 3. Only when he is effective enough at the 2nd level, can he take the step to the 3rd level. This way, no knowledge or experience is lost and can the leader continue to improve himself.

Principal is an important administrative position in any organisation of education. It is believed that for principals to succeed they must work with four major reference groups: students, teachers, parents and office staffs, while they are in the middle of all four groups (Bander, 2004 cited in Nakpodia, 2010). These groups make divergent demands on principals, as a result, principals must provide resources and support to the groups through valuable leadership skills that are necessary to uphold the integrity and understanding of what

their roles are and capacity to achieve these objectives in terms of job performance and school achievements (Nakpodia, 2010). The position of principals as a leader within the school cannot be overemphasized. He is the person that takes all the praises for successes, and all the blames for failure of the school.

The roles of the principals' are categorized in developing personnel and facilitating leadership, responsible delegation and empowering team, recognizing ultimate accountability, communicating rapport, facilitating instruction, and managing change. The principals must provide effective management of human and material resources, ensures effectiveness of staffs and academic achievement of students in the school. However, the effectiveness of principals in performing these roles has been a matter of concern to many educationists (Aghenta, 2000; Ige, 2001; Osunneye, 2005), say that some principals find it difficult to manage their schools. Failure to take up these roles by the principals, is due to lack of possession of appropriate skills and training by the principals Oyedeji, (1998); and Adeyemi, (2004). These can make the school climate unfavourable for effective teaching and learning to take place. Numerous studies have indicated that leadership can make a difference in organizational performance as well as individual satisfaction Rug, (2005). The researcher is therefore of the opinion that principals has to consider their styles of leadership as a determinate factor for the school overall effectiveness.

A good school leadership is essential to turning around the nation's falling schools. Schools leaders (head of schools, principals, managers) are supposed to possess ability of influencing their staff, parents and other stakeholders of education to make sure their schools successfully attain its pre-intended objectives by making sure that teachers perform their responsibilities well and learners perform well also in their academics as anticipated.

According to Fisher (2013) the role of a school leaders are outlined as follows:-

1. Ensuring that students learn in safe and supportive environment, which requires ongoing planning, development and maintenance
2. Providing a safe working environment for staff and visitors to the school
3. Reviewing the current situation within the school context in relation to the learning and working environment.
4. Identifying and aligning school directions with both current research and relevant sector/state/territory legislation and policies.
5. Ensuring that the vision statement and the strategies are clearly documented as an important school policy
6. Identifying existing school practices that are compatible with the vision
7. Seeking regular feedback on the achievement of the vision from representatives of the school community
8. Reshaping and adapting the vision and the accompanying strategies when required
9. Systematically reviewing progress in relation to the achievement of the vision
10. Engaging staff and representative members of the school community in the collaborative development of a vision of a safe and supportive school community that is practical and achievable and committed to by all members of the school community
11. Developing processes to implement and review school initiatives based on the vision, such as appointing a school safety and wellbeing team.
12. Identifying budget implications for implementation of the vision

13. Making regular provision for financial expenditure to ensure the development of a safe and supportive school environment

14. Advocating for and facilitation of the availability of human, financial and technological resources to ensure the development of a safe and supportive school environment.

15. Working with the school community, including parents, carers and students, to evaluate the school's capacity to develop and maintain a safe and supportive school

16. Providing opportunities for gaps to be addressed through professional learning, visits to other schools and professional networking

17. Ensuring regular safety audits (e.g. occupational health and safety audit) are conducted within the school by accredited professional organizations

18. Focusing on current policy analysis, resource allocation (e.g. staff, time, funds, materials), level of knowledge, skills and commitment, level of external support, potential barriers and partnerships.

19. Identifying staff learning needs in relation to safe and supportive communities and provides appropriate professional development opportunities

20. Promoting the availability of wellbeing support strategies within the school to all staff and students

21. Identifying key responsibilities in regards to students safety and wellbeing and selecting and supporting staff with these responsibilities

22. Ensuring that identifies staff have the capacity to implement policy directions and inspire colleagues to do the same.

23. Clearly communicating safe and supportive school policy and practices to all staff including support staff and casual teaching staff, students, parents, carers and families

24. Regularly reviewing and communication the key principles and practices of a safe and supportive school

25. Developing a network with key members of the community (e.g. specific groups of refugees or immigrants) to facilitate the maintenance of a safe and supportive learning environment.

26. Ensuring regular, ethical and valid data collection on issues related to student safety and wellbeing and using the data to identify specific school needs, what's working and what needs to be improved

27. Utilizing appropriate mechanisms for school community representatives to gather and analyse data and provide regular feedback on implementation. These mechanisms, reflecting the school's context, may be facilitated by a school safety committee, school wellbeing team or school council/board

28. Building a knowledge base about the school community that facilitates the maintenance of records, such as keeping class/year level photos of students on file

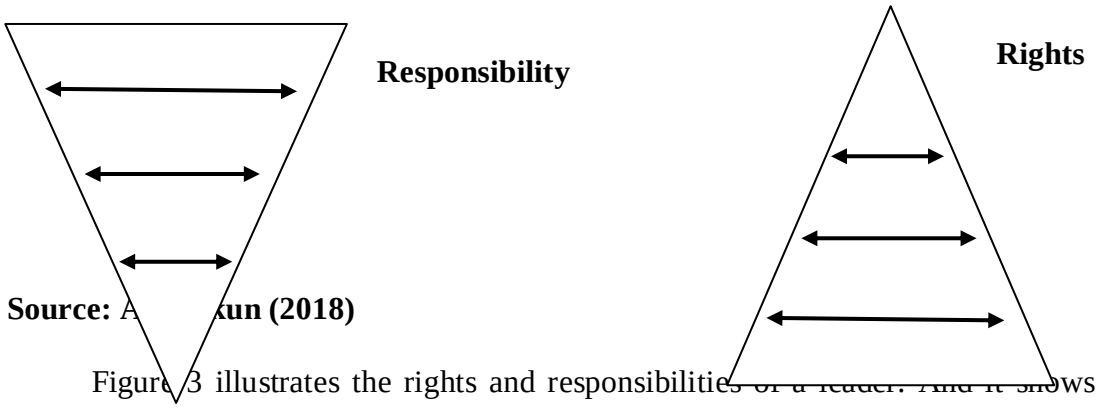
29. Ensuring that all family files are consistently kept up to data, particularly in terms of critical incidents

30. Liaising with sectors and systems to stay up-todate about legislation and policies related to student wellbeing, child maltreatment, harassment, aggression, violence and bullying.

31. Developing processes for dissemination about changes and amendments to relevant policies and legislation.

32. School leaders drive progress through planning for continuous school improvement and the sustainability of safe school initiatives.

Figure 3: Illustration of right and responsibility of a leader.



Source: A kun (2018)

Figure 3 illustrates the rights and responsibilities of a leader. And it shows that the responsibility of a leader increases as he/she climbs up in the organization while the rights of a leader decreases as he/she climbs in the organization. (Adedokun, 2018).

2.2.4. Leadership Style

Leadership style in an organization is one of the factors that play significant role in enhancing or retarding the interest and commitment of the individual in the organization. Thus, Glants (2012) emphasizes the need for a principals to find his leadership styles. Leadership styles theories described the behavioral pattern of a leader as well as the consequences of various styles in terms of effectiveness. The Ohio state university leadership studies established the existence of two behavioral factors in leadership, namely, consideration and initiating structure (Fleishman and Harris, 2009) concern for people, employee- centeredness, concern for production, production centeredness and task orientation are other terms used.

Bennett (2006) opines that leadership style can be classified based on its degree of concern for people versus concern for production. The terminology style on its own can be

equal to the leaders behaviors. It is the way in which the leader influences the followers. (Luthan, 2007). There are many ways to lead and every leader has its own style. However, different styles are needed for different situation and each leader needed to know when to exhibit a particular approach. Okumbe (2008) assert that leadership style refers to a particular behaviors applied by the leader to motivate his or her subordinate to achieve the objectives of the organization. He further stressed that the style are usually identified as points on a continuum and include, autocratic, known as authoritative democratic also referred to as participative, laissez faire or free-rein, bureaucratic and transactional style.

Empirical research conducted by Lewin, Lippit and white, of the university of Iowa as cited in Bagobiri and Kassah (2009) identified three major leadership styles namely, autocratic, democratic, and laissez faire. However, division of leadership styles by Bradford and Lippit as cited in Bagobiri and Kassah (2009) include, people orientated and production oriented leadership style, the leadership grid.

2.2.4.1 Autocratic Leadership Style: In autocratic leadership style the leader is seen as one who commands and expects compliance, who is dogmatic and positive and who leads by the ability to withhold or give rewards and punishment (Bagobori and Kassah 2009). Researchers found that decision making was less creative under authoritarian leadership, abuse of the style is usually viewed as controlling, bossy and dictatorial. However the researcher views autocratic leadership styles as fearless who gives no consideration to his followers. The characteristic of autocratic leadership shows that leaders have power only on the individual scale. An autocratic leaders only pay attention to the goal of work only care about the completion of tasks and the efficiency. They do not care about the individual team members. Autocratic leaders decide the goal of work and specific work plan on their own subordinate only passively obey the plan. Dubrin (2010) opines that autocratic leaders retain most of the authority. They make decision confidently, assume that group members will comply, and are

not overly concerned with group members attitudes towards a decision. The research view a typical autocratic behavior to include telling people what to do, asserting themselves and serving as a model for them members.

2.2.4.2 Democratic Leadership Style: Democratic leadership offers guidance to guide members, but they also participate in the group and allow input from other group members. A democratic leader encourage group member to participate, but retain the final say over decision making process (Lewis 2013). Bagobiri and Kassah (2009) per assert that this type of leadership does not take action without subordinate. Concurrence to the one who make decision but consult with subordinates before doing so. However the researcher see democratic leader as one who motivates and allows subordinate in decision making process and make them to be creative.

Democratic leadership is to encourage team members to participate in decision making. This method will improve the job satisfaction of team members, and strengthen their team's ability. Chapman (2014) sees a democratic leader as one who encourage participation and exchange of ideas from his/her team regarding the directions the team should take and what actions they should prioritize. When a democratic leader faces with a complex problem, he or she will elicit ideas from others, listen attentively and build consensus decisions.

2.2.4.3 Transformational Leadership Style: Transformational leadership is leading by motivation. Transformational leadership provide extra ordinary motivation by appealing to followers ideas, moral values and inspiring them to think about problems in new way (Fabian 2014). Transformational leadership style is a process that changes the organization by transforming followers to leader and to agents of change (Peter 2010). To the researcher a transformational leadership style is seen as a process in which the leader has an inspiring vision of how the organization should look like.

The relationship of transformational leadership between leaders and followers involves goal, personality, and its effects. Some scholars defined transformational leadership, for instance, transformational leadership involves the building of relationships with followers based on personal, emotional, and inspirational exchanges, with the goal of developing followers to their fullest potential (Callow et al., 2009). Bass (2010) states that transformational leadership style is about leader's involvement in coming up with strategic and clear vision and communicating it effectively with their subordinates. Transformational leadership attributes are associated with nurturing and caring; the role is typically viewed as an ability to show consideration and develop the followers to achieve their fullest potential (Jogulu, 2010). Leadership is concerned with achieving organizational goals, therefore, Islam et al. (2013) suggests that transformational leadership style is characterized with the positive and cooperative attitude, helping his subordinates in achieving the organizational desired outcomes. Moreover, transformational leadership is also an interaction process between leaders and followers to achieve their goals. Transformational leadership is a process in which the leaders take actions to try to increase their associates' awareness of what is right and important, to raise their associates' motivational maturity and to move their associates to go beyond the associates' own self-interests for the good of the group, the organization, or society (Bolden et al., 2003). Transformational leadership is based on a participative process and intrinsic motivations, through which followers are inspired by leaders to self-identification with the organizational vision and objectives. According to the characteristic descriptions of transformational leaders, Ardichvili (2001) describes a transformational leader as providing intellectual stimulation to employees by encouraging them to rely upon new approaches to solving old problems; to explore new ways of achieving the organization's mission and goals; to employ reasoning, rationality, and evidence rather than unsupported opinions; and to utilize intuition. Compared with other leadership styles, leaders having

transformational style can teach, educate and train employees better (Islam et al., 2013). Bolden et al. (2003, p.15) states transformational leaders expand a follower's portfolio of needs; transform a follower's self-interest; increase the confidence of followers; elevate followers' expectations; heighten the value of the leader's intended outcomes for the follower; encourage behavioral change; and motivate others to higher levels of personal achievement.

2.2.4.4 Transactional Leadership Style: The transactional leadership style was founded upon the idea that leaders and followers relations were based on negotiation exchange and contractual dimension (Bass 2014). Transactional leader display both constructive behaviors enphasis contingent rewards and corrective dimension which imbibes management involving the classification of the work required to obtain rewards (Avolio 2006).

Transactional leadership involves exchange processes between leaders and followers, with followers receiving direct rewards (and punishments) for their work (Callow et al 2009). Hence, transactional leadership is characterized with the influencing, punishing and rewarding attitude (Islam et al 2013). In the discussions of the exchange processes, Popli and Rizvi (2015) suggest that transactional leadership style focuses on a process of exchange to motivate subordinates by appealing to their personal drives for work; they usually use position, policy, power and authority to maintain control and get work done through constructive and corrective transactions of reward and punishment. According to the discussions of the relationship between transactional leadership and firm performance, Arshad and Rasli (2013) states transactional leadership can help firm to achieve their objectives more efficiently by linking job performance with rewards and ensuring employees have adequate resources to get the job done. The characteristic behavior of transactional leaders has been discussed. For instance, Burns (2004) defines transactional leaders as people who emphasize work standards, and have task-oriented aims, while transactional leaders

perform their leadership within the organizational constraints and adhere to the existing rules and regulations (Jogulu, 2010). Transactional leaders determine and define goals for their subordinates, suggest how to execute tasks, and provide feedback (Ardichvili, 2001). Furthermore, the leaders provide a reward if the followers complete the tasks; in contrast, the leaders will issue punishment or use corrective measures if the tasks are not completed. From the perspectives of Avolio and Bass (2004), transactional leadership consists of three main components: Contingent reward (CR), Active management by exception (MBEA), and Passive management by exception (MBEP). The explanations of each component are as follows: (a) Contingent reward (CR) is an exchange interaction between leaders and followers (Nazem & Eftekhary, 2014). Leaders set very clear goals, objectives and targets and clarify rewards to followers contingent on the fulfillment of role requirements and contractual obligations (Kirkbride, 2006; Callow 2009; Menon, 2014). Certainly, leaders provide the resources for followers to accomplish their objectives (Kirkbride, 2006). (b) Active management by exception (MBEA) refers to the active involvement of the leader in the effort to determine whether requirements are met (Menon, 2014). MBEA leader pays very close attention to any problems or deviations and has extensive and accurate monitoring and control systems to provide early warnings of such problems. If something has gone wrong, leaders will teach followers how to correct mistakes (Kirkbride, 2006). (c) Passive management by exception (MBEP) refers to a situation where the leader takes corrective action only after becoming aware that problems exist or mistakes have been made (Menon, 2014). MBEP leaders only intervene when the exceptional circumstances become obvious. Thus, they tend to have a relatively wide performance acceptance range and poor performance monitoring systems.

2.2.4.5 Visionary Leadership Style: A visionary leadership style entails leaders who know that the methods, steps and process of leadership are obtained with and through people. A

visionary leader has the ability to create a vision that binds people to each other (Jacob 2010). However, visionary leaders must be capable of carrying others along in the vision.

2.2.4.6 Situational Leadership Style: This type of leadership style is influenced by leaders choosing the best course of action base upon situational condition or circumstances. In a situational leadership style; the leaders influenced can only be effective by being in right place at the right time (Bagobiri and Kassah 2009). The researcher view situational leadership Style as a process in which a leader assume leadership role in a variety of situations over a period of time.

2.2.4.7 Paternalistic Leadership Style: A paternalistic leadership involves a managerial approach that involves a dominant authority figure who is seen as a patriarch or matriarch and treats employee and partners as though they are members of a large family (Ahmad 2011). Further stress that a paternalistic leader sees everyone as family and as a result expect complete obedience from the subordinate. The researcher see paternalistic leadership style as exhibited when a leader see his followers as one family and the followers are always willing to complete their work on time in order to please the patriarch leaders.

Addition to paternalistic leadership style (Aycan; 2006, Fan and Cheng 2006, Harris, 2004; Pellegrini and Scandura, 2004) have done work on paternalistic leadership in an organizational and employees prospective and they found out that paternalistic leadership comes together with the fatherly benevolence, morality and authority. Paternalism develop trust between leaders and employees, motivation and commitment of employees with their organization. According to Fan and Cheng (2006) leadership is classified into three components that is

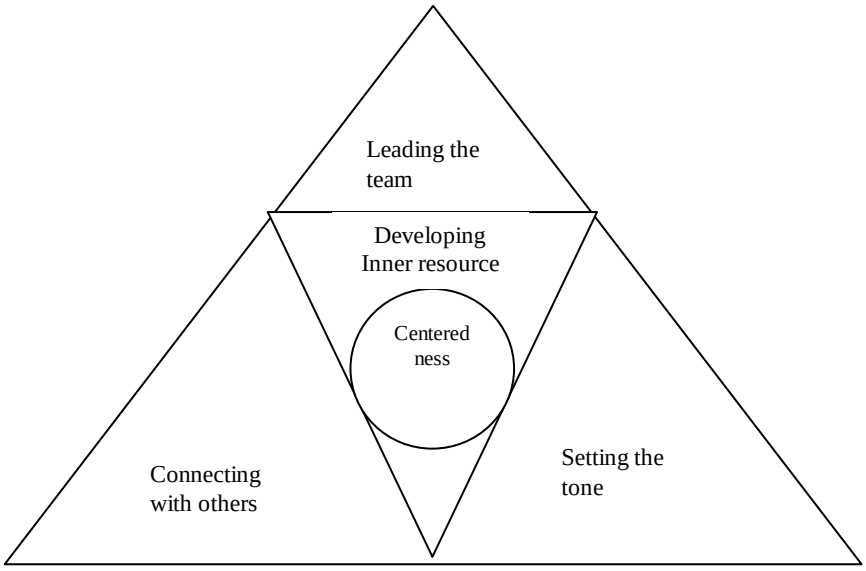
(1) Authoritativeness; which means leaders have a strong control over his team members.

(2) Benevolence; which relates to leader behaviours that express individualized, holistic concern for subordinates personal and familiar wellbeing.

Paternalistic leadership is a hierarchical affiliation in which leaders guides their subordinates in their personal and professional lives in a similar way like parent and in return expect trust worthiness among employees and management (Yetim and Yetim 2006). The researcher own opinion about paternalistic leadership is that leaders who use this approach to guide their employees both in professional and personal life.

2.2.4.8 Inspirational Leadership Style: In Inspirational Leadership Style, the leader creates standard and keep to those standards. They deliver what they promise. An inspirational leader is one who accepts his share of blame that is his share of credit. That is the leader voluntarily accepts all blame without mincing a word. An inspirational leader communicates well with his follower (Weaver 2013). The researcher sees leader using this style as one who is ready to actualize his goals through persuades, and open communication of his goals to his followers.

Figure 4: Bain Inspirational Leadership System



Source: Bain (2015)

Inspirational leaders have influence on all those that enter their space and take the time to listen. The Bain Inspirational leadership system is made up of different elements. While every person is inspired by a different combination of these elements. The centeredness means engaging all parts of the mind to become fully present, as the mind is being engaged, the leader is developing resources that would be used in setting the tone of what the leader intends to achieve with the followers. The inspirational leaders begins to connect with others through motivation and inspiring others to perform beyond their expectations. In the bain inspirational systems, the inspirational leader lead the team by setting a standard for them to follow as the leader lead the team through exemplary life and inspiring words.

2.2.4.9 Charismatic Leadership Style: In charismatic leadership style the leader gains influence mainly from trait of personality. The difficulty with charismatic leadership is that few people possess the exceptional qualities required transforming all around them into willing followers. Another issue is that personal qualities or traits of leadership cannot be acquired by training; they can only be modified by it (Bagobori and Kassah 2009). Abubakar (2015) see charismatic leader as one who influence his followers due to certain qualities. The researcher view charismatic leaders as having outstanding qualities that draw followers to them.

The early development of charisma and charismatic leadership have guided understanding in the field until now panting the individual characteristic of the phenomena. Charisma is based on the cure of the exceptional quality of the leader and does not have its origin in the prototypical. The prototypical is downright “anticharismatic” because it

corresponds to normative expectations, to what is anticipated (Takala 2007). He further stressed that recent discussion on charisma has dealt more with the organizational context of using the charismatic way of leading between the leaders and the led.

Ronald (2015) opines that charismatic leadership style and transformational leadership rely on the ability of the leader to influence and inspire followers. Transformational and charismatic leaders motivate the individual or those around them to be better and to work for greater good of an organization.

2.3 Theoretical Framework

There are many different views on leadership as there are characteristics that distinguish leaders from non-leaders. Most research today has shifted from traditional trait or personality-based theories to a situation theory which dictates that the situation in which leadership is exercised is determined by the leadership skills and characteristics of the leader. (Avolio, Walumbwa & Weber 2010). For the purpose of this research, the following theories were considered; Trait theory, Contingency theory, situational theory, behavioral theory, transformational theory, transactional theory, and House Path Goal theory.

2.3.1 Trait Theory

Trait theory is the earliest approach to leadership theory. This approach focuses on personality characteristics which provide strengths and weaknesses for effective leadership. The trait theory developed between the late 1880s and the mid-1940s (Kao &Kao, 2007, p. 72). It arose from the great man theory and dominated the study of leadership until the 1950s. It is one of the most prominent theories of the past, and possibly the oldest and most contested feature of leadership research (Stepanov, Yeah, & Hart 2007) and has received attention throughout the centuries

because the history/archetypal theory approach to leadership is frequently referred to as the great man theory (Borgatta, Bales, &Couch, 1954). Daft (2005) defined great, man approach as "a leadership perspective that sought to identify the inherited traits leaders possessed that distinguished them from people who were not leaders" Studies of great man leadership adopted the belief that leaders (who were always thought of as male) are exceptional people, born with innate and heroic qualities of power and influence, destined to lead (Bolden et al, 2003; Daft; 2005). The .trait theory of leadership emerged from the belief that traits such as intelligence are inherited and leadership cannot be learned.

Traits can be isolated and a person who possesses the traits can be recruited to be a leader (Bolden et al., 2003). However, "traits are not to be considered in isolation but rather as integrated constellations of attributes that influence leadership performance" (Zaccaro, 2007, p. 8), and someone cannot become a leader due to some combinations of the traits solely but the pattern of his/her characteristics has to relate to some situations, subordinate characteristics, activities, and goals (Bass, 1990, p. 76).

The trait theory approach has four major strengths:

i. The trait approach is appealing –it is consistent with the premise that a leader is a great person who has outstanding attributes such as higher intelligence, self-confidence, determination, integrity, and sociability, which are not possessed by a non-leader.
ii. Second, the trait approach has a great deal of research that validates this theory.
iii. The trait approach is able to provide a deeper understanding of how a leaders and his/her personality are associated with the leadership process.

iv. The trait approach gives benchmarks in regard to what attributes a person needs to cultivate if he/she wants to be a leader; the research has found the traits that a person might need to possess if they want to be perceived as a leader (Northouse, 2007, pp. 24-25). However, the trait approach has five major weaknesses:

i. There is no clarity on which traits are important and which ones are not. In other words, the trait approach fails to delimit leadership traits.

ii. There is an absence of situation as a variable in the approach despite the fact that a person who possesses certain traits can become a leader in one situation but cannot be a leader in another situation (Huang, 2002; Northouse, 2007).

iii. There is no distinction between traits which help a person to become a leader and those which do not. Researchers sought to identify the personal traits which differentiated leaders from non-leaders. However, only a weak relationship was found between personal traits and leader success or great leadership (Huang, 2002).

iv. Findings' from many studies are, inconclusive-Some leaders might have possessed certain traits but the absence of them did not necessarily mean that the person was not a leader" (Bolden et al., 2003).

v. The trait approach is only focused on leaders and their attributes which cannot be learned, and the traits such as loyalty, integrity, intelligence, and honesty difficult to measure (Bolden et al., 2003).

In conclusion, trait theory approach has contributed to revealing characteristics such as intelligence, self-confidence, determination, Integrity, and sociability which can make a person a leader. However, these characteristics are

difficult to learn. Judge, Piccolo, and Kosalka (2009, p. 871) argue that the trait approach has enjoyed decades of great prominence in the literature followed by years of skepticism and disinterest, and is criticized for three reasons. These are: (1) its simplicity and futility, (2) its failure to explain the sources of trait development and (3) its inability, to adequately integrate context into the perspective's utility. These and other weaknesses have led to a notion that there should be behaviors that can be learned to make someone become a leader (Bolden et at, 2003; Daft, 2005).

2.3.2 The Contingency Theory

Contingency theories of leadership focus on particular variable related to the environment that might determine which style of leadership is best suited for a particular work situation. According to this theory, no single leadership style is appropriate in all situations. Success depends upon a number of variables, including leadership style, qualities of followers and situational features (Charry 2012). A contingency factor is thus any condition in any relevant environment to be considered when designing an organization or one of its element. Contingency theory states that effective leadership depends on the degree of fit between a leader's qualities and leadership style and that demanded by a specific situation (Lamb, 2013). Contingency theory includes: Fiedler's contingency approach which implies that leadership is any process in which ability of a leader to exercise influence depends upon the group task situation and degree to which the leader's style personality and approach fit the group. In other words, contingency approach believes that people become leaders not only because of the attributes of their responsibility but also because of various situational factors and the interaction between the leaders and the situation. To further enhance this theory, fiedler found three critical dimensions of the leadership situation that affect a leader's most effective style and these are:

i. Position power: This is the degree to which the power of position, as distinguished from other source of power enables a leader to get group members to comply with direction.

ii. Task Structure: With this dimension fielder had in mind the extent to which tasks can be clearly spelled out and people held responsible for them.

iii. Leader-member relationship: Fiedler regarded this dimension as most important from a leader's point of view, since position, power and task structure may be largely under the control of an enterprise, It has to do with the extends to which group members like and trust a leader and are willing to follow him or her.

The significant of this theory is an interesting approach to understand leadership and one that many managers find appealing. He pointed out a leader cannot be labeled good or poor. Rather the leader may perform well in one situation but not in others. In other words, leadership effectiveness depends more on situational variable than on leadership style.

Fiedler's contingency theory offer five major strengths:-

i. This approval is backed up by numerous studies.

ii. It has broadened the understanding that situation have an impact on leaders.

iii. It is predictive of effective leadership.

iv. The theory does not require that leadership be effective in all situations.

v. It can be used by organizations to provide leadership profile data.Nevertheless the approach has the major weakness:-

i. It fails to explain why a leadership style is more effective in one situation than in another situation.

ii. The theory depends on least preferred Scale (LPC) developed by fielders.

According to Jago (1998);

1. Contingency theory tends to focus more on the behaviours that the leader should adopt, given situational factors (often about follower behaviour).

2. Contingency theory takes a broader view that includes contingent factors about leader capability and other variables within the situation. (Leaders who are very effective at one place and time may become unsuccessful in the other).

2.3.4 Situational Theory

Situational theory proposes that leadership choose the best course of action based upon situational conditions or circumstances. Different styles of leadership may be more appropriate for different types of decision making. For example in a situation where the leader is expected to be the most knowledgeable and experienced member of a group an authoritarian style of leadership might be most appropriate. In other instances where group members are skilled experts and expect to be treated as such a democratic style may be more effective. Ojukwu (2010) asserts that a large number of studies have been made of the premise that leadership is strongly affected by the situation from which the leader emerges and in which he or she operates. Further stress that factors such as the behavior of members structure of the organization, task being performed and members expectation from the leader are important dependent variable that affect the leadership process.

Bello (2014) outlined the factors in the situational leadership model to include the task, the technology required, the structure of the organization, the goal they are striving to achieve, environmental factors such as political, economic and social that interact to influence the leader and subordinate and the time element involved, each factors influence the leader subordinate relationship. Leadership style is tied to specific external circumstances, where one leadership style will be effective in one situation but a different leadership style will be effective in another situation (Sims, J.R, Faraj, H.P and Yun, S.U, 2009).

The situational theory has been revised by Blanchard (2007). The newer version is labeled SLT II and the earlier version labeled SLT I. in the newer version (SLT II), two

behaviours, that is, task (directive) and relationship (supportive) underpin four degrees of situational leadership styles:

i. Directing style (S1) high directive-low supportive behavior
ii. Coaching style (S2) high directive –high supportive behavior
iii. Supporting style (S3) low directive – high supportive behavior
iv. Delegation (S4) low directive – low supportive behavior.

Directing style is a style a leader exhibits by giving instructions about what and how goals are to be achieved by the followers. The leader primarily communicates the goal achievement and spends less time exhibiting supportive behavior.

Coaching style an extension of directing style is a style a leader exhibits by making the final decision on what and how goals are to be achieved. The leader primarily communicates the goal achievement and the meets the followers, socio-emotional needs by encouraging and sociality the followers, input.

Supporting style is a style a leader exhibits by listening, praising, asking for input and giving feedback to provide the followers with control over daily decision and to facilitate problem solving. The leader does not communicate goal achievement but primarily uses supportive behaviors that bring out the followers, skills relevant to the task to be accomplished. Finally, delegating style is a style a leader exhibits by minimizing his/her involvement in planning, control of details, and goal clarification and letting followers take responsibility for the goal achievement. The leader facilitates the followers' confidence and motivation in reference to the task by offering less task input and social support.

In the newer version of situational leadership theory (SLT2); the interaction between leader behavior and follower development level has been modified (Thompson & Vecchio, 2009, p838). The follower development level is defined as follows:

i. (High commitment and low competence)

ii. (Low commitment and some competence)

iii. (Variable commitment and high competence)

iv. (High commitment and high competence)

SLT2 recommends that leadership styles should change with corresponding changes in the commitment and competence of the followers.

2.3.4 Behavioral Theory

Behavioral theory of leadership is based on the believe that great leaders are made not born. The leadership theory focuses on the action of leaders not on intellectual quality or internal state. According the behavioral theory people can learn to become leaders through training and observation. Naylor (2010) opined that behavioral theory focuses on how leaders behave, and assume that these traits can be copied by other leaders. Naylor (2010) went further to say that behavioral theory seeks to explain human behavior by analyzing the antecedents and consequences present in the individual's environment and the learned associations the leader has acquired through previous experience.

This theory tried to address the weakness of trait theory. It provides strength which are not possessed by trait theory. However, it has several draw backs. The researchers sought to reveal what behaviors can be learned to help create a leader. The era when behavioral theory was popular was from the mid- 1940s to the mid- 1970s (Kao and Kao, 2007, p. 72). On like the trait approach which focused on the personality characteristics of the leaders, the behavior approach emphasizes what the leaders do. In the behavior approach model, the leaders exhibit two behaviours: relationship behavior and task behavior. The two behaviours focuses on the building of harmonious relationships among the leaders and their subordinates to influence to achieve goals (Huang, 2002; Northouse, 2007).Many studies have being carried out to investigate the behavior approach.

In conclusion the strength of behavioral theory approach has contributed to happy leaders that develop particular leadership behaviors. This approach broadened the scope of leadership to include behavior (task and relationship) with a wide range of studies having contributed to the credibility of this approach but the behavior theory approach has weakness and the weakness is that it lacks direction on what behaviours contribute to effective leadership in various situations (Blake 2010).

2.3.5 Participative Theory

Participative leadership theory suggests that ideal leadership style is one that take the input of others into account. Participative leaders encourage participation and contribution from group members and helps group members to feel relevant and committed to the decision making process. A principals who uses participative rather than making all the decisions, seeks to involve other people thus improving commitment and increasing collaboration which leads to better quality decision and a more successful goal attainment. Lamb (2013)

2.3.6 House Path Goal Theory

Path-goal theory was proposed in the 1970s and still remain as part of leadership theory (Evans 1970) (Ellins and Keller 2003) argue that in rating goal theory an effective leader engages in behaviors that facilitate goal attainment and maximize the achievement value, thereby affecting followers, expectances performance and satisfaction. Also the relationship between leadership behaviors and outcomes are moderated by situational variables (e.g. characteristic of the followers, task and environment). This is supported by Northouse (2007) who emphasis that path-goal leadership theory is about how leaders motivate followers to accomplish goals. This approach aims to enhance follower performance and follower satisfaction. Northouse (2007) compares path-goal theory approach with situational theory approach and contingency theory approach. Situational theory approach suggests that a leader must adapt to the follower development level.

Contingency theory approach emphasizes the matter between leadership style and specific situational variables. In contrast to the two approach; path-goal theory approach emphasis the relationship between leadership style and the characteristic of the followers and the work setting.

Expectancy theory, from which the underlying assumption of the path-goal theory is derived suggests that followers will be motivated under the following condition:

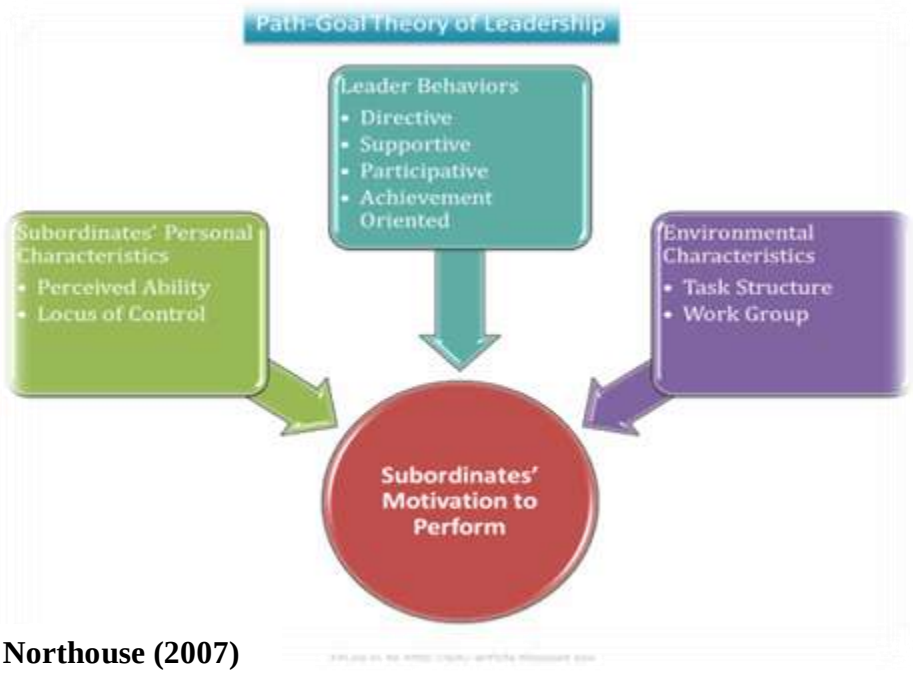
i. If the followers think they are to perform their work.
ii. If the followers believe their effort will result in a certain outcome and
iii. If the followers believe that the pay-off for doing their work are worthwhile.

(Northouse, 2007, pg 27) He further asserts that it is necessary for a leader to use a leadership style that best meets the follower's motivational needs. This is done by selecting leadership behaviors that complement what is missing in the work.

This theory is complex, comprising different components. These are; leadership behaviors, follower characteristic, task characteristics and motivation. Leadership behaviors include directive leadership style, supportive leadership style, participative leadership style and achievement leadership style. Follower's needs for affiliation, preferences for structure desires for control and self-perceived level of task ability. Task characteristic include follower task, formal authority task system of the organization, and the primary work group of followers (Northouse 2007 p. 131-132). In essence; path-goal theory is a contingency leadership approach designed to explain how leaders can help followers along a path to the goals by selecting specific leadership behaviors that are most appropriate to the followers needs and to the situation in which the follower are working: by selecting the appropriate leadership style, leaders enhance the followers' expectations for satisfaction and success (Northouse 2007 p128) path goal theory approach offers three major strengths:-

i. It provides a practical model that emphasis the important ways where leaders help followers to achieve goals by defining and classifying the paths to the goals, removing obstacles, and providing support.
ii. It provides a useful theoretical frame work for understanding how leadership styles affect follower satisfaction and performance.
iii. The approach integrates the motivation principles of expectancy theory into a leadership theory (Northouse 2007 pg 135). He however, notice that path-goal theory approach has three major weakness.
iv. The approach is complex and encompasses many different aspects of leadership so that it can be confusing to interpret this theory.
v. It fails to explain adequately how leadership behavior affect follower motivation levels. The approach is so leader-oriented that it does not promote follower involvement in the leadership process

Figure 5: Path goal Theory



SOURCE: Northouse (2007)

The term 'path-goal' denotes that leader must illuminate the path to the goal and explain how to make the journey successfully to the followers. Path goal theory of leadership indicates that a leader is in charge of clarifying to the subordinates about the actions and behavior; which if followed, will lead to goal attainment. This theory suggests that the various styles which can be and are used by the same leader in different situations;

A. Directive Leadership

Directive leader lets subordinates know what is expected of them, gives guidance and direction, and schedules work according to the expectation.

B. Supportive Leadership

Supportive leader is friendly and approachable. He is concerned for the subordinate welfare and treating members as equals.

C. Participative Leadership

Participative leader always consults with subordinates, asks suggestions, and allows participation in decision making.

D. Achievement Oriented Leadership

Achievement oriented leader sets challenging goals and expects subordinates to perform at high levels. Encouraging subordinates and showing confidence in subordinates' abilities necessary for him. Leaders can change their style or behavior for meeting the demand of situations. What style should a leader select depends on complex analysis of the situation; Directive leadership gives greater satisfaction for ambiguous or stressful tasks when they are highly structured and well laid out.

a. Path-goal theory was first presented in a 1971 Administrative Science Quarterly article by Robert House. Path-goal theory proposes that subordinates' characteristics and characteristics of the work environment determine which leader behaviours will be more effective. Key characteristics of subordinates identified by the theory are locus of control, work experience, ability, and the need for affiliation. Important environmental characteristics named by the theory are the nature of the task, the formal authority system, and the nature of the work group. The theory includes four different leader behaviours, which include directive leadership, supportive leadership, participative leadership, and achievement-oriented leadership.

ii. According to Path-goal theory (1971), stated that, leader behaviour should reduce barriers to subordinates' goal attainment, strengthen subordinates' expectancies that improved performance will lead to valued rewards, and provide coaching to make the path to payoffs easier for subordinates. Path-goal theory suggests that the leader behaviour that will accomplish these tasks depends upon the subordinate and environmental contingency factors.

iii. Path-goal theory has been criticized because it does not consider interactions among the contingency factors and also because of the complexity of its underlying

theoretical model, expectancy theory. Empirical research has provided some support for the theory's propositions, primarily as they relate to directive and supportive leader behaviours.

iv. The Vroom-Yetton-Jago decision-making model was introduced by (Victor Vroom and Phillip Yetton in 1993). The theory focuses primarily on the degree of subordinate participation that is appropriate in different situations. Thus, it emphasizes the decision-making style of the leader.

2.3.7 Transactional/ Management Theory

Transactional theory also known as management theory focuses on the role of supervision, organization and group performance and the exchange that takes place between leaders and followers. This theory bases leadership on a system of reward and punishment Charry (2012). In other words the notion that a leader's job is to create structures that make it abundantly clear what is expected of followers and the consequences (reward and punishment) associated with meeting or not meeting expectation (Lamb 2013). When employees are successful they are rewarded or when employees fail they are reprimanded or punished (Charry, 2012). Transactional theory is often linked to the concept and practice of management and continues to be an extremely component of many leadership models and organizational structure (Lamb, 2013)

2.3.8 Relationship Theory / Transformational

Relationship theory also known as transformational focuses on the connections formed between leaders and followers. In this theory, leadership is the process by which a person engages with others and is able to "create a connection" that result in increased motivation and morality in both followers and the leaders. Relationship theory is often compared to charismatic leadership in which leaders with certain quality such as confidence,

extroversion and clearly stated values are seen as best able to motivate followers (Lamb, 2013). Relationship or transformational leaders motivate and inspire people by helping group members see the importance of leadership. These leaders are focus on the performance of group member but also each person to fulfill his/her potential. Leaders of this style often have high ethical and moral standard (Charry, 2012).

Bass (2010) argues that the world wide applicability of the paradigm is due to its universal characteristics. The transactional-transformational leadership paradigm has five universal characteristics.

i. **Simple Universal:** This refers to the statement that anytime a group of human beings come together, there is always a leader.

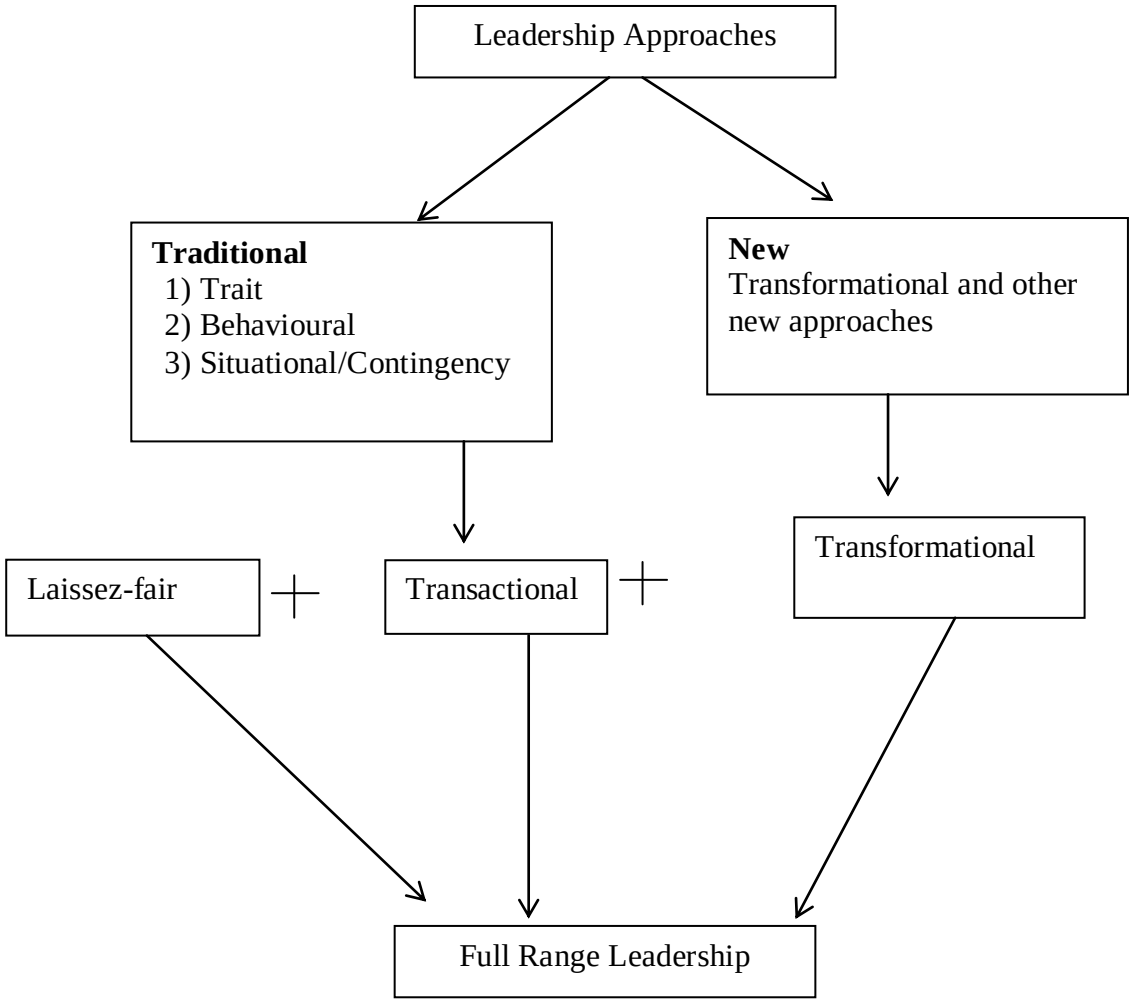
ii. **Variform Universal:** This refers to a simple regularity. Influenced to some extent by organizations cultures. Business organizations almost everywhere are ordinary led by a single executive officer or managing director.

iii. **Functional Universal:** It refers to a universal correlation between variables. This functional universal is the correlation between perceived ineffectiveness and laissez-faire leadership everywhere, the leader often have a void responsibilities and ineffective by followers.

iv. **Systematic Universal:** This refers to the paradigm that involves a theory about relationships explaining the outcome across cultures and organization.

v. **Variform Functional Universal:** Refers to a positive, sizable relationship being found almost everywhere between attributed charisma and satisfaction (Bass 2010)

Figure 6: Leadership Approaches



Source: Northouse (2007)

Kao (2007) classified leadership based on four major periods in the study of leadership that reflect the mainstream view of leadership at the time. These are; i) Trait era, ii) behavior era, iii) contingency/situational era and iv) new era which involves the transformational theory. The first three theories are classified into traditional theories the three traditional theories of leadership approach (trait, behavior, situational/contingency) have contributed to a comprehensive understanding of leadership. (Daft 2005). The above shows that:

A. Leadership approaches include both traditional and new leadership theories.
B. Trait behavior and situational/contingency theories are included in traditional approaches.
C. Laissez faire leadership is non-transactional leadership
D. Transactional leadership comprises many aspects of traditional leadership.

E. Transformational is included in new leadership theory approaches.

F. The full range leadership model consists of comprehensive lassez-faire, transactional and transformational leadership.

2.4 Principals' Democratic Leadership style practices in Secondary Schools in North Central Geographical Zone, Nigeria

Democratic leadership is also known as participative leadership style. Democratic leader offers guidance to group members, but they also participate in the group and allow input from other group members. Albert (2010) opined that in democratic leadership style subordinates are involved in decision making and that it helps its headship center in subordinates contribution. He further stressed that democratic leader holds final responsibility, but he /she is known to delegate authority to other people. In the same vain Donald (2010) asserts that the most unique feature of this leadership is that communication is active upward and downward. Ibrahim (2010) argued that democratic leaders make the final decision but include team members in the decision making process. They encourage creativity and team members often engage in project and decision. He further stressed that there are many benefit of democratic leadership team members tend to have high job satisfaction and are productive because they are more involved. In the same vain James (2011) assert that this style help develop employee skills and that team members feel a part of something larger and meaningful and so are motivated to be more than just a financial reward.

Khan (2011) opined that democratic leadership can produce high quality and high quantity for long period of time. He further point out that employee like the trust they receive and respond with cooperation, team spirit and high moral. He said the democratic leader demonstrate the followings:

1. Develop plans to help employee evaluate their own performance.
2. Allow employee establish goals

3. Encourages employee to grow on the job and be promoted
4. Recognizes and encourages achievement.

Some of the advantage of democratic style of leadership includes:

i. Self sufficient
ii. Motivation
iii. Varied ideas
iv. Has confidence in the group members
v. Strengthen public interest
vi. Freedom of opinion
vii. Equal right

While some of the disadvantages outlined are follows:

i. Time consuming for the leaders
ii. Difficult for the leader
iii. Dependent upon age

The danger of democratic leadership and practice in secondary schools is that it can falter in situations where speed or efficiency is essential. During a crisis, for instance, a team can waste valuable time gathering input. Another potential danger is team members without the knowledge or expertise to provide high quality input.

Weddle (2013) identified difference decision making process in organizations. With each level the amount of time and the decision making involvement increases:

i. **Leader gathers input from team and makes the decision:** The leader holds a team meeting and solicits input from the team, listens to the team's ideas and then using that information, makes a decision.

ii. **Consensus building:** At this level, the leader is part of the team and he/she is just one vote/voice among many. The group processes all possible options and compromises until everyone is in agreement.

iii. **Creates meaning:** Democratic leader creates meaning by maintaining an environment where people are reminded of what is important. A leader helps to define the mission of the institution and models the behavior that will move the organisation towards goals. Leaders are people who can eloquently use words to express the collective goals of the organisation.

iv. **Creates success:** effective democratic leaders perceive and handle 'failure' differently – they embrace error and vow to learn from it.

Lewin's Styles of Democratic Leadership (1938)

i. In the democratic Leadership style practices , the leader involves the people in the decision-making, although the process for the final decision may vary from the leader having the final say to them facilitating consensus in the group.

ii. Democratic decision-making is usually appreciated by the people, especially if they have been used to autocratic decisions with which they disagreed.

iii. Democratic style practice can be problematic when there are a wide range of opinions and there is no clear way of reaching an equitable final decision.

Lewin's Conclusions: These experiments were actually done with groups of children, but were early in the modern era and were consequently highly influential. Lewin discovered that:

i. The most effective style was Democratic

ii. Excessive autocratic styles led to revolution

iii. Laissez-faire resulted in less coherent work patterns and exertion of less energy.

Democratic leadership refers to a situation where there is equal work among leaders and followers. According to Goleman (2002), democratic organizations typically have the following six characteristics: policies are determined by a group of organizations, technical and job performance measures are discussed so they are understood by all, leaders provide advice to members in regards to implementing tasks, members are free to choose with whom they work, the group determines the distribution of tasks, and leaders try to be objective in giving praise and criticism.

Goleman (2002) states that leaders using a democratic style of leadership build consensus through participation, but these leaders also expect a higher level of excellence and self-direction. From my own experience I have observed that these leaders have time to listen and share ideas with their followers. They also tend to be more flexible and are responsive to one's needs. They are able to motivate teachers to participate in decision-making and are respectful. The democratic style of leadership emphasizes group and leader participation in the making of policies. Decisions about organizational matters are arrived at after consultation and communication with various people in the organization. The leader attempts as much as possible to make each individual feel that he is an important member of the organization. Communication is multidirectional while ideas are exchanged between employees and the leader (Heenan and Bennis 1999).

In this style of leadership, a high degree of staff morale is always enhanced (Mba, 2004). In other words, consultation, teamwork and participation are the common key characteristics of successful schools. House and Mitchell (as reported in Oyetunji, 2006) suggest that a leader can behave in different ways in different situations. The following are the four kinds of leaders‟ behavior:

2.4.1. Directive Style

Directive leadership style is similar to the task-oriented style. The leader who uses this type of leadership style provides teachers with specific guidelines, rules and regulations with regard to planning, organizing and performing activities. This style is deemed to be appropriate when the subordinates‟ ability is low and or the task to be performed is complex or ambiguous. Job satisfaction is increased when the leader gives more directives (Hoy & Miskel, 2001:408).

2.4.2 Supportive Style

Supportive leadership style is more of a relationship-oriented style. It requires the leader to be approachable and friendly. He/she displays concern for the well-being and personal needs of the subordinates. He/she creates an emotionally supportive climate. This style is effective when subordinates lack self-confidence; work on dissatisfying or stressful tasks and when work does not provide job satisfaction (Hoy & Miskel, 2001:408).

2.4.3 Participative Style

The leader who employs this style consults with subordinates for ideas and takes their ideas seriously when making decisions. This style is effective when subordinates are well motivated and competent (Lussier & Achua, 2001:175).

2.4.4 Consultative Styles

The leader has substantial but not complete confidence and trust in the employees. Although general decisions are made by the leader, he/she seeks the opinions of the employees, but he makes the final decision. The employees have positive attitudes toward the organisation, the manager and their work. When the employees feel that enough consultation has not taken place, they publicly accept orders from the manager, but sometimes covertly

resist the order by insubordination, especially when the manager decides on majority rules principle (Owens 1981:207). Communication flows from and to the hierarchy. The manager consults through relevant channels, with subordinates. They in turn consult with him/her on matters they would like to bring to his/her attention (Brownwell 1985:39-44). Control is mainly at the top. Middle management usually delegates tasks to control subordinates at lower levels. This is done in terms of appraisal, evaluation and supervision. Subordinates perceive control as a way of maintaining the set standard (Ukeje 1992:105-106). 2.1.1.5 Achievement-Oriented Style In this style, the leader sets challenging but achievable goals for the subordinates. He/she pushes work improvement sets high expectations for subordinates and rewards them when the expectations are met. That is, the leader provides both high directive (structure) and high supportive (consideration) behavior. This style works well with achievement-oriented subordinates (Lussier & Achua, 2001).

2.5 Principals' Autocratic Leadership style practices in Secondary Schools in North Central Geographical Zone, Nigeria

Autocratic leadership is an extreme form of transactional leadership where leaders have complete power over staff and team members have little opportunity to express their views. Even if these are in the best interest of the team or organisation. Fabian (2010) asserts that autocratic leadership style is often considered a classical approach. He went further to say that the head retains as much power and decision making authority as possible. The head does not consult the employee nor are they allowed to give any impute. In the same vain, Hafiz (2015) opined that employees are expected to obey orders without receiving any explanations. The motivation environment is produced by creating a structural set of reward and punishment. In a research conducted by Lewin, he found out that autocratic leadership is

best applied to situations where there is little time for group decision making or where the leader is the most knowledgeable member in the group. In a school system, the principals is to provide and take care of the students welfare which is known as students services.

Leaders make choices based on their ideas and judgments. The leader makes decisions without consulting with others. The leader makes decisions without consulting with others. The leader directs group members on the way things should be done. The leader does not maintain a clear channel between him/her and the subordinate. The leader does not delegates authority nor permits subordinates to participate in making policies concerning the organisation. Leaders dictate politics and procedures, decides what goals are to be achieved, directs and controls all activities without any meaningful participation by the subordinate. This leader has full control of the team leaving low autonomy within the group.

The benefit of autocratic leadership style practice is that it is incredibly efficient. Decisions are made quickly, and the work to implement those decisions can begin immediately. In terms of disadvantages, most staff resent being dealt with in this way. Autocratic leadership is often best used in crises situation, when decisions must be made quickly and without dissent.

Great man theory by Carlyle (1957) assumes that the capacity for leadership is inherent, that great leaders are born, not made. These theories often portray leaders as heroic, mythic and destined to rise to leadership when needed. The term great man was used because, at the time, leadership was thought of primarily as a male quality, especially military leadership (Bennis, 2009).

Assumptions

1. People are born with inherited traits.

2. some traits are particularly suited to leadership.

3. People who make good leaders have the right (or sufficient) combination of traits.

Similar in some ways to great man theories, the trait theory assumes that an autocratic leadership inherits certain qualities or traits make them better suited to leadership. Trait theories often identify particular personality or behavioral characteristics that are shared by leaders. Many have begun to ask of this theory, however, if particular traits are key features of leaders and leadership, how do we explain people who possess those qualities but are not leaders? Inconsistencies in the relationship between leadership traits and leadership effectiveness eventually led scholars to shift paradigms in search of new explanations for effective leadership. Idogbo (2006) identified different levels of decision making in organizations. With each level the amount of time and the decision making involvement increases:

Level One: Autocratic Leader makes the decision alone and announces the decision. This level requires little time and no staff involvement. This is particularly useful in crisis situations where immediate action is needed.

Level Two: Autocratic Leader gathers input from individuals and makes the decision. The leader seeks Level input, usually to cover blind spots and enhance the depth of understanding of the issue at hand. Key individuals hold important information and not consulting is seen to be irresponsible.

Lewin's two Participatory Leadership Styles (1939) Autocratic

- In the autocratic style, the leader makes decisions without consulting with others. In Lewin's experiments, he found that this caused the greatest discontent.
- An autocratic style works best when:

1. There is no need for input on the decision
2. Where the decision would not change as a result of input
3. Where the motivation of people to carry out subsequent actions would not be affected whether they were or were not involved in the decision-making.

Yukl (1994) found that autocratic leaders tend to have the following five characteristics: they do not consult members of the organization in the decision-making process, the leaders set all policies, the leader predetermines the methods of work, the leader determines the duties of followers, and the leader specifies technical and performance evaluation standards. Since this style of leadership usually only involves one person deciding, it permits quick decision-making.

Although the autocratic style is relatively unpopular, in certain circumstances it can be an effective strategy, especially when the leader is short on time and when followers are not productive. The autocratic leadership style is also known as the authoritarian style of leadership Power and decision-making reside in the autocratic leader. The leader directs group members on the way things should be done and does not maintain clear channel of communication between himself or herself and the subordinates. He or she does not delegate authority nor permit subordinates to participate in policy-making (Smylie and Jack, 1990; Hoy and Miskel, 1992; John, 2015).

2.6 Principals' Transformational Leadership style practices in Secondary Schools in North Central Geographical Zone, Nigeria

Transformational leadership is believed to be able to effectively respond to the tremendous challenges facing organization in the turbulence of the modern world (Kirkbride 2006, pp.31). This is supported by Vera and Crossman (2004) in Godon and Yukl (2006, p.362) who argue that researchers suggested that transformational leadership is more effective in turbulence environment, time of poor organizational performance, or decline organizational stages because transformational leader behaviours includes inspiring and motivating followers.

The transformational leadership style has been of great interest to researchers not only in the principals administration of secondary schools but also in different sectors such as military, physiology, sociology and political science. Bass (2010). A transformational leader

behavior originates in the personal value and belief of the leader and motivates the subordinates to do more than expected. Burns (2004) identified transformational leadership as a process where one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality. This is why principals who uses this kind of leadership style motivate their staff by allowing them to attend seminars, workshops and further training which can benefit the school and the staff.

However, for transformational leadership style, the followers feel trust, admiration, loyalty and respect towards the leaders, and is motivated to do more than was original expected to do (Katz and Kahn 2008). Principals who adopt this style motivate the staff by making them aware of the importance of task outcome, inducing them to transcend their own self-interest for the sake of the school. He encourages staff to think critically and seek new ways to approach their jobs through various seminars and training that can result in intellectual stimulation (Bass 2010).

Pascal (2010) processed four behaviors or components of transformational leadership to include charisma, inspirational motivation, intellectual stimulation and individual consideration. Einstein and Humphreys (2013) opine that charisma or idealized influence or attribute is characterized by vision and a sense of mission, instilling pride in and among group of gaining respect and trust. Charismatic behaviors also induces followers to go beyond self-interest for the good of the group, providing re-assurance that will be overcome and promote confidence in the achievement and execution influence. (Bass 2010). Intellectual stimulation provides followers with challenging ideas and encourages them to break away from the old ways of thinking, (Avolio 2004). The leader is characterized as one promoting intelligence, rationality, logical thinking and careful problem solving. According to Bass and Avolio (2010) individual consideration is concerned with developing followers by coaching

and mentoring, that is the leader pay close attention to the inter- individual difference among the followers and act as mentor to them.

Transformational leaders focus on the big picture and use communication to motivate followers to effectively and efficiently execute their vision. Transformational leadership theory calls for leaders to be visible and accessible, and to actively seek out new ideas to realize objectives (Astin and Astin 2001). Transformational leaders are able to inspire followers with their vision and personality to change expectations, perceptionss, and motivations for working towards common goals. The four components of Transformational leaders are:

1. Intellectual Stimulation
2. Consideration for Individuals
3. Inspirational Motivation
4. Idealized Influence (Bass, 2006).

Relationship theories, also known as transformational theories, focus on the connections formed between leaders and followers. In these theories, leadership is the process by which a person *engages* with others and is able to "create a connection" those results in increased motivation and morality in both followers and leaders. Relationship theories are often compared to charismatic leadership theories in which leaders with certain qualities, such as confidence, extroversion, and clearly stated values, are seen as best able to motivate followers (Lamb, 2013). Relationship or transformational leaders motivate and inspire people by helping group members see the importance and higher good of the task. These leaders are focused on the performance of group members, but also on each person to fulfilling his or her potential. Leaders of this style often have high ethical and moral standards (Charry, 2012).

Transformational leadership theory differentiates between the transactional and the transformational leader. Transactional leadership focuses on role and task requirements and utilizes rewards contingent on performance. By contrast, transformational leadership focuses on developing mutual trust, fostering the leadership abilities of others, and setting goals that go beyond the short-term needs of the work group (Anthony 2006).

Bass's transformational leadership theory identifies four aspects of effective leadership, which include charisma, inspiration, intellectual stimulation, and consideration. A leader who exhibits these qualities will inspire subordinates to be high achievers and put the long-term interest of the organization ahead of their own short-term interest, according to the theory. research has supported many of the theory's propositions.

Burns (2004) theory on transformational leadership style, transformational – leader examines and searches for the needs and motives of others while seeking a higher agenda of needs. (visionary/change agent) Burns - theory Assumptions on Transformational Leadership are as follows;

i. People will follow a person who inspires them
ii. A person with vision and passion can achieve great things.
iii. The way to get things done is by injecting enthusiasm and energy.

Burns (2004), develop vision components of transformational leadership theory which starts with the development of a vision, a view of the future that will excite and convert potential followers. (This vision may be developed by the leader, by the senior team or may emerge from a broad series of discussions). The leader must have the follows:

i. Sell the vision immediately and continually.
ii. Create trust

iii. Rely on personal integrity

iv. Transformational Leaders are always visible

v. Will stand up to be counted rather than hide behind their troops.

vi. They show by their attitudes and actions how everyone else should behave.

vii. They make continued efforts to motivate and rally their followers, constantly doing the rounds, listening, soothing and energizing.

viii. Their unswerving commitment keeps people going, particularly through the darker times when some may question whether the vision

According to Burns (2004), one of the methods the transformational leader uses to sustain motivation is in the use of ceremonies, rituals and other cultural symbolism. Small changes get big hurrahs, pumping up their significance as indicators of real progress that is, (Culture Creators). Overall, they balance their attention between action that creates progress and the mental state of their followers.

2.7 Principals' Transactional Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria

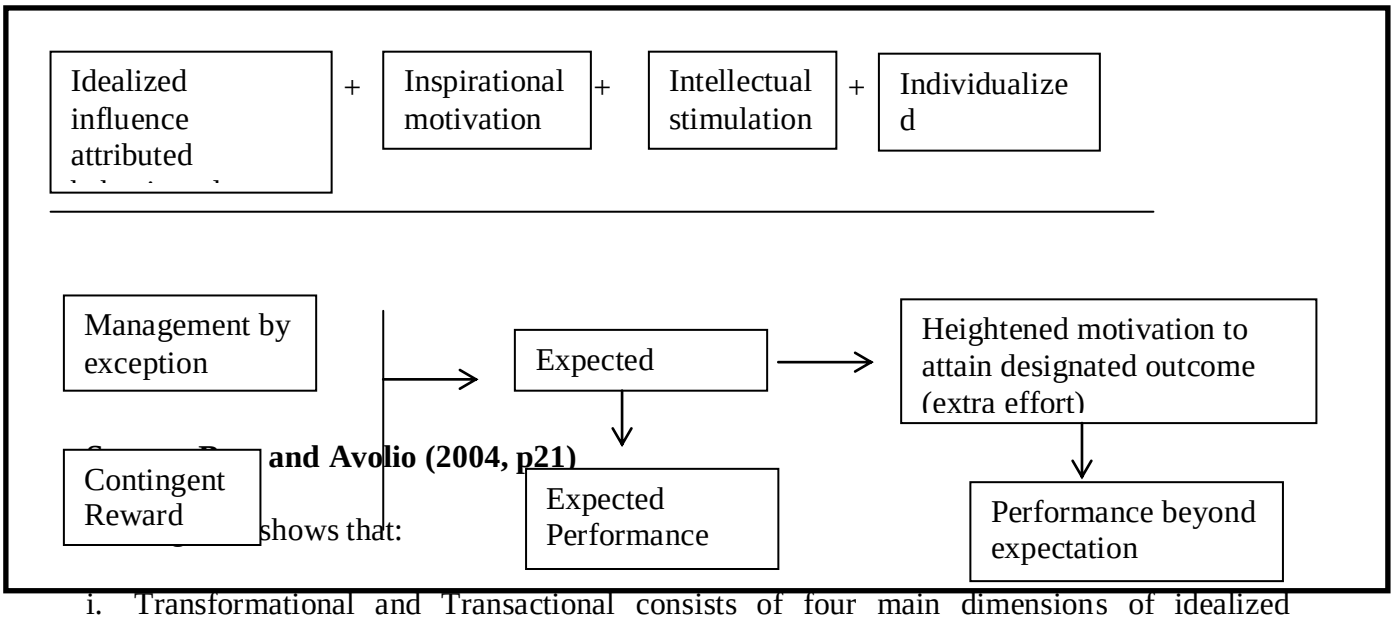
Transactional Leadership style practices involves an exchange process that results in followers compliance with leaders request but not likely to generate enthusiasm and commitment to task objectives. The leader focuses on having internal actors performing the tasks required for the organization to reach its desired goals (Bochnke 2013). The objectives of the transactional leader is to ensure that the path to goal attainment is clearly understood by the internal actors, to remove potential barriers within the system, and to motivate the actor to achieve the pre-determined goals. (Aditya, 2011).

Transactional leader practices both constructive and corrective behaviors. Constructive behaviors entails contingents rewards and corrective dimension which imbibes management by exception involving the clarification of the work required to obtain rewards

and the use of incentive and contingent rewards to exert influence. It consider followers expectations and recognition when goals are achieved (Bass 2010).

Artwaters and Avolio (2006) opined that transactional leadership comprises the following dimensions (a) contingent (b) management by exception (active) and (c) management by exception (passive). Burns (2004) viewed transactional leadership to includes many aspect of leadership, concentrating on the transactions between leaders and their subordinates.

Figure 7: The Argumentation Model of Transformational and Transactional Leadership Styles



and Avolio (2004, p21)

shows that:

i. Transformational and Transactional consists of four main dimensions of idealized influence (attributed/behavioral), inspirational motivation, intellectual stimulation and individualized consideration.
ii. Transactional leadership consists of two main dimensions: Management by exception (active and passive) and Contingent reward
iii. Transactional leadership results in expected effort and then expected performance.
iv. Transactional leadership adds to the effectiveness of transformational leadership and results in extra effort and performance beyond expectation.

i. The idealized influence attributed behavioral influence: is the first and foremost out of all leadership qualities. This implies that as a leader, the capability to become a role model to the followers or subordinates is essential towards achieving the aims and objectives of the organization.

ii. Inspirational motivating: Inspiration and motivation are always part of leadership. Motivating really comes down to inspiration. This process is nurtured by watching others achieve their goals. Most often it is developed by following the example of leaders who do the right thing for people, communicate frequently, empower vigorously, coach regularly and sacrifice for others.

iii. **Intellectual stimulation**: This component deals with stimulating followers analytical skills and problem solving ability, as each one has a different approach to an issue.

Individualized consideration: each individual is different, followers have different needs and show different level of potentials as leader one need to accept that each follower have different needs, then the leader needs to develop higher levels of potentials, also enable the transactional leader needs to take special care of each individual followers need for achievement and growth, provide supportive environment and have a clear two way communication in followers.

iv. Management by exception: it is a process where the manager or leader does not interfere with work flow unless an issue arises. In transactional leadership model, a leader stay back to watch how things are done only set up to action when issues arises that needs to be taken care of.

v. Contingent Reward: It is the process of setting expectations and rewarding workers for the work done. Here in contingent rewards workers can be rewarded for putting in their best or workers can be punished for failing to perform. In this model, the employees tend to

perform better because of the expected reward and this expected reward motivates the employee to put extra effort to produce a better performance beyond expected.

The transactional leadership is based on the idea that managers give employees something they want in exchange for getting something they want. It posts that workers are not self-motivated and require structure, instruction and monitoring in order to complete tasks correctly and on time.

However, Saphr (2014) opines that transactional leadership focuses on results, conforms to the existing structure of an organization and measures success according to that organization's system of rewards and penalties. Further stressed that transactional leaders have formal authority and positions of responsibility in an organization and this type of leader is responsible for maintaining routine by managing individual performance and facilitating group performance.

While Bass, Avolio, Jung and Benson (2003) opines that a transactional leader sets the criteria for their workers according to previously defined requirements. Performance reviews are the most common way to judge employee performance, thus a transactional leader work best with employee who know their jobs and are motivated by the reward – penalty system.

According to Odumeru and Ogbonna (2013) Transactional leadership involves motivating and directing followers primarily through appealing to their own self-interest. The power of transactional leaders comes from their formal authority and responsibility in the organization. The main goal of the follower is to obey the instructions of the leader. The style can also be mentioned as a 'telling style'.

The leader believes in motivating through a system of rewards and punishment. If a subordinate does what is desired, reward will follow, and if he does not go as per the wishes

of the leader, a punishment will follow. Here, the exchange between leader and followers takes place to achieve routine performance goals. These exchanges involves four dimensions:

i. Contingent Rewards: Transactional leaders link the goal to rewards, clarify expectations, provide necessary resources, set mutually agreed upon goals, and provide various kinds of rewards for successful performance. They set SMART (specific, measureable, attainable, realistic, and timely) goals for their subordinates.

ii. Active Management by Exception: Transactional leadership actively monitor the work of their subordinates, watch for deviations from rules and standards and taking corrective action to prevent mistakes.

iii. Passive Management by Exception: Transactional leaders intervene only when standards are not met or when the performance is not as per the expectations. They may even use punishment as a response to unacceptable performance.

iv. Laissez-faire: The leader provides an environment where the subordinates get many opportunities to make decisions. The leader himself abdicates responsibilities and avoids making decision and therefore the group often lacks direction.

2.8 Principals' Visionary Leadership style practices in Secondary Schools in North Central Geographical Zone, Nigeria

According to Bello (2012) visionary leadership style involves a leader who recognize that the methods, steps and process of leadership are all obtained with and through people. He argued that most great and successful teachers have aspect of vision in them. Evans & Gold (2012) opined that a principals who uses visionary leadership style will always recognize that he is working with teachers, students and others who are capable of being a part of decision making. Further stressed that it is important for the administration to realize and to act upon the realization that many teachers are well qualified and experienced as can become a

principals, hence to achieve the objectives, staff are to be involved in decision making does not alter the fact that the principals remains accountable for taking the final decision.

In addition, the researcher also conceptualize Visionary Leadership style practices as the act of determining a course of action following a more or less deliberate consideration of often completing alternatives. In the same vain the researcher belief that principals using a visionary leadership style will also have a vision and focus towards the way and manner in which decision is taking in the course of running his administrative function of a principals and as such principals should use appropriate leadership style that can be effective for decision making.

2.8.1 Advantages of Visionary Leadership style practices in Organizations

i. Visionary leadership integrates the task orientation style and people orientation style of leadership in a qualitatively new level of performance. People will perform tasks because they are happy to do them as they are inspired by the vision. In the same manner, the whole organization will have a certain degree of semi "religious" cohesiveness and a sense of solidarity because they share a common cause.

ii. Visionary leadership brings out the best in people and make them perform beyond their imagined limitations. People will be happy not only because their leader is the best but because they have become their best selves because of their leader.

iii. In Visionary Leadership, the mechanisms of control such as rewards and punishments become internal rather than external. People would want to do things right because they understand it in their hearts and not because of some external monetary rewards, social commendations or promotions. As the saying goes, "Virtue is a reward in itself.

2.8.2 Principles of visionary Leadership style practices

Principle 1: The visionary leader must do on-site observation leading to personal perceptions of changes in societal values from an outsider's point of view.

Principle 2: Even though there is resistance, never give up; squeeze the resistance between outside-in pressure in combination with top-down inside instruction.

Principle 3: Transformation is begun with symbolic disruption of the old or traditional system through top-down efforts to create chaos within the organisation.

Principle 4: The direction of transformation is illustrated aimed by a symbolic visible image and the visionary leader's symbolic behaviour.

Principle 5: Quickly establishing new physical, organisational and behavioural systems is essential for successful transformation.

Principle 6: Real change leaders are necessary to enable transformation.

Principle 7: Create an innovative system to provide feedback from results.

Principle 8: Create a daily operation system, including a new work structure, new approach to human capabilities and improvement activities.

2.9 Principals' Situational Leadership style practices in Secondary Schools in North Central Geographical Zone, Nigeria

Leadership is a personal relationship in which one person directs, coordinates and supervises others in the performance of a common task. Olu (2011) opine that in situational leadership leaders choose the best course of action base upon situational condition or circumstances. In a situational leadership style, the leader's influenced can only be effective by being in right place at the right time (Bagobiri &kassah 2009). However, a large number of studies has been carried out on the premises that leadership is strongly affected by the situation from which the leader emerges and in which he or she operates. In another vein Jumare (2015) views a situation leader as a leader that come due to reasons or needs Sims Jr et al (2009, p. 150) contend that a particular leadership style might be best for a particular

situation. As the name of the style implies, leaders need to match followers' needs in a certain situation.

Blanchard (1996) as cited in McLaurin (2006, P 102) argued that the two behaviors (task and relationship) underpin four degrees of situational leadership styles:

i. Telling style (S1) high task low relationship behavior.
ii. Selling style (S2) high task-high relationship behavior
iii. Participating style (S3) low task-high relationship behavior
iv. Delegating style (S4), low task-low relationship behavior.

Harsey and Blanchard (1946) as cited in North house (2007 P. 98) defined the four developmental level as follows:

i. Level 1 (unwilling and unable)
ii. Level 2 (willing and unable)
iii. Level 3 (unwilling and able) and
iv. Level 4 (willing and able).

The four situational leadership styles depend on the follower developmental level combined with their ability and willingness. Telling style refers to a style a leader exhibits by giving certain guidance when followers have low ability and low willingness. Selling styles refers to a style a leader exhibits when followers need direct guidance and have low ability and high willingness. Finally, delegating style refers to style a leader exhibits when followers have high ability and high willingness to accept responsibility (Kao and Kao 2007).

Situational leadership style can also know as contingency Theories 1960s and 1970s Factors unique to each situation determine whether specific leader characteristics and behaviours will be effective. Situational theories of Leadership style practices propose that, the organizational or work group context affects the extent to which given leader traits and behaviours will be effective. Situational theories gained prominence in the late 1960s and

1970s. Four of the more well-known “Situational or Contingency Theories” are Fiedler's contingency theory, path-goal theory, the Vroom-Yetton-Jago decision-making model of leadership theory. Each of these approaches to leadership is briefly described in the paragraphs that follow.

Introduced in 1967, Fiedler's contingency/ situational theory was the first to specify how situational factors interact with leader traits and behaviour to influence leadership effectiveness. The theory suggests that the "favourability" of the situation determines the effectiveness of task- and person-oriented leader behaviour. Favourability is determined by:

i. The respect and trust that followers have for the leader;
ii. The extent to which subordinates' responsibilities can be structured and performance measured; and
iii. The control the leader has over subordinates' rewards. The situation is most favourable when followers respect and trust the leader, the task is highly structured, and the leader has control over rewards and punishments.

Fiedler's theory in (1967) indicated that task-oriented leaders were more effective when the situation was either highly favourable or highly unfavourable, but that person-oriented leaders were more effective in the moderately favourable or unfavourable situations. The theory did not necessarily propose that leaders could adapt their leadership styles to different situations, but that leaders with different leadership styles would be more effective when placed in situations that matched their preferred style.

Fiedler's situational/contingency theory has been criticized on both conceptual and methodological grounds. However, empirical research has supported many of the specific propositions of the theory, and it remains an important contribution to the understanding of leadership effectiveness.

Path-goal theory was first presented in a 1971 Administrative Science Quarterly article by Robert House. Path-goal theory proposes that subordinates' characteristics and characteristics of the work environment determine which leader behaviours will be more effective. Key characteristics of subordinates identified by the theory are locus of control, work experience, ability, and the need for affiliation. Important environmental characteristics named by the theory are the nature of the task, the formal authority system, and the nature of the work group. The theory includes four different leader behaviours, which include directive leadership, supportive leadership, participative leadership, and achievement-oriented leadership.

According to Path-goal theory (1971), stated that, leader behaviour should reduce barriers to subordinates' goal attainment, strengthen subordinates' expectancies that improved performance will lead to valued rewards, and provide coaching to make the path to payoffs easier for subordinates. Path-goal theory suggests that the leader behaviour that will accomplish these tasks depends upon the subordinate and environmental contingency factors.

Path-goal theory has been criticized because it does not consider interactions among the contingency factors and also because of the complexity of its underlying theoretical model, expectancy theory. Empirical research has provided some support for the theory's propositions, primarily as they relate to directive and supportive leader behaviours.

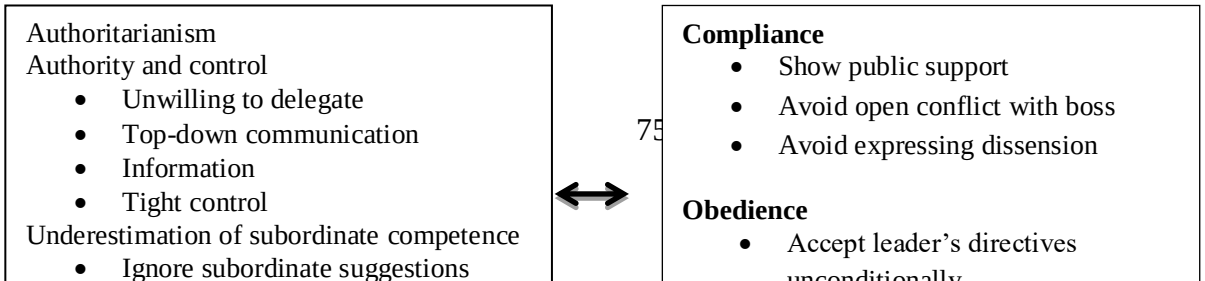
The Vroom-Yetton-Jago decision-making model was introduced by (Victor Vroom and Phillip Yetton in 1993). The theory focuses primarily on the degree of subordinate participation that is appropriate in different situations. Thus, it emphasizes the decision-making style of the leader. According to Jago (1998);

1. contingency theory tends to focus more on the behaviours that the leader should adopt, given situational factors (often about follower behaviour).

2. Contingency theory takes a broader view that includes contingent factors about leader capability and other variables within the situation. (Leaders who are very effective at one place and time may become unsuccessful in the other).

2.10 Principals' Paternalistic Leadership style practices in Secondary Schools in North Central Geographical Zone, Nigeria

Compared with other leadership theories, paternalistic leadership is developed much later and less popular. The most popular definition of paternalistic leadership is the one introduced by Fan and Cheng (2006). They define paternalistic leadership as a style that combines strong discipline and authority with fatherly benevolence and moral integrity. In their study, paternalistic leadership consists of three essential elements: authoritarianism, benevolence, and moral leadership. Authoritarianism means a leader asserts strong authority and control over subordinates and demands unquestioned obedience from subordinates; benevolence means a leader demonstrates individualized, holistic concern for subordinates' personal or familial well-being; moral leadership suggests that a leader demonstrates superior personal virtues, self-discipline, and unselfishness. Based on the definitions of authoritarianism, benevolence, and moral leadership, and the descriptions of the relationship between paternalistic leader behavior and subordinate response, authoritarianism is not helpful in stimulating subordinate enthusiasm; while benevolence and moral leadership can help to stimulate subordinate enthusiasm. The different levels of subordinate enthusiasm will influence their work performance. Certainly, subordinate work performance also will directly influence team or organizational performance. In other words, authoritarianism is a negative factor in subordinate enthusiasm. Benevolence and moral leadership are positive factors in subordinate enthusiasm. Hence, we can conclude that authoritarianism is a negative factor in performance; benevolence and moral leadership are positive factors in performance.



Moreover, Pellegrini and Scandura (2008) claim that paternalism is an effective leadership style in many non-Western cultures mainly because paternalistic leaders are both benevolent and authoritarian. Paternalism is a word derived from the Latin root "pater," meaning "father." The leader assumes the role of a parent, a father who knows best (Öner, 2012). Paternalism in leadership has existed throughout history and seems to derive its power from the psychological experience of a family in which the father plays a particular leadership role. Fu et al. (2013) hold that paternalistic leadership is a managerial approach that involves a dominant authority figure who acts as a patriarch or matriarch and treats employee and partners as though they are members of a large extended family. In exchange, the leader expects loyalty and trust from employee as well as obedience. Sunday (2014) opines that regardless of what word is used to describe the parent employee who work in such an environment are expected to understand that the authority figure knows what is best for

the organization and trust that their leader will always have an employee best interest at heart Employee are listened to, but the leader always makes the final decision.

Jacob (2011) Opines that a successful paternalistic leader thinks about their followers and considers how every decision will affect them. paternal leaders value education and social skills and often go out of his way to provide employee with opportunity for improving interpersonal skills. He further stressed that the benefit of this style is that when carried out successfully employee may work harder to complete tasks within a given time frame so that they can reach and sometimes even exceed their goals in order to please the paternalistic leader and bring honor to the family.

A principals using this type of leadership style to settle conflict needs to be extra careful because parties involved may accused the principals of unfairly favour of other parties and thus can result into jealousy and resentment. Conflict resolution is part and parcel of every organization. Organizational behavior is positively related to organizational output. For this reason principals needs to take conflict resolution issues very important because “conflict and attempts towards resolution are perhaps the most powerful force existing for bringing about changes in patterns of organization behaviours”. (Hanson 2010). Rahim (2010) define conflicts as interest collided usually as a result of divergence in organizational goals, personal ambition, group loyalties, demands on scarce resources.

The way a paternalistic leader practice is by acting as a parental figure by taking care of their subordinates as a parent would. In this style of leadership practice, the leader supplies complete concern for his followers or workers. In return he receives the complete trust and loyalty of his people (Marzano 2015). Workers under this style of leader are expected to become totally committed to what the leader believes and will not strive off and work independently. The relationship between these co-workers and leader are extremely solid. The workers are expected to stay with a company for a longer period of time because of the

loyalty and trust. Not only do they treat each other like family inside the work force, but outside too. These workers are able to go to each other with any problems they have regarding something because they believe in what they say is going to truly help them.

One of the downsides to a paternalistic leader is that the leader could start to play favorites in decisions. This leader would include the workers more apt to follow and start to exclude the ones who were less loyal. In today's market paternalism is more difficult to come by, according to Pellegnni and Scandura (2008) who wrote "business dimensional and Organizational Counseling." They believe this because there have become more lay-offs and stronger unionization. This affects paternalistic leaders because the co-workers may not believe that their jobs are 100% ensured. When this happens, workers begin to look for bigger and better job opportunities instead of staying at one company for a longer period of time. Because of this, the leader may be thinking that you could be leaving and not fully believe you when you tell them something about a job opportunity. This could put the workers and leader at risk for a bad situation.

According to Bass (2013) who wrote Leadership and Performance Beyond Expectations, workers who follow paternalistic leadership also have better organization skills. The leader encourages organization because they allow the workers to complete tasks so that they can stay on top of their work. The workers complete tasks this boosts self-confidence and it makes them work harder to reach a goal and exceed the goal to prove to their boss they are working hard. Having this style of leadership can also help implement a reward system. The researcher view on this is that, this type of practice will allow workers to work even better because there is something for them at the end of the tunnel. While doing this they will also be able to accomplish more work in a set time frame.

2.11 Principals' Inspirational Leadership style practices in Secondary Schools in North Central Geographical Zone, Nigeria

Leaders should create an environment where people are respected and trusted, and the sign of a good leader is one who can adapt his leadership style to the personality of each individual. Everyone within an organization is different. While it may sometimes be tempting to incorporate a one-size fits all strategy, people should be treated as individuals who react differently to situations. People require different degrees of motivation, feedback and inspiration and it is the role of the leader to identify their individual traits and adapt their own leadership style accordingly. Trust and respect are vital for the success of a leader; if you don't develop these amongst the people you work with, all is lost. Leaders are only as powerful as their teams. No leader is powerful enough to overcome a team that doesn't really believe in them and want them to be successful, unless they are a tyrant. Ajibade (2014)

But actually isolating the characteristics of great leaders is not easy. At the top level, leaders are a difficult bunch to classify. They do not exhibit the same traits – the spectacularly successful are, by definition, unusual. Trying to group them together is a forced and artificial process. It simply isn't right to say "leaders are charismatic" or "leaders are focused", because there are plenty of great leaders who are neither. Neat definitions don't work. Leaders need to accept the blame if things go wrong – and expect similar standards all the way down the chain. Market credibility and staff morale are just two areas that can take a hit if grand initiatives are announced but not executed. Cullman (2010) enumerates some of the characteristics of inspirational leadership as follows:

i. Unwavering Resolve to Produce Long-Term Result Inspirational Leaders set on a path to improve long-term results that go unnoticed by the outside for years. They then suddenly appear well on their way to becoming great. The ability to improve requires that the truth be told. "… But leadership is equally about creating a climate where the truth is heard and the brutal facts confronted. There's a huge difference between the opportunity to 'have your say' and the opportunity to be heard. The great leaders

understood the distinction, creating a culture wherein people have a tremendous opportunity to be heard and, ultimately, for the truth to be heard."

ii. Inspirational leaders create standards and doggedly keep to those standards for the years of their tenure. These leaders deliver what they promise. There is no hype, no spin, no excuses; just understated, realistic expectations. The expectations may be challenging but they are met.

iii. A great leader is one who makes his followers great. He is humble but has fierce determination to make others great and achieve his goals. The leader has to develop the resources that are at his disposal if he wants to be effective and successful. The optimum and wise use of resources like values, interests, skills, situations, feelings, imagination, experience and willpower along with material resources will determine how effective the leader is going to be.

iv. One of the greatest sources of leadership power is belief. Most people do not develop strong beliefs during their working life. Constrained by the day-to-day realities of office politics, pragmatism and fear, people do things "because that's the way they're done", not because that is the way they should be done. Those who look to you for answers have a right to know how you see the world.

v. It is an observation that accords with common sense. If we think of the inspirational leaders we have known and worked with, they are generally people who know what they believe in. One of the few characteristics common to all leaders is that they have firm views and stick to them: they do not flap in the breeze, moving with the current fashion. It is hard to lead someone if you do not know where you are leading them to.

vi. A leader "must bring people aboard, excite them about his vision, and earn their support. They in turn will inspire those around them, and soon everyone will be focusing on the same goal; the effort will come from within, which always results in

more forceful advocacy than if someone is just going through the motions to please their boss. People are the greatest asset a leader has at his disposal. They are the reason why he is a leader. He is there to lead not a group of robots, animals or inanimate things. He leads people. To be an effective leader of people he must believe in those whom he is leading. He must develop the right attitude and belief about his followers. People are not failures and problems. They are great opportunities for the leader. Believe in them and let them know that you believe them. Suffice to say that to lead, you need to believe in something, and have the capacity to make others see the value of your position.

Ahmed (2011) also outlines the following as the characteristics of an inspirational leadership:

i. The 'real' leaders are those who become leaders without any selfish motives. They are so passionately moved by the desire to help other people that they can't sit idle but become leaders. Great leaders like Mother Teresa, Gandhi and Buddha became leaders to express their love and predilection for humanity.

ii. Every leader must have this characteristic: the ability to smile always even in the midst of hopeless situations. He must be a leader of good cheer. Your smile can create confidence in your followers. Believe that every problem has a solution and that you don't need to worry; when you look at problems positively worries cease to exist.

iii. An Inspirational leader is one who takes a little more than his share of the blame and a little less than his share of the credit. You must appreciate your followers through encouragements, gestures and rewards. Make them feel important. People perform better when they know where they are standing and with a positive pat on their back they will be able to do miracles. Motivate, challenge and excite them to achieve the goals.

iv. If the leader is not convinced and committed to the goal, how can he lead the others? A leader has two characteristics: first he is going somewhere, second he is able to persuade others to go with him. He is leading a team of people. People will evaluate his sincerity and commitment before they begin to follow him. If they don't see in him strong convictions and fierce determination then he will soon become a loner not a leader.

v. An Inspirational leader has a vision in which he strongly believes. He will become an effective leader if he is able to communicate this vision to his followers. He must be able to articulate clearly the needs of his people and visualize their future and communicate guidelines and limits so that they are able to reach their goals. A good leader believes in informal, friendly and open communication. He seeks the opinions of others before he plunges himself into anything.

2.11.1 Jackson (2011) identifies six inspirational leadership styles as follows:

i. **The Pillar**: The pillar is strong and steadfast, leading by example rather than force. Leadership in this line exercise discipline, and understanding. A leader who uses this style exhibit creativity and inspires through dedication.

ii. **The Empowered**: This is one of the most emphatic leadership styles, one that strives to delegate tasks based on individuals' strength, trusting that they are the best professional for the job. The empowered is inspired by trusting others' expertise and encouraging self-sufficiency.

iii. **The Logician:** This style often makes decisions that keep teams efficient and exceptional. This leadership style is both thorough and thoughtful, clearly seeing the shortest distance between two points. The leader leads with integrity, inspiring others to take a honest look at themselves and their work.

iv. **The Visionary:** they led by intuition and desire to surpass the accepted standard. They see what others don't. a leader driven by possibilities, an undeniably influential leader.

v. **The Impassioned:** Leader is fervently dedicated to his/her work. The impassioned is persuasive by default, but inspiring others by his/her enthusiasm.

vi. **The Perfectionist:** The perfectionist is an uncompromising leader. His work is exceptional because he has thought of everything. The perfectionist is an ideals who inspires others.

2.12 Principals' Charismatic Leadership style practices in Secondary Schools in North Central Geographical Zone, Nigeria

Charismatic leadership is a leadership style that is identifiable but may be perceived with less tangibility with other leadership styles (Bell, 2013). Jacob (2014) opines that charismatic leaders inspire eagerness in their teams and are energetic in motivating employees to move forward. The ensuring excitement and commitment from teams is an enormous asset of productivity and goal achievement.

Fabian (2014) opines that leaders who use charismatic leadership styles exhibit revolutionary power. They transform their followers' values and beliefs. According to him, characteristic of charismatic leaders distinguishing them from a popular-list leader who may affect attitudes towards specific objects, but who is not prepared as the charismatic leader is. In the same line John (2015) argued that the negative side of charismatic leadership style is the confidence placed in the leader rather than the employees. This can create the risk of an entire organization collapsing if the leader leaves.

Charismatic leader use power over followers but his or her followers have power over the leader, so this relation is interactive by its nature. According to Edem (2013) the ethics charismatic leader is strongly a question of how to use power, i.e how and in what manner. In addition, charisma can be harnessed not only for economics ends, it can also be used to do

well and make organizations places where undividuals can flourish. The more turbulent the situation is in an organization, the more individuals want to be led by a leader who can reassure them, give them hope and point the bow in the right direction.

Adewuyi (2013) opines that charismatic leadership is inspiring and seductive in its appeal which charmed employees and induced organizational conformity. Also Spahr (2016) opines that charismatic leadership style relies on the charm and persuasiveness of the leader. This shows that charismatic leaders are driven by their convictions and commitment to their cause. Further stressed that charismatic leaders are sometimes called transformational leaders because they share multiple similarities. Their main difference is focus and audience. Charismatic leaders often try to make the status quo better, while transactional leaders focus on transforming organizations into the leader's vision. However, the researcher view charismatic leaders as those who their followers have confidence in because of special attributes they see in the leader.

Beginning in the 1970s, a number of leadership theories emerged that focused on the importance of a leader's charisma to leadership effectiveness, included within this class of theories is House's theory of charismatic leadership, Bass's transformational leadership theory. These theories have much in common. They all focus on attempting to explain how leaders can accomplish extraordinary things against the odds, such as turning around a failing company, founding a successful company, or achieving great military success against incredible odds. The theories also emphasize the importance of leaders' inspiring subordinates' admiration, dedication, and unquestioned loyalty through articulating a clear and compelling vision.

Mbiti (2007) states that charismatic Leadership style practices is based on the faith and devotion of people to a certain leader who has shown unusual ability to lead through eloquent speeches and heroic actions for the welfare of the group. Charismatic leaders command an

unchallengeable following. They are adored and loved. Charismatic leaders are in most cases authoritarian as well as democratic. They can manage this since they know the masses are fully behind them.

A charismatic leader inspires subjects far beyond their self-interests. He has an extra ordinary positive effect on the followers. A charismatic leader has very high confidence, dominance and strong faith in his or her beliefs. (Okumbe, 2013)

Fullan (2001) concludes that charismatic leaders often influence their subjects negatively because they provide episodic improvement followed by frustrated or dependency. Kibiwot (2014) found out that some principals practice charismatic style of leadership, they inspired their teachers, teachers had high belief, confidence and conviction in them. Teachers were hence inspired to work with a lot of commitment which created a positive environment that attracted students to school, hence minimized cases of truancy.

Thinguri and Kituyi (2015) conducted a case study in Langalanga secondary school in Nakuru County to assess the kind of leadership exhibited by the principals. They found out that the charismatic style of leadership was so highly exhibited so that while the principals sought the optimum students performance, he did not step all over the staff, bullying them to deliver, rather was concerned about the needs of others hence acting as an effective visionary agent of change. Both students and teachers were highly motivated and found school to be attractive. This impacted positively on students' discipline and academic achievement.

2.13 Empirical Studies

Many research has been carried out on leadership styles of principals, however this study has looked into various empirical studies relevant to the research. Some of the empirical studies reviewed in this study are outlined as follows:

The reviewed empirical covers objective 1 and 2 which sought to examine Stakeholders perceptions on principals democratic leadership style practices in secondary

schools in North Central Geographical Zone, 2, assess stakeholders perceptions on autocratic leadership style practices in secondary schools in North Central Geographical Zone.

1. David (2012) conducted a study on "The Effect of Principals Leadership Style on School Environment in selected Secondary schools in Nassarawa state". Objectives of the study were to investigate the effect of principals's democratic leadership style on school outcome, investigate the impact of autocratic principals leadership style as related to school environment and outcome in selected secondary schools in Nassarawa State. His work was a survey. He had 1995 as population and the sample was randomly selected with 20 school principals, 200 teachers and 15MOE officials. Descriptive statistics and ANOVA were used in the statistical analysis. Several conclusions were found in the study. The data analysis supported the hypothesis that the principals' democratic leadership style was related to school outcomes. This relationship is found to be direct and indirect through the school environment, in Nasarawa state, the democratic principals' leadership style was found to encourage and create a cooperative school environment for better school outcomes than schools with autocratic principals. The difference was that David study is in Nassarawa state while this study covers North Central Geographical Zone, Nigeria and focuses on Principals' Leadership Style Practices in secondary Schools. The relevance of the study to the present study is that in secondary school the physical structure including the environment is part of the administration in which the principals has a sole responsibility of using adequate leadership behavior to maintain the environment in a conducive manner that can enhance good atmosphere for learning.

2. Adeyemi (2010) conducted a study on "Principals' Leadership Styles and Teachers' Job Performance in senior secondary schools in Ondo state, Nigeria". Objectives of the study were to investigate principals' democratic leadership style and teacher's job

performance in senior secondary schools in Ondo State and to examine principals' autocratic leadership style on teachers job performance in secondary schools in Ondo State. The study's population comprised all the 280 secondary schools in the state. Out of the population a sample of 240 senior secondary schools were selected through stratified random sampling technique. A sample of 2040 teachers was selected through stratified random technique which made up of 240 principals and 1,800 teachers. The study was empirical and questionnaires were used, survey research design was used. Data collected were analyzed using percentage and T-Test at 0.05 level of significant. Democratic Leadership style was the most commonly used leadership style among the principals of senior secondary schools in the state with teachers performance at moderate level while teachers' job performance was found to be better in schools having principals using autocratic leadership styles. The difference is that the present study focuses on the stakeholders' perceptions of principals' leadership style practices in Secondary schools in North Central Geographical Zone, Nigeria. The study used T-Test while the present study used ANOVA. The study was relevant to the present study because principals' leadership style and teachers' job performance are two important components which determine administrative effectiveness in secondary schools. However the empirical study captures objective 1 and 2 of the present study

3. Peter (2015) conducted a study on "Relationship Between Leadership Styles used by Head Teachers of Public Secondary Schools and Students' Academic Performance in Kericho County, Kenya". Objectives of the study were to determine the relationship between democratic leadership style of the head teachers students' performance at K.C.S.E in public secondary schools in Kericho County, and to examine visionary leadership style of head teachers and students performances at K.C.S.E in public

secondary school. Survey research design was used. Stratified and simple random sampling techniques were used to select 53 secondary schools in the county with targeted population of 2,499 teachers working in 119 public secondary schools in Kericho county out of the population 119 were head teachers, simple random sampling was used to select 1060 teachers, while stratified sampling was used to select the head teachers from the targeted schools to participate in the study, a test re-test re-ability coefficient was used to test the reliability of the instruments. The instrument used was questionnaires; Chi-square (X^2) was used to test the hypotheses at 0.05 level of significant. The findings revealed that the head teachers' democratic leadership style had a strong relationship with the schools' K.C.S.E results. The researcher recommended that head teachers should use a balance of autocratic and democratic leadership style to achieve better K.C.S.E results, head teachers visionary style has no strong relationship with the school K.C.S.E results. The difference is that the study was carried out in Kenya while the present study centered on North Central Geographical Zone, Nigeria and focal point on principals leadership styles practices in secondary schools in North Central Geographical Zone, Nigeria. This study is relevant because in administration of secondary school students welfare need to be put into consideration which also includes their academic performance. The reviewed of this study shows that principals' democratic leadership styles have a strong relation with the school result. The relevance to the present study is that every school principals as a school leader should put in place all available programmes that can enhance students' well-being thus result in good academic performance. The reviewed empirical studies were in line with objective 2 and 5 of the present study.

4. The work of James, (2012) titled "Perceptions of Principals Autocratic Leadership Style on Teachers Job Performance in Secondary Schools in Ekiti state. The study

objective is to ascertain the effect of principals autocratic leadership style on job performance in secondary schools in Ekiti state. The study has a total population of 500 teachers and 100 principals. A total of 250 teachers and 50 Principals were sampled from public secondary schools in Ekiti, using multi-stage, and simple random sampling technique. Data were collected using self-constructed questionnaire. The research question was subjected to descriptive analysis using mean rating and standard deviation T-test was used to test the null hypothesis at 0.05 level of significance. The result shows that autocratic principals leadership style has a negative significant on teachers job performance as p.value was .019 which was less than 0.05 level of significance as most teachers perform their duty with fears of what the principals will do, teachers tend to do their work well with the presence of the principals and become carefree as soon as the principals is absence. The study recommended that principals should vary their leadership styles. The study has a similarity with the present study because the objective of the present study captures the review of the empirical study. The difference between the two study is that the research was conducted in Ekiti State, while the present study focus on North Central Geographical Zone, Nigeria.

The relevance to the present study shows that only autocratic leadership style should not be practiced by the principals and constant use of this leadership style by principals could only lead to many teachers performing beyond expectation with a lot of pretense.

5. Obiwuru, Okwu, Akpa, Nwankwere (2011) conducted a study on “Effects of Leadership style on organizational performance in Lagos state, Nigeria”. The population of the study include 2,000 small scale business in Ikosi-Ketu Council development Area of Lagos state and 200 small scale business were sampled using

percentage. Survey research design was used. The objectives was to determine effect of transformational leadership styles on performance in small scale enterprises, examine effect of transactional leadership on performance in small scale enterprise. Transformational and transactional leadership styles were considered in this study. The study employed evaluative quantitative analysis method. Analysis was based on primary data generated through a structured multifactor leadership questionnaire administered on respondents. The results of the study shows that while transactional leadership style had significant positive effects on performance, transformational leadership style had positive but insignificant effect on performance. The study concluded that transactional leadership style was more appropriate than transformational leadership style. However, the present study focal point is on the principals Leadership style practices in Secondary School in North Central Geographical Zone of Nigeria. The study is relevant to the present study because the role of an administrator is to increase the organizational effectiveness as well as staff morale that can enhance good performance, this empirical study covers objective 3 and 4 of the present study.

6. Brenda (2011) conducted a study on "Teachers' perceptions on their principals' leadership styles and the effects on student achievement in improving and non-improving schools in Florida". The objectives of the study were to examine the relationship between transformational leadership style as perceived by teachers, to investigate the principals' transactional leadership style, assess principals visionary style as perceived by teachers on improving or non-improving school on student achievement in South Florida. The study population was 1,430; a purposeful sample of 143 teachers in 16 schools in one school district was used. Leadership behavior as perceived by the teachers were measured using the multi factor -teacher leadership

questionnaire and students achievement was measured with the Florida comprehensive assessment tests for each school using three years results. Independent t-test, multiple regressions and an open ended questionnaire were used to analyze the research questions. The study found that teachers in improving and non-improving schools had minimal differences in how they perceived their principals' leadership styles. All the three leadership styles: transformational, transactional and visionary leadership styles were statistically significant predictors of student's achievement. The different with the present study is that the reviewed study was carried out in Florida, while the present study is on North Central Geographical Zone, Nigeria. The study centered on teachers' perceptions of their principals' leadership styles and the effect on students achievement while on the other hand the present study is on stakeholders' perceptions of principals' leadership styles on secondary school administration. The review is of great relevant to the present study because teachers are part of the stakeholders and how they perceived their principals leadership style will have an effect on the general administration of school. The study reviewed covers objective 3, 4 and 5 in the research work.

7. Hasan Hariri (2011) conducted a study on "leadership styles, decision-making styles and teacher job satisfaction: An Indonesian school context". The study examines the relationships between principals transformational leadership styles and principals decision-making style and their possible use as indicator to predict teacher job satisfaction in the specific context of public junior secondary schools in lampung province, Indonesia.

   A quantitative research design was used to address the research problems and the nine-research questions that are linked to some important gaps identified in the literature. The three standard survey questionnaires and demographic questionnaire

were used, the population include70 principals, 4,075 teachers while the sample size is 36 principals and 475 teachers in 36 schools from six districts. The data was analyzed using SPSS version 18 using descriptive statistics, multiple regression, ANOVA and T' test, some of the findings are principals exhibited mostly transformational leadership style and rational decision making style, teachers were just slightly satisfied and teacher job satisfaction preferences were identified as: co-workers, nature of work, supervision and communication. The study recommends that to enhance teacher job satisfaction, stakeholders particularly policy makers/ government and district education leaders could consider ways to help principals in collaboration with their staff to exhibit much more transformational leadership style and rational decision-making leadership style and exhibit less transactional leadership style and decision-making style. The similarity with the present study is that both evolve round leadership style and the difference between the study and the present study is that the empirical study was carried out in Indonesia while the present study is on North Central Geographical Zone, Nigeria. The relevance of the review to the present study is that in administration leadership style and decision making style is an essential tool for an effective and efficient administration and that is why this study is exploring various principals' leadership styles and practices in secondary school.

8. Obonyo, Adino, and Nyerere, (2017) titled "Leadership Styles Practiced by Principals in Public Secondary Schools in Siaya, Kisumu and Kajiado counties, Kenya". The study has the following objectives; examine the predominant leadership style practiced by principals in public secondary schools in Siaya, Kisumu and Kijiado counties; determine the effectiveness of principals transformational leadership in public secondary schools in Siaya, Kisumu and Kajiado counties and Ascertain the effectiveness of principals transactional leadership style and charismatic leadership

style in public secondary schools in Siaya, Kisumu and Kajiado counties, Kenya. The study adopted a descriptive survey paradigm. The study was guided by the full range leadership theory. The target population comprised of 397 principals, 379 deputy principals, 1010 heads of departments and 2208 teachers in public secondary schools in Siaya; Kisumu and Kajiado counties, Kenya who had served for more than two years in the same school. Stratified and simple random sampling was used to sample 40 secondary school principals, 38 deputy principals, 101 heads of departments and 221 teachers giving a total of 400 respondents. The data for the study was collected using multifactor leadership questionnaire form 5X which classified, the leadership style of principals as transformational, transactional and charismatic. The data collected were analyzed using descriptive and inferential statistics (ANOVA) was used at 0.05 level of significance. The study found out that transformational leadership style was the predominant leadership style practiced by principals in the Siaya, Kisamu and Kajiado counties as the P-value was .535 which was higher than 0.05 level of significance set for the study. The findings established that the transactional leadership and charismatic leadership style practiced by the principals in public schools in Siaya, Kisumu and Kajiado counties was found less effective in the school as the P.value of .012 was obtained which was less than 0.05 level of significance.

The study concluded that even though teachers perceived their principals as more transformational than transactional and charismatic, one's leadership style cannot be explicity categorized as both styles complement each other. The difference between the study reviewed was that the study was carried out in public schools in Siaya, Kisumu and Kajiado counties, Kenya while the present study focus on secondary schools in North Central Geographical Zone, Nigeria. The similarity of the study

centered on transformational leadership style, transactional and charismatic leadership style. The relevance of this study to the present study was that principals leadership styles should be varied to accommodate every aspects of the school to enhance effectiveness. This review is in line with objectives 3, 4 and 9.

9. The objective 5 sought to assess the Stakeholders Perceptions of Principals Visionary Leadership Style in Secondary Schools in North Central Geographical Zone, Nigeria. Which is line with the work of Marsha, T.A.N (2011) titled "The Effect of Principals Visionary Leadership Style and Teachers' Work Motivation on the Accounting Teachers Readiness in Facing Curriculum Change with the Organizational Culture as Moderation Variable in three Private Vocational High Schools in Magelang. This was a casual comparative research aimed to know 1) the effect of Principals' visionary leadership style towards the readiness in facing a curriculum change; 2) the effect of teacher work motivation towards the readiness in facing a curriculum change; 3) the effect of a visionary leadership style towards the readiness to face a curriculum change by an organizational culture as a moderation variables; 4) the effect of teachers work motivation towards the readiness in facing a curriculum change by an organizational culture as a moderation variable.

   The research population was accounting teachers in three private vocational high schools (SMK) in Magelang city. Data gathering was conducted through a questionnaire distribution using a census method. The classical assumption test covered a linearity test, multicollinearit test and hetrokesdasticity test. Data analysis technique used was a simple linear regression and a moderated regression analysis (MRA). The research result showed that (1) principals visionary leadership style positively influenced the teacher readiness to face a curriculum change showing by value r (x/y) of 0.742, value r_2 (x/y) of 0.550. Which was higher than the p-value of

0.05. (2) The work motivation positively influenced the readiness to face a curriculum change shown by r (x2y) of 0.731, value r^2 (x2y) of 0.515. Which was higher than 0.05 and its regression equation (3) The organizational culture could not moderate the influence of a visionary leadership style towards the readiness in facing a curriculum change and the significant value of .010 was obtained which was less than p-value of 0.05 level of significance. (4) The organizational culture could not moderate in the influence of a work motivation towards a readiness in facing a curriculum change and the significance value of .019 was obtained.

The difference between the study reviewed and the present study was that, the study reviewed in Indonesia while the present study focus on North Central Geographical Zone, Nigeria, the visionary leadership style of the principals was examined in respect of readiness to curriculum change while the present study focal point was on stakeholders perceptions on leadership style practices in secondary schools in North Central Geographical Zone, Nigeria. The similarity as that both centered on principals visionary leadership style. The relevance to the present study shows that with principals visionary leadership styles a lot could be achieve towards realization of the school objectives.

10. Hope, O. B (2011) The Study is on the Relationship between Situational Leadership and Students Achievement in Elementary Schools in Mississippi. The study sought to investigate the situational leadership frames which are structural, political, human resources and symbolic, examine the relationship they may have with students achievement based on school performance. The study was conducted in two months and involved 126 elementary school principals from the state of Mississippi whose schools participate in annual state testing known as the Mississippi curriculum test. Multivariate analysis of variance (MANOVA) tests were conducted to identify

statistically significant differences between situational leadership frames used by elementary school principals and the performance of their schools earned on MCT II testing in 2009. The results of the study revealed that no significant difference existed between a particular frame of situational leadership style and students achievement within the elementary school principals in Mississippi. The study also revealed that no significant difference existed between a combination of frames of situational leadership styles and students achievement within the elementary school principals in Mississippi. The study concludes that situational leadership style does not have any relationship with students achievement. The study recommends that other leadership styles of school principals could be used to test the relationship between students academic achievement in elementary schools in Mississippi. The difference between the two studies are; the empirical reviewed was carried out in Mississippi while the present study focus on North Central Geographical Zone, Nigeria, the study reviewed was centered on the relationship between situational leadership styles and students academic achievement while the present student is looking at perceptions of stakeholders of how the principals practice situational leadership style. The relevance of the reviewed study to the present study was that situational leadership style could be used by the principals in other aspects in the school if found not to have an impact on students academic achievement.

11. Terry, (2000) Situational Leadership: An Analysis of Public School Teachers Readiness Levels and Preferred Principals Leadership Styles in North Carolina. The objectives of the study were, to determine relationship between situational leadership of principals and teachers readiness levels of public school teachers, identify the leadership styles of school principals in relation to readiness level of public school teachers. The population of the study was 1200 public school teachers in North

Carolina and 200 school principals. The sample size was determined through the use of stratified cluster sample and the sample size was 40 school principals and 266 teachers, structured questionnaire was used to elicit responses. T-test was used to analysis the data collected at 0.05 level of significance.

The findings shows that public school teachers in North Carolina are at a moderate level of readiness to perform with school principals using situational leadership styles that involve delegation style of leadership as the P-value was .789 which was greater than 0.05 level of significance set for the study. The findings also revealed that a relationship exists between years of teaching experience and teacher readiness to perform teaching tasks under school principals with situational leadership style as the p.value was 659. The study recommended the conducted of longitudinal research designs to test situational leadership theory effect in schools. The differences between this study was that the study under review was carried out in North Carolina and the present study focus on North Central Geographycal Zone, Nigeria. The similarities was that both study focus on schools that involves the school principals and teachers. The relevance of the study to the present study is that principals practicing situational leadership style were seen to be effective and promote teacher readiness to teaching tasks.

12. Fu, Li and S.I (2013) Impact of Paternalistics Leadership on Innovation and Performance of Chinese Public Hospitals. The study has the following objectives, examine the relationship between Benevolence paternalistic leadership style on innovation and performance in Chinese public hospitals, investigate the relationship between authoritarian and moral paternalistic leadership styles on innovation and performance in Chinese public hospitals.

The population of the study was 276 Chinese Public hospitals. The sample size was 100 public Chinese hospitals within the province. Structure questionnaires design with 5 likert rating scale was used. Cronbach's Alpha was used to determine the reliability of the instrument and 0.499 was obtained. Regression analysis was used to analysis the quantitative relationship between paternalistic leadership and innovation. The findings were as follows; that paternalistic benevolence has a positive impact on innovation and performance in authoritarian paternalistic leadership styles has a negative influence on innovation and performance while moral paternalistic leadership style had a significant positive impact on innovation and performance. The study concludes that moral leadership is the most effective element of paternalistic leadership in the regression analysis exerting the highest impact on hospitals. The differences showed that the reviewed study was done in Chinese while the present study captured North Central Geographical Zone, Nigeria. The study focal point was on innovation and performance in public hospitals in Chinese, while the present study focal point is in secondary schools in North Central Geographical Zone, Nigeria. The similarities of the studies are both centered on paternalistic leadership style which is an objective in the present study. The relevance of the reviewed study was that the three classification of paternalistic style can be used to enhance performance in any organizations.

13. The work of Hafeez, and Khanssa, (2017) The Impact of Paternalistic Leadership Style in Higher Education Sector of Pakistan; Investigating the Dimensions of Paternalistic. The study objectives were to examine the paternalistic benevolence leadership style on job satisfaction. Determine paternalistic authoritative leadership on job satisfaction. Survey research design was used with the total population of 1500 employees of higher education sector of Pakistan and 150 was used as the sample size

which was determined using stratified random sampling technique. Structured questionnaire was used with likert scale. Pearson correlation was used to test the relationship between benevolence paternalistic leadership style and job satisfaction at 0.05 level of significance and the result shows 991 which shows the 99% strength of the relationship between benevolence paternalistic leadership style and job satisfaction. The value of pearson correlation for the relationship between authoritative and job satisfaction was .689 which shows moderately correlation among authoritative. Paternalistic leader and job satisfaction. The findings shows that paternalistic authoritarian has a weak adverse influence on job satisfaction while paternalistic benevolent style of leadership style had positive effect on job satisfaction. The study concludes that paternalistic benevolent style should be put into practice by every organization in Pakistan. The difference between the study and the present study is that the study reviewed was done in higher education sector in Pakistan while the present style focuses on Stakeholder's Perceptions of Principals Leadership Style Practice in North Central Geographical, Zone, Nigeria. The similarities of the study both focus on the paternalistic leadership styles which have similar objectives with the present study. The relevant of the study indicates that the various classification of paternalistic leadership style can be used in an organization, though authoritarian paternalistic leadership seems less effective.

14. The work of Vincent, and Nyame, (2016) titled "Leadership Styles of Basic School Head Teachers; How Does it Influence Teachers Classroom Performance? in Cape Town, Ghana. This study was to examine the perceived effects of leadership styles on the teachers classroom performance determine the preferred leadership styles by basic school teachers, examine the relationship between inspirational leadership style and teachers classroom performance. Relevant literatures were reviewed, the study was

conducted using descriptive survey design and the respondents were sampled through proportional stratified random sampling procedure. The population was 500 males and females, but 269 respondents were sampled comprising of 179 males and 90 females were used.

The reliability coefficient of .85 was obtained. T-test was used for the analysis at 0.05 level of significance. The findings revealed that basic public school teachers largely agreed that the leadership styles of their head teachers have effects on their classroom performance. It was also disclosed that teachers preferred democratic, transformational and inspirational leadership styles. The result also revealed a positive significant difference with head teacher inspirational leadership style and teacher performance which shows that teachers perform better with head teacher that inspire, motivates his/her teachers to work well. In all, the study concludes that head teachers are advised to practice a mixture of leadership styles since no single leadership style is appropriate for all situations. The difference between the studies that the reviewed was carried out in Cape Town, Ghana while the present study focus on North Central Geographical Zone, Nigeria, the study reviewed was using T-test and analysis of variance, the present study only used analysis of variance. The similarities are centered round the inspirational leadership style which covers one of the objectives of the present study. The relevance of this study to the present study is as follows, principals and head teachers inspirational leadership style help to inspire and influence stakeholders to work as they lead by example.

15. Abdul and Novita, (2017) "Principals Charismatic Leadership and Teachers Self-Concept in Improving Teachers Work Ethic". The objectives of the study were to determine the charismatic leadership style of school principals and teachers self-concept to assess the charismatic leadership style of school principals on teachers

work ethic. Survey method was adopted by using causal approach as an assessment method. The research was conducted in 15 state elementary schools with a population of 500 teachers and a sample size of 149 teachers located in pesanggrahan sub district, south Jakarta Indonesia. The result shows that principals charismatic leadership style has a direct and positive effect on teachers work ethic, while teachers self-concept has a direct and positive effect on teachers work ethic. This implies that teachers work ethic will be able to be achieved optimally by increasing school principals charismatic leadership and teachers concept. Thus, it can be said that the improvement of self-concept and work ethic is interrelated with the capability of the school principals to perform his/her charismatic leadership.

The difference between the studies are; both are carried out in different countries, the study reviewed was carried out in Cape Town, Ghana, while the present study focus on North central Geographical zone, Nigeria. The similarities show that both focus on charismatic leadership style. The relevance of this study to the present study was that teachers self-concept and work ethic are being enhanced through principals charismatic leadership style.

Empirical studies done in relation to the leadership styles have revealed that principals need to vary their leadership styles as situation demand in school administration. In educational institutions there is a vast amount of self-restraint, good sense, objectivity and rationality and education takes place effectively in an atmosphere of regard, respect and warmth. Leadership is required for the effective and efficient cooperation of the structure to achieve end and that is why principals as a head of school system needs to adopt leadership styles that could enhance the smooth running of the organization (Amin and Abu Hassan 2010).

From the empirical studies reviewed, educational leadership is complex and challenging and that is why the leadership styles of principals are to develop learning environment, increase students' academic achievement, build professional capacity of teachers; take advice from parents , engage in collaborative and consultative decision making, resolve conflicts, and engage in educative instructional leadership. Appropriate use of leadership styles is also seen in the review to enhance job performance of staff.

The scope of research is unlimited and beyond boundary of imagination. The findings and conclusions of various empirical studies reviewed indicated that there are certain spheres that have remained unexplored. So, attempt should be made to explore such areas like perceived leadership style on work motivation and organizational commitment.

2.14 Summary

Attempt has been made to review relevant related literature on stakeholders' perceptions of principals' Leadership style practices in secondary school in North Central Geographical Zone, Nigeria. The study sees principals' leadership styles as a collaborative effort put together to enhance effective school administration. A stakeholder is a person who has an interest or concern in the organization. According to Williams (2013) stated that stakeholders in education are persons who have vested interest in the success and welfare of education system. The various stake holders in education interact for the benefit of a school system. A principals is the head of administration of a school. Kochnar (2009) opines that principals as a chief executive of a secondary school whose primary purpose is to oversee the affairs of the school.

Leadership style in an organization is one of the factors that play significant role in enhancing or retarding the interest and commitment of the individual in the organization. Thus, Glants (2012) emphasizes the need for a principals to find his leadership styles. Leadership styles theories described the behavioral pattern of a leader as well as the consequences of various styles in terms of effectiveness.

In autocratic leadership style the leader is seen as one who commands and expects compliance, who is dogmatic and positive and who leads by the ability to withhold or give rewards and punishment (Bagobori and Kassah 2009). Democratic leadership offers guidance to guide members, but they also participate in the group and allow input from other group members. Transformational leadership style is a process that changes the organization by transforming followers to leader and to agents of change (Peter 2010). To the researcher a transformational leadership style is seen as a process in which the leader has an inspiring vision of how the organization should look like. The transactional leadership style was founded upon the idea that leader follower relations were based on negotiation exchange and contractual dimension (Bass 2014).

A visionary leadership style entails leaders who know that the methods, steps and process of leadership are obtained with and through people. The researcher views situational leadership Style as a process in which a leader assumes leadership role in a variety of situations over a period of time. A paternalistic leadership involves a managerial approach that involves a dominant authority figure who is seen as a patriarch or matriarch and treats employee and partners as though they are members of a large family (Ahmad 2011). Empirical studies relevant to the study were also reviewed. The uniqueness of this study is different from all reviewed studies in terms of location which covers North Central Geographical Zone, Methodology and the findings of the study.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the sources of data, method and procedures that were employed in the collection of data. It presents the research design, the population, sample and sampling techniques, the instrument, validity of instrument, pilot study, reliability of instrument, administration of research instruments, and method of data analysis.

3.2 Research Design

A research design is the plan structure and strategy of investigation conceived so as to obtain answers to research questions and to control variance. In the same way a research design is the frame work (or plan) for data collection in the most objective and logical manner in order to test the research objectives; for the purpose of this study a survey research was used. A survey research involves gathering of data about a target population from a sample and generalising the findings obtained from the analysis of sample to the entire population (Afolabi 2013). The researcher survey the views of secondary school principals, teachers, PTA executive officials and ministry of education officials on the stakeholders' perceptions of principals' leadership styles in secondary schools in North Central Geographical Zone. The group of respondents that were involved in this study comprised the principals, teachers, PTA executive officials and ministry of education officials in North Central Geographical Zone.

3.3 Population of the Study

Population is the larger group from which a sample was selected for study. This implies that population is a group of interest to the researcher, which may take the form of individuals to which the results or outcome of the study become generalised.

The first step in selecting the sample for study was defining the population. Afolabi (2013) went further to say that population in a study is the group of people or objects the researcher is studying. The term population could be people, schools, or institutions. The

population of this study comprised the entire secondary school principals, teachers, PTA officials in all the secondary schools and Ministry officials in North Central Geographical Zone Nigeria which comprises 3,167 principals, 61,825 teachers, 1,665 Ministry of Education officials and 25,432 PTA officials making a total of 92,089. The groups were chosen because of their level of maturity and experience.

Table 3.1 Breakdown of the Population Distribution.

State	Principals	Teachers	MOE Officials	PTA Executive Officers
Kogi	420	7,200	200	3,360
Nasarawa	420	7,100	245	3,360
Benue	430	7,800	230	3,440
Niger	419	8954	310	3,352
Kwara	500	10,200	230	4,000
Plateau	520	11,000	200	4,160
FCT Abuja	470	9,600	250	3,760
TOTAL 7	**3,167**	**61,825**	**1,665**	**25,432**

Source: Planning Research and Statistics (2017) State Ministry of Education North-Central Geographical Zone, Nigeria.

3.4 Sample and Sampling Technique

A sample is that portion drawn from the population that is studied. It is what the researcher selects for the purpose of data collection and analysis, for the purpose of this research a Research Advisors (2006) at 0.95 confidence level was used to determine the sample size of the state, principals, teachers, the MOE and PTA Excos officials. The total sample size was one thousand four hundred and twenty six (1,426). That consisted of 345 principals, 382 teachers, 321 MOE officials and 378 PTA Officials. However, the percentage of the population was used together with the total sample size obtained through the research advisor. Thus is in line with Adetoro (2009) which state that the percentage of a population can be used to get the total sample desired, therefore the percentage of each population of the respondents according to each state were derived through the total population of each respondents divided by the total population multiplied by 100 to get the percentage, why the percentage arrived at is divided by 100 and multiplied by the total sample size from research

advisor. Invariably the percentage used to get sample size differs as the total population of each respondent differs.

Table 3.2 Sampled Sizes of the Schools.

S/N	State	Principals Population %	Sampled	Teachers Population %		Sampled	MOE Officials population %		Sampled	PTA officials population %	Sampled
1	Kwara	500	54	10,200	16.5	63	230		44	4,000	53
		15.78					13.8			15.7	
2	Plateau	520	57	11,000	17.8	68	200	12	39	4,160	62
		16.42								16.4	
3	Kogi	420	46	7,200		45	200	12	39	3,360	50
		13.26		11.65						13.2	
4	Nassaraw	420	46	7,100	11.5	44	245		47	3,360	50
	a	13.26					14.71			13.2	
5	Benue	420	46	7,800		48	230		44	3,440	51
		13.26		12.62			13.81			13.5	
6	Niger	417	45	8,925	14.43	55	310		60	3,352	50
		13.16					18.61			13.2	
7	Fct Abuja	470	57	9,600	15.5	59	250		48	3,760	56
		14.84					15.01			14.8	
Total	**7**	**3,167**	**345**	**61,825**		**382**	**1,665**		**321**	**25,432**	**378**

Source: Planning Research and Statistics (2017) State Ministry of Education North-Central Geographical Zone, Nigeria.

3.5 Instrumentation

The instrument used for this research was self-structured questionnaire that was designed by the researcher. This is according to Asuibo (2008), the use of questionnaire is an

instrument for measuring attitudes. He agreed that questionnaire has administrative and psychological advantages of accessing a large number of individuals at minimum cost and it has the possibility of confidentiality which encourages objective responses. The questionnaire was divided into series of sections.

Section A: was divided into series of sections. It contains the respondents, status, educational qualification, gender, working experience and the states, **Section B:** Deals with stakeholders' perceptions of principals' democratic Leadership style practices in secondary schools in North central geographical zone, Nigeria, **Section C:** Focuses on stakeholders' perceptions of principals' Autocratic Leadership style practices in secondary schools, in North central geographical zone, Nigeria, **Section D:** Deals with stakeholders' perceptions of principals' transformational Leadership style practices in secondary schools in North central geographical zone, Nigeria, **Section E:** Focuses on stakeholders' perceptions on principals' transactional Leadership style practices in North central geographical zone, Nigeria, **Section F:** Focuses on stakeholders' perceptions of principals' visionary Leadership style practices in Secondary schools in North central geographical zone, Nigeria, **Section G:** Deals with stakeholders' perceptions of principals' situational Leadership style practices in Secondary schools in North central geographical zone, Nigeria, **Section H:** Focuses on stakeholders' perceptions of principals' paternalistic Leadership style practices in Secondary schools in North central geographical zone, Nigeria, **Section I:** Was on stakeholders' perceptions of principals inspirational Leadership style practices in Secondary schools in North central geographical zone, Nigeria, **Section J:** Deals with stakeholders' perceptions of principals' charismatic Leadership style practices in Secondary schools in North central geographical zone, Nigeria,

3.5.1 Validity of Instrument

The construct validity and criterion validity was used. This is in line with Achara (2001) who asserted that content validity is usually determined by experts. So the validity of this instrument was determined by the researcher supervisors in Department of Education Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria and the statisticians.

3.5.2 Pilot Test

A pilot study is a study carried out prior to a larger piece of research to determine whether the methodology, sampling, instruments and analysis are adequate. (Neuman 2000) went further to stress that a researcher may uncover aspects that need refinement through pilot testing. A pilot test was conducted in two (2) schools, Community Secondary School Okaito in Kogi State and Government secondary school Jebun in Nassarawa State. One hundred copies of the questionnaires were administered to principals, teachers, MOE officials and PTA Executive officers and reliability coefficient obtained was 0.72.

3.5.3 Reliability of Instrument

The reliability of a questionnaire is the degree to which it is consistent or reliable. The split-half test method was used to ascertain the reliability of the instrument on respondents who were not part of the actual sample of the study with the help of two research assistants. The structured questionnaire used 5 Likert rating scale: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD). Copies of the instrument were completed and returned on the spot. Data collection took about two weeks and all the respondents correctly completed the questionnaire. The reliability coefficient obtained was 0.72. This was high enough for the instrument to be considered reliable. According to Cronbach (1970), instrument is reliable when its reliability scores is above 0.5. Therefore,

any instrument with reliability score below 0.5 may not be appropriate for study. Hence, the choice of instrument for this study was reliable.

3.6 Procedure for Data Collections

The questionnaire was distributed to all the respondents. The researcher employed the services of Two research assistants to administer the instrument. The researcher visited all schools sampled at different dates to administer the copies of the questionnaire to principals, teachers, for the PTA Excoss, the researcher met them on the scheduled date for their meetings where the copies of the questionnaire were administered also to the MOE officials. After the completion, the questionnaire was collected immediately and put together for analysis.

The researcher used officials visit to the Ministry of Education and the sampled schools in the respective states. The questionnaire was structured for data collection from principals, teachers, PTA officials and M.O.E Officials within the State. The questionnaire consisted of ninety (90) items; the items were drawn based on the hypotheses. The researcher obtained letter of introduction from the Head of Department of Educational Foundation and Curriculum. The letter of introduction assisted the researcher to get the permission to obtain the required information and assistance needed.

3.7 Method of Data Analysis

The data on the stakeholders' perceptions of principals' leadership style in secondary schools in North Central Geographical Zone was collected from the principals, teachers, MOE officials and PTA Excos officials from the selected five states. The data was computed using descriptive and analytical approach which permitted ready and meaningful analysis and interpretation. The researcher took stand on the outcome of the study through test of reliability of the assumed hypotheses to determine whether the phenomenon was valid or otherwise (accept or reject the hypotheses) Percentages and frequencies distribution where the mean and standard deviation of observed opinion from the principals, teachers MOE

official & PTA Excos officials were used to determine the independence observation or opinion of respondents. In order to test the null hypotheses inferential statistics Analysis of Variance (ANOVA) was used at 0.05 significant level. In order to ensure that the data on the opinion of the sampled population was collected through the following method for data collection.

i. The first step was that, researcher got herself familiarised with the schools sampled in each state of the zone
ii. Enlightenment on how to fill the questionnaire was given to all the respondents
iii. All questionnaire were coded according to the respondents grouping.

CHAPTER FOUR
DATA PRESENTATION ANALYSIS AND DISCUSSIONS

4.1 Introduction

The purpose of this study was to find out the stakeholders' perceptions of principals' leadership style practices in secondary schools in North-Central Geographical Zone of Nigeria. For this reason, the perceptions of principals, teachers and ministry of education officials were sought. This chapter, therefore, deals with the analysis and presentation of data collected for the study. As mentioned earlier, questionnaire were designed and administered to principals, teachers, ministry of education officials (MOE) and parent teachers association (PTA) in seven sampled states of the North Central Geographical Zone of Nigeria. To achieve this, the data collected were statistically analysed and the results were presented and discussed according to the questions and hypotheses in chapter one of the study.

4.2 Presentation of the Perceived Perceptions of the Stakeholders in Frequencies and Percentages

It is done to give the general description of the data collected in respect of the stakeholders' perceptions of principals' leadership styles in the administration of secondary schools in North Central Geographical Zone of Nigeria. This involved 90 instrument items to access the above attributes. Each section was accessed with 10 items.

The table shows the respondents perceptions collated along the five Likert rating scale of Strongly Agree (SA), Agree (A), Undecided (UD) Disagree (D) and Strongly Disagree (SD). But for analytical agree (A), undecided (UD) and disagree (D) as shown in the table 4.2.

For easy comprehension, the 5 Likert rating scale was grouped into 3 categories of agree, undecided and disagree. Thus, agreement simply implies that respondents either agreed or strongly agreed. While disagreement simply implied that the respondents either disagreed or strongly disagreed and undecided remained a situation where the respondents were undecided or had no knowledge of the question at the time of investigation.

4.2.1 Respondents' Perceptions on the Stakeholders Perceptions of Principals' Democratic Leadership style practices in Secondary Schools in North Central Geographical Zone, Nigeria

In this section, the perceptions of respondents were sought on the stakeholders perceptions of principals' democratic Leadership style practices in secondary schools in the North Central Geographical Zone of Nigeria.

Table 4.1 shows the perceptions of the respondents on the stakeholders perceptions of principals' democratic Leadership style practices in secondary schools in the North Central Geographical Zone of Nigeria. In the table the perceptions were presented in frequencies and percentages.

Table 4.1: Perceptions of Respondents on the Stakeholders Perceptions of Principals' Democratic Leadership style practices in Secondary School in North Central Geographical Zone, Nigeria

S/N	Items statement	Category of Respondents	Agree		Undecided		Disagree	
			F.	%	F.	%	F.	%
1	The Principals respect others opinions and take them into consideration as a final decision in the school.	Principals	344	99.7	0	0	1	0.3
		Teachers	376	98.7	3	0.8	3	0.8
		MOE	318	99.1	1	0.3	2	0.6
		PTA	373	98.7	2	0.5	3	0.8
2	Principals collects all ideas and put them forward in an open group discussion.	Principals	345	100	0	0	0	0
		Teachers	377	98.7	3	0.8	2	0.5
		MOE	318	99.1	1	0.3	2	0.6
		PTA	374	98.9	2	0.5	2	0.5
3	Principals keeps information open	Principals	337	97.7	2	0.6	6	1.7

	in the school and this has made all staff to be well informed on school activities.	Teachers	369	96.6	5	1.3	8	2.1
		MOE	310	96.6	3	0.9	8	2.5
		PTA	366	96.8	4	1.1	8	2.1
4	Principals are friendly, approachable and trustworthy to both the staff and students in the school.	Principals	337	97.7	2	0.6	6	1.7
		Teachers	369	96.6	5	1.3	8	2.1
		MOE	310	96.5	3	0.9	8	2.5
		PTA	366	96.8	4	1.1	8	2.1
5	Individual ideas and contributions are respected by the principals when taken decision.	Principals	329	95.4	15	4.3	1	0.3
		Teachers	338	88.5	22	5.8	22	5.8
		MOE	307	95.6	11	3.4	3	0.9
		PTA	335	88.6	21	5.6	22	5.8
6	Principals works hand in hand with staff to resolve any disagreement in the school.	Principals	338	98.0	7	2.0	0	0
		Teachers	360	94.2	20	5.2	2	0.5
		MOE	303	94.4	16	5.0	2	0.6
		PTA	357	94.4	19	5.0	2	0.5
7	Principals involve stakeholders in addressing issues of truancy in the school.	Principals	337	97.7	8	2.3	0	0
		Teachers	369	96.6	11	2.9	2	0.5
		MOE	312	97.2	7	2.2	2	0.6
		PTA	366	96.8	10	2.6	2	0.5
8	The Principals respects teachers opinions and delegate duty freely to them.	Principals	331	95.9	13	3.8	1	0.3
		Teachers	350	91.6	21	5.5	11	2.9
		MOE	309	96.3	9	2.8	3	0.9
		PTA	347	91.8	20	5.3	11	2.9
9	Principals seek wide consultation from stakeholders before final decision is taken on any matter.	Principals	320	92.8	21	6.1	4	1.2
		Teachers	352	92.1	22	5.8	8	2.1
		MOE	299	93.1	16	5.0	6	1.9
		PTA	349	92.3	22	5.8	7	1.9
10	Creativity of staff and students are rewarded through praise and gifts by the principals.	Principals	339	98.3	6	1.7	0	0
		Teachers	357	93.5	17	4.5	8	2.1
		MOE	314	97.8	5	1.6	2	0.6
		PTA	354	93.7	17	4.5	7	1.9

In response to items 1 to 10 which sought the stakeholders' perceptions of principals' democratic Leadership style practices in secondary schools in the North Central Geographical Zone of Nigeria., responses of all respondents were collected, analysed and discussed.

Response to item 1 reveals that 344 (99.7%) of principals agreed that they respect others opinions and take them into consideration as a final decision in the school, 1 (0.3%) disagreed, 0 (0%) of the principals were undecided. While 376 (98.7%) teachers agreed that principals respects other people's opinions and take them into consideration as a final decision in the school as much as only 3 (0.8%) disagreed, and insignificant number of respondents 3 (0.8%) were undecided. Among the ministry of education officials, 318

(99.1%) agreed that principals respects others opinions and take them into consideration as a final decision in the school, however 2 (0.6%) disagreed while 1 (0.3%) were undecided. Also, 373 (98.7%) of PTA agreed that principals respects others opinions and take them into consideration as a final decision in the school. While, 3 (0.8%) disagreed and insignificant number of respondents 1 (0.3%) was undecided. In all, the respondents showed a greater magnitude of their response that principals respects others opinions and take them into consideration as a final decision in the school in the North Central Geographical Zone of Nigeria. The result shows that, they are affirmatively.

In response to item 2, it was revealed that the principals usually collects all ideas and puts them forward in an open group discussion in the school, the result shows 345 (100%) of principals agreed to the statement. 377 (98.7%) of teachers agreed, 2 (0.5) disagreed while 3 (0.8%) were undecided that principals collect all ideas and put them forward in an open group discussion in the school. Among the ministry of education officials, 318 (99.1%) agreed that principals usually collect all ideas and put them forward in an open group discussion in the school, 2 (0.6%) disagreed and 1 (0.3) was undecided with the statement. In all, the respondents showed a greater magnitude of their response that principals usually collect all ideas and put them forward in an open group discussion in the school in the North Central Geographical Zone of Nigeria.

Going by the Respondents' Perceptions on items 3, to 9 where no respondent had less than 75% in respect of disagreement, it is evident that there was a positive perceptions from the respondents toward principals' democratic Leadership style practices in secondary schools in the North Central Geographical Zone, Nigeria. It is believed that principals keeps information open in the school and this has made all staff to be well informed on school activities, individual ideas and contributions are respected by the principals when taken decision, principals do works hand in hand with staff to resolve any disagreement in the

school and principals seeks wide consultation from stakeholders before final decision is taken on any matter in secondary schools in the North Central Geographical Zone, Nigeria.

In response to item 10, it was revealed that creativity of staff and students are rewarded through praise and gifts by the principals in the school, the result shows 339 (98.3%) of principals agreed, 6 (1.7%) were undecided and none of the principals disagreed with the statement. Among teachers, 357 (93.5%) of teachers agreed, 17 (4.5) were undecided and 8 (2.1%) disagreed. 314 (97.8%) of MOE agreed, 5 (1.6) were undecided and 2 (0.6%) disagreed with the statement. 354 (93.7%) of PTA agreed, 17 (4.5%) were undecided and 7 (1.9%) disagreed with the statement. In all, the respondents showed a greater magnitude of their responses that creativity of staff and students are rewarded through praise and gifts by the principals in the school in North Central Geographical Zone of Nigeria.

4.2.2 Respondents' Perceptions on the Stakeholders Perceptions of Principals' Autocratic Leadership style practices in Secondary Schools in North Central Geographical Zone, Nigeria

In this section, the perceptions of respondents were sought on the stakeholders' perceptions of principals' autocratic Leadership style practices in secondary schools in the North Central Geographical Zone of Nigeria.

Table 4.2 shows the perceptions of the respondents on the stakeholders' perceptions of principals' autocratic Leadership style practices in secondary schools in the North Central Geographical Zone of Nigeria. In the table the perceptions were presented in frequencies and percentages.

Table 4.2: Perceptions of Respondents on the Stakeholders Perceptions of Principals' Autocratic Leadership style practices in Secondary School in North Central Geographical Zone, Nigeria

S/N	Items statement	Category of Respondents	Agree		Undecided		Disagree	
			F.	%	F.	%	F.	%
11	No reward or recognition is given by the principals to staff to motivate them in the school.	Principals	232	67.2	16	4.6	97	28.1
		Teachers	248	64.9	17	4.5	117	30.6
		MOE	216	67.3	16	5.0	89	27.7
		PTA	245	64.8	17	4.5	116	30.7
12	The principals gives little or no attention to ideas given by teachers.	Principals	205	59.4	9	2.6	131	38.0
		Teachers	221	57.9	10	2.6	151	39.5
		MOE	188	58.6	9	2.8	124	38.6
		PTA	218	57.7	10	2.6	150	39.7
13	The Principals makes choices based on his/her ideas and judgment in the school and this has affected the school activities negatively.	Principals	197	57.1	11	3.2	137	39.7
		Teachers	212	55.5	12	3.1	158	41.4
		MOE	183	57.0	11	3.4	127	39.6
		PTA	209	55.3	12	3.2	157	41.5
14	The Principals gets things done the way he wants it to be done without the consent of other staff in the school.	Principals	202	58.6	13	3.8	130	37.7
		Teachers	216	56.5	15	3.9	151	39.5
		MOE	187	58.3	11	3.4	123	38.3
		PTA	213	56.3	15	4.0	150	39.7
15	My principals dictates all the work that needs to be done.	Principals	216	62.6	15	4.3	114	33.0
		Teachers	233	61.0	16	4.2	133	34.8
		MOE	196	61.1	14	4.4	111	34.6
		PTA	230	60.8	16	4.2	132	34.9
16	Principals gives deadline to every assignment given to staff and students.	Principals	251	72.8	15	4.3	79	22.9
		Teachers	274	71.7	17	4.5	91	23.6
		MOE	232	72.3	11	3.4	78	24.3
		PTA	271	71.7	17	4.5	90	23.8
17	The Principals rarely trust the task performed by the teachers in the school	Principals	220	63.8	23	6.7	102	29.6
		Teachers	230	60.2	24	6.3	128	33.5
		MOE	203	63.2	19	5.9	99	30.8
		PTA	230	60.8	24	6.3	124	32.8

18	There is close monitoring by the principals to see how teachers perform their duties.	Principals	240	69.6	15	4.3	90	26.1
		Teachers	253	66.2	15	3.9	114	29.8
		MOE	222	69.2	11	3.4	88	27.4
		PTA	249	65.9	15	4.01	114	30.2
19	Teachers are not free with the principals in terms of personal issues.	Principals	221	64.1	11	3.2	113	32.8
		Teachers	239	62.6	12	3.1	131	34.3
		MOE	204	63.6	11	3.4	106	33.0
		PTA	235	62.2	12	3.2	131	34.7
20	Teachers' Creativities are not being appreciated by the principals because of the principals's hardness.	Principals	210	60.9	14	4.1	121	35.1
		Teachers	227	59.4	15	3.9	140	36.6
		MOE	190	59.2	13	4.0	118	36.8
		PTA	223	59.0	15	4.0	140	37.0

In response to items 11 to 20 which sought the stakeholders' perceptions of principals' autocratic Leadership style practices in secondary schools in the North Central Geographical Zone of Nigeria., responses of all respondents were collected, analysed and discussed.

Response to item 11 revealed that 232 (67.2%) of principals agreed that reward and recognition is given by the principals to staff to motivate them in the school, 97 (28.1%) disagreed, 16 (4.6%) of the principals were undecided. While 248 (64.9%) teachers agreed that reward and recognition is given by the principals to staff to motivate them in the school as much as 117 (30.6%) disagreed, and insignificant number of respondents 17 (4.5%) were undecided. Among the ministry of education officials, 216 (67.3%) agreed 89 (27.7%) disagreed while 16 (5.0%) were undecided. Also, 245 (64.8%) of PTA agreed that reward and recognition is given by the principals to staff to motivate them in the school While, 116 (30.7%0) disagreed and 17 (4.5%) were undecided. In all, the respondents showed a greater magnitude of their responses that reward and recognition is given by the principals to staff to motivate them in the schools in the North Central Geographical Zone of Nigeria. The result shows that, they are none affirmatively.

In response to item 12, it was revealed that principals gives more attention to ideas given by teachers in the school, the result shows 205 (59.4%) of principals agreed, 131 (38.0%) disagreed and 9 (2.6) was undecided with the statement. 221 (57.9%) of teachers

agreed, 151 (39.5) disagreed while 10 (2.6%) were undecided that principals gives little or no attention to ideas given by teachers in the school. Among the ministry of education officials, 188 (58.6%) agreed that principals gives more attention to ideas given by teachers in the school, 124 (38.6%) disagreed and 9 (2.8) were undecided with the statement. In all, the respondents showed a greater magnitude of their responses that principals gives more attention to ideas given by teachers in the schools in North Central Geographical Zone of Nigeria.

Going by the respondents' perceptions on items 13, to 19 where no respondent had less than 55% in respect of disagreement, it is evident that there was a negative perceptions from the respondents toward principals' autocratic Leadership style practices in secondary schools in the North Central Geographical Zone, Nigeria. It is believed that principals makes choices based on his/her ideas and judgment in the school and this has affected the school activities negatively, principals gets things done the way he wants it to be done without the consent of other staff in the school, Principals gives deadline to every assignment given to staff and students and teachers are free with the principals in terms of personal issues in secondary schools in the North Central Geographical Zone, Nigeria.

In response to item 20, it was revealed whether teachers' creativity were not being appreciated by the principals because of the principals's hardness, the result shows 210 (60.9%) of principals agreed, 121 (35.1%) disagreed and 14 (4.1%) were undecided with the statement. Among teachers, 227 (59.4%) of teachers agreed, 15 (3.9) were undecided and 140 (36.6%) disagreed. 190 (59.2%) of MOE agreed, 13 (4.0) were undecided and 118 (36.8%) disagreed with the statement. 223 (59.0%) of PTA agreed, 15 (4.0%) were undecided and 140 (37.0%) disagreed whether teachers' creativity are not being appreciated by the principals because of the principals's hardness in the school in the North Central Geographical Zone of Nigeria.

4.2.3 Respondents' Perceptions on the Stakeholders Perceptions of Principals' Transformational Leadership style practices in Secondary Schools in North Central Geographical Zone, Nigeria

In this section, the perceptions of respondents were sought on the stakeholders' perceptions of principals' transformational Leadership style practices in secondary schools in the North Central Geographical Zone of Nigeria.

Table 4.3 shows the perceptions of the respondents on the stakeholders' perceptions of principals' transformational Leadership style practices in secondary schools in the North Central Geographical Zone of Nigeria. In the table the perceptions were presented in frequencies and percentages.

Table 4.3: Perceptions of Respondents on the Stakeholders Perceptions of Principals' Transformational Leadership style practices in Secondary Schools in North Central Geographical Zone, Nigeria

S/N	Items statement	Category of Respondents	Agree		Undecided		Disagree	
			F.	%	F.	%	F.	%
21	The Principals motivates his teachers and students to high level of performance on extra-curricular activities.	Principals	302	87.5	4	1.2	39	11.3
		Teachers	335	87.7	5	1.3	42	11.0
		MOE	279	86.9	4	1.2	38	11.8
		PTA	365	96.6	3	0.8	10	2.6
22	The principals acts as a role model to other members in the school to copy.	Principals	332	96.2	0	0	13	3.8
		Teachers	366	95.8	1	0.3	15	3.9
		MOE	309	96.3	0	0	12	3.7
		PTA	331	87.6	5	1.3	42	11.1
23	The Principals demonstrates concern for the needs and feelings of the staff through welfare contribution.	Principals	336	97.4	1	0.3	8	2.3
		Teachers	370	96.9	2	0.5	10	2.6
		MOE	312	97.2	1	0.3	8	2.5
		PTA	362	95.8	1	0.3	15	4.0
24	The Principals uses motivation as a tool to increase teachers and students performance.	Principals	327	94.8	12	3.5	6	1.7
		Teachers	346	90.6	14	3.7	22	5.8
		MOE	305	95.0	11	3.4	5	1.6
		PTA	366	96.8	2	0.5	10	2.6
25	The principals encourages teachers and students to be innovative and creative in the school.	Principals	334	96.8	7	2.0	4	1.2
		Teachers	366	95.8	8	2.1	8	2.1
		MOE	311	96.9	7	2.2	3	0.9
		PTA	342	90.5	14	3.7	22	5.8
26	The Principals creates a good working conditions and favourable climate for teachers to perform effectively.	Principals	332	96.2	6	1.7	7	2.0
		Teachers	364	95.3	8	2.1	10	2.6
		MOE	310	96.9	5	1.6	6	1.9
		PTA	362	95.8	8	2.1	8	2.1
27	The Principals has a vision of what they want to achieve in the school.	Principals	336	97.4	3	0.9	6	1.7
		Teachers	369	96.6	3	0.8	10	2.6
		MOE	313	97.5	3	0.9	5	1.6
		PTA	360	95.2	8	2.1	10	2.6
28	The Principals sets a standard for every staff members to follow in the school.	Principals	336	97.4	3	0.9	6	1.7
		Teachers	369	96.6	7	1.8	6	1.6
		MOE	314	97.8	5	1.6	2	0.6
		PTA	365	96.6	7	1.9	6	1.6
29	The Principals provides emotional support to teachers during difficult times.	Principals	337	97.7	2	0.6	6	1.7
		Teachers	370	96.9	2	0.5	10	2.6
		MOE	313	97.5	2	0.6	6	1.9
		PTA	366	96.8	2	0.5	10	2.6
30	Principals promotes teachers and students welfare.	Principals	323	93.5	9	2.6	13	3.8
		Teachers	355	92.9	10	2.6	17	4.5
		MOE	301	93.8	8	2.5	12	3.7
		PTA	351	92.9	10	2.6	17	4.5

In response to items 21 to 30 which sought the stakeholders' perceptions of principals' transformational Leadership style practices secondary schools in the North

Central Geographical Zone of Nigeria., responses of all respondents were collected, analysed and discussed.

Response to item 21 reveals that 302 (87.5%) of principals agreed that principals motivates his teachers and students to high level of performance on extra-curricular activities in the school, 39 (11.3%) disagreed, 4 (1.2%) of the principals were undecided. While 335 (87.7%) teachers agreed, 42 (11.0%) disagreed, and insignificant number of respondents 5 (1.3%) were undecided. Among the ministry of education officials, 279 (86.9%) agreed 38 (11.8%) disagreed while 4 (1.2%) were undecided. Also, 365 (96.6%) of PTA agreed While, 10 (2.6%0) disagreed and 3 (0.8%) were undecided. In all, the respondents showed a greater magnitude of their response that principals motivates his teachers and students to high level of performance on extra-curricular activities in the schools in the North Central Geographical Zone of Nigeria. The result shows that, they are affirmatively.

In response to item 22, it was revealed that 332 (96.2%) of principals agreed that principals acts as a role model to other members in the school to copy, 13 (3.8%) disagreed, and none of the principals responded to undecided. While 366 (95.8%) teachers agreed, 15 (3.9%) disagreed, and insignificant number of respondents 1 (0.3%) was undecided. Among the ministry of education officials, 309 (96.3%) agreed 12 (3.7%) disagreed while there was no response toward undecided. Also, 331 (87.6%) of PTA agreed While, 42 (11.1%0) disagreed and 5 (1.3%) were undecided. In all, the respondents showed a greater magnitude of their response that principals acts as a role model to other members in the school to copy in the North Central Geographical Zone of Nigeria. The result shows that, they are affirmatively.

Going by the respondents' perceptions on items 23, 24 and 25 where no respondent had less than 75% in respect of disagreement, it is evident that there was a positive

perceptions from the respondents toward principals' transformational Leadership style practices in secondary schools in the North Central Geographical Zone, Nigeria. It is believed that Principals uses motivation as a tool to increase teachers and students performance, principals encourages teachers and students to be innovative and creative in secondary schools in the North Central Geographical Zone, Nigeria.

In response to item 26, it was revealed that principals creates a good working conditions and favourable climate for teachers to perform effectively in the school. The result shows 332 (96.2%) of principals agreed, 7 (2.0%) disagreed and 6 (1.7%) were undecided with the statement. Among teachers, 364 (95.3%) of teachers agreed, 10 (2.6) disagreed and 8 (2.1%) were undecided. 310 (96.9%) of MOE agreed, 5 (1.6) were undecided and 6 (1.9%) disagreed with the statement. 362 (95.8%) of PTA agreed, 8 (2.1%) were undecided and 8 (2.1%) disagreed that principals creates a good working conditions and favourable climate for teachers to perform effectively in the schools in the North Central Geographical Zone of Nigeria.

Response to item 27 reveals that 336 (97.4%) of principals agreed that, principals have a vision of what they want to achieve in the school, 6 (1.7%) disagreed, 3 (0.9%) of the principals were undecided. While 369 (96.6%) teachers agreed, 10 (2.6%) disagreed, and insignificant number of respondents 3 (0.8%) were undecided. Among the ministry of education officials, 313 (97.5%) agreed 5 (1.6%) disagreed while 3 (0.9%) were undecided. Also, 360 (95.2%) of PTA agreed While, 10 (2.6%0) disagreed and 8 (2.1%) were undecided. In all, the respondents showed a greater magnitude of their response that principals have a vision of what they want to achieve in the school in the North Central Geographical Zone of Nigeria. The result shows that, they are affirmatively.

Going by the respondents' perceptions on items 28, 29 and 30 where no respondent had less than 75% in respect of disagreement, it is evident that there was a positive

perceptions from the respondents toward principals' transformational Leadership style practices in secondary schools in the North Central Geographical Zone, Nigeria. It is believed that Principals set a standard for every staff members to follow in the school, principals provides emotional support to teachers during difficult times principals encourage teachers and principals promotes teachers and students welfare in secondary schools in the North Central Geographical Zone, Nigeria.

4.2.4 Respondents' Perceptions on the Stakeholders Perceptions of Principals' Transactional Leadership style practices in Secondary Schools in North Central Geographical Zone, Nigeria

In this section, the perceptions of respondents were sought on the stakeholders' perceptions of principals' transactional Leadership style practices in secondary schools in the North Central Geographical Zone of Nigeria.

Table 4.4 shows the perceptions of the respondents on the stakeholders' perceptions of principals' transactional Leadership style practices in secondary schools in the North Central Geographical Zone of Nigeria. In the table the perceptions were presented in frequencies and percentages.

Table 4.4: Perceptions of Respondents on the Stakeholders Perceptions of Principals' Transactional Leadership style practices in Secondary School in North Central Geographical Zone, Nigeria

S/N	Items statement	Category of Respondents	Agree		Undecided		Disagree	
			F.	%	F.	%	F.	%
31	The principals solicits desired performance from the teachers and students in the school.	Principals	319	92.5	18	5.2	8	2.3
		Teachers	352	92.1	18	4.7	12	3.1
		MOE	300	93.5	13	4.0	8	2.5
		PTA	348	92.1	18	4.8	12	3.2
32	The principals makes use of practical approach to solve differences among teachers in the school.	Principals	320	92.8	12	3.5	13	3.8
		Teachers	344	90.1	13	3.4	25	6.5
		MOE	298	92.8	12	3.7	11	3.4
		PTA	340	89.9	13	3.4	25	6.6

33	The principals has no concern for the teachers to be creative in the school.	Principals	233	67.5	12	3.5	100	29.0
		Teachers	267	69.9	12	3.1	103	27.0
		MOE	215	67.0	11	3.4	95	29.6
		PTA	263	69.6	12	3.2	103	27.2
34	Teachers are directed rather than being participative in school activities by the principals.	Principals	254	73.6	5	1.4	86	24.9
		Teachers	284	74.3	5	1.3	93	24.3
		MOE	235	73.2	4	1.2	82	25.5
		PTA	280	74.1	5	1.3	93	24.6
35	What teachers are required to do are clearly stated by the principals and are also closely supervised.	Principals	329	95.4	5	1.4	11	3.2
		Teachers	358	93.7	5	1.3	19	5.0
		MOE	306	95.3	4	1.2	11	3.4
		PTA	354	93.7	5	1.3	19	5.0
36	The principals makes use of reward for teachers and students who perform well in the school.	Principals	340	98.6	4	1.2	1	0.3
		Teachers	357	98.2	4	1.0	3	0.8
		MOE	317	98.8	3	0.9	1	0.3
		PTA	371	98.1	4	1.1	3	0.8
37	The principals constantly evaluates the staff and this has helped the staff to be up and doing.	Principals	341	98.2	0	0	4	1.8
		Teachers	367	96.1	9	2.4	6	1.6
		MOE	318	99.1	0	0	3	0.9
		PTA	363	96.0	9	2.4	6	1.6
38	The principals encourages team work among teachers when carrying out their responsibilities as expected..	Principals	332	96.2	0	0	13	3.8
		Teachers	351	91.9	25	6.5	6	1.6
		MOE	312	97.2	9	2.8	0	0
		PTA	347	91.8	25	6.6	6	1.6
39	The principals laid emphasis on structure in the school that can enhance learning.	Principals	323	93.6	18	5.2	4	1.2
		Teachers	359	94.0	18	4.7	5	1.3
		MOE	304	94.7	13	4.0	4	1.2
		PTA	355	93.9	18	4.8	5	1.3
40	Principals uses positive and negative reinforcement for the teachers and students in the school.	Principals	337	97.7	0	0	8	2.3
		Teachers	373	97.6	0	0	9	2.4
		MOE	316	98.4	0	0	5	1.6
		PTA	369	97.6	0	0	9	2.4

In response to items 31 to 40 which sought the stakeholders' perceptions of principals' transactional Leadership style practices secondary schools in the North Central Geographical Zone of Nigeria., responses of all respondents were collected, analysed and discussed.

Response to item 31 reveals that 319 (92.5%) of principals agreed that principals solicits desired performance from the teachers and students in the school, 8 (2.3%) disagreed, 18 (5.2%) of the principals were undecided. While 352 (92.1%) teachers agreed, 12 (3.1%) disagreed, and insignificant number of respondents 18 (4.3%) were undecided. Among the ministry of education officials, 300 (93.5%) agreed, 8 (2.5%) disagreed while 13 (4.0%) were

undecided. Also, 348 (92.1%) of PTA agreed While, 12 (3.2%0) disagreed and 18 (4.8%) were undecided. In all, the respondents showed a greater magnitude of their response that principals solicit desired performance from the teachers and students in the school in the North Central Geographical Zone of Nigeria. The result shows that, they are affirmatively.

In response to item 32, it was reveals that 320 (92.8%) of principals agreed that principals make use of practical approach to solve difference among teachers in the school, 13 (3.8%) disagreed, 12 (3.5%) were undecided. While 344 (90.1%) teachers agreed, 25 (6.6%) disagreed, and insignificant number of respondents 13 (3.4%) were undecided. Among the ministry of education officials, 298 (92.8%) agreed, 11 (3.4%) disagreed while 12 (3.7%) were undecided. Also, 340 (89.9%) of PTA agreed, 25 (6.6%0) disagreed and 13 (3.4%) were undecided. In all, the respondents showed a greater magnitude of their response that principals make use of practical approach to solve difference among teachers in the school in the North Central Geographical Zone of Nigeria. The result shows that, they are affirmatively.

Going by the respondents' perceptions on items 33, 34 and 35 where no respondent had less than 75% in respect of disagreement, it is evident that there was a positive perceptions from the respondents toward principals' transformational Leadership style practices in secondary schools in the North Central Geographical Zone, Nigeria. It was agree that teachers are directed rather than being participative in school activities by the principals in secondary schools in the North Central Geographical Zone, Nigeria.

In response to item 36, it was reveals that principals makes use of reward for teachers and students who perform well in the school, the result shows 340 (98.6%) of principals agreed, 1 (0.3%) disagreed and 4 (1.2%) were undecided with the statement. Among teachers, 357 (98.2%) of teachers agreed, 3 (0.8) disagreed and 4 (1.0%) were undecided. 317 (98.8%) of MOE agreed, 3 (0.9) were undecided and 1 (0.3%) disagreed with the statement. 371

(98.1%) of PTA agreed, 4 (1.1%) were undecided and 3 (0.8%) disagreed that principals makes use of reward for teachers and students who perform well in the school in the North Central Geographical Zone of Nigeria.

Response to item 37 reveals that, 341 (98.2%) of principals agreed that, principals constantly evaluates the staff and this has helped the staff to be up and doing in the school, 4 (1.8%) disagreed, none of the principals responded to undecided. While 367 (96.1%) teachers agreed, 6 (1.6%) disagreed, and insignificant number of respondents 9 (2.4%) were undecided. Among the ministry of education officials, 318 (99.1%) agreed 3 (0.9%) disagreed while 0 (0.0%) were undecided. Also, 363 (96.0%) of PTA agreed While, 6 (1.6%0) disagreed and 9 (2.4%) were undecided. In all, the respondents showed a greater magnitude of their response that principals constantly evaluates the staff and this has helped the staff to be up and doing in the school in the North Central Geographical Zone of Nigeria. The result shows that, they are affirmatively.

Going by the respondents' perceptions on items 38, 39 and 40 where no respondent had less than 75% in respect of disagreement, it is evident that there was a positive perceptions from the respondents toward principals' transactional Leadership style practices in secondary schools in the North Central Geographical Zone, Nigeria. It is believe that principals encourages team work among teachers when carrying out their responsibilities as expected, principals laid emphasis on structure in the school that can enhance learning and principals use positive and negative reinforcement for the teachers and students in the school in the North Central Geographical Zone, Nigeria.

4.2.5 Respondents' Perceptions on the Stakeholders Perceptions of Principals' Situational Leadership style practices in Secondary Schools in North Central Geographical Zone, Nigeria

In this section, the perceptions of respondents were sought on the stakeholders' perceptions of principals' situational Leadership style practices secondary schools in the North Central Geographical Zone of Nigeria.

Table 4.5 shows the perceptions of the respondents on the stakeholders' perceptions of principals' situational Leadership style practices secondary schools in the North Central Geographical Zone of Nigeria. In the table the perceptions were presented in frequencies and percentages.

Table 4.5: Perceptions of Respondents on the Stakeholders Perceptions of Principals' Situational Leadership style practices in Secondary Schools in North Central Geographical Zone, Nigeria

S/N	Items statement	Category of Respondents	Agree		Undecided		Disagree	
			F.	%	F.	%	F.	%
41	Principals allow teachers and students to participate actively in school activities.	Principals	338	98.0	7	2.0	0	0
		Teachers	360	94.2	20	5.2	2	0.5
		MOE	303	94.4	16	5.0	2	0.6
		PTA	357	94.4	19	5.0	2	0.5
42	The principals supervises teaching and learning actively by constant classroom visitation.	Principals	337	97.7	8	2.3	0	0
		Teachers	369	96.6	11	2.9	2	0.5
		MOE	312	97.2	7	2.2	2	0.6
		PTA	366	96.8	10	2.6	2	0.5
43	My principals gives specific instructions on how some assignments should be done.	Principals	331	95.9	13	3.8	1	0.3
		Teachers	350	91.6	21	5.5	11	2.9
		MOE	309	96.3	9	2.8	3	0.9
		PTA	347	91.8	20	5.3	11	2.9
44	The principals uses different styles as the need arises in the school which keeps the staff and students up and doing.	Principals	320	92.8	21	6.1	4	1.2
		Teachers	352	92.1	22	5.8	8	2.1
		MOE	299	93.1	16	5.0	6	1.9
		PTA	349	92.3	22	5.8	7	1.9
45	Principals displays great integrity in his/her handling of challenging issues	Principals	339	98.3	6	1.7	0	0

	as the situation arises.	Teachers	357	93.5	17	4.5	8	2.1
		MOE	314	97.8	5	1.6	2	0.6
		PTA	354	93.7	17	4.5	7	1.9
46	The principals encourages teachers and students to become more independent toward their duties.	Principals	344	99.7	0	0	1	0.3
		Teachers	376	98.7	3	0.8	3	0.8
		MOE	318	99.1	1	0.3	2	0.6
		PTA	373	98.7	2	0.5	3	0.8
47	Principals does not change his/her approach merely to take advantage of the situation in the school.	Principals	345	100	0	0	0	0
		Teachers	377	98.7	3	0.8	2	0.5
		MOE	318	99.1	1	0.3	2	0.6
		PTA	374	98.9	2	0.5	2	0.5
48	Teachers and students responsibilities are spelt out by the principals.	Principals	337	97.7	2	0.6	6	1.7
		Teachers	369	96.6	5	1.3	8	2.1
		MOE	310	96.6	3	0.9	8	2.5
		PTA	366	96.8	4	1.1	8	2.1
49	The principals gives directives and supports the staff to perform better.	Principals	337	97.7	2	0.6	6	1.7
		Teachers	369	96.6	5	1.3	8	2.1
		MOE	310	96.5	3	0.9	8	2.5
		PTA	366	96.8	4	1.1	8	2.1
50	The principals adopts a radical different leadership style in school if the situation demands it.	Principals	329	95.4	15	4.3	1	0.3
		Teachers	338	88.5	22	5.8	22	5.8
		MOE	307	95.6	11	3.4	3	0.9
		PTA	335	88.6	21	5.6	22	5.8

In response to items 41 to 50 which sought the stakeholders' perceptions of principals' situational Leadership style practices secondary schools in the North Central Geographical Zone of Nigeria., responses of all respondents were collected, analysed and discussed.

Response to item 41 reveals that 338 (98.0%) of principals agreed that, principals allow teachers and students to participate actively in school activities in the school, 7 (2.0%) of the principals were undecided. While 360 (94.2%) teachers agreed, 2 (0.5%) disagreed, and 20 (5.2%) were undecided. Among the ministry of education officials, 303 (94.4%) agreed, 2 (0.5%) disagreed while 16 (5.0%) were undecided. Also, 357 (94.4%) of PTA agreed While, 2 (0.5%0) disagreed and 19 (5.0%) were undecided. In all, the respondents showed a greater magnitude of their response that principals allow teachers and students to participate actively in school activities in the school in the North Central Geographical Zone of Nigeria. The result shows that, they are affirmatively.

In response to item 42, it was reveals that 337 (97.7%) of principals agreed that, principals supervise teaching and learning actively by constant classroom visitation, 8 (2.3%) were undecided. While 369 (96.6%) teachers agreed, 2 (0.5%) disagreed, and insignificant number of respondents 11 (2.9%) were undecided. Among the ministry of education officials, 312 (97.2%) agreed, 2 (0.6%) disagreed while 11 (2.9%) were undecided. Also, 366 (96.8%) of PTA agreed, 2 (0.5%0) disagreed and 10 (2.6%) were undecided. In all, the respondents showed a greater magnitude of their response that principals supervise teaching and learning actively by constant classroom visitation in the school in the North Central Geographical Zone of Nigeria. The result shows that, they are affirmatively.

Going by the respondents' perceptions on items 43, 44 and 45 where no respondent had less than 75% in respect of disagreement, it is evident that there was a positive perceptions from the respondents toward principals' situational Leadership style practices in secondary schools in the North Central Geographical Zone, Nigeria. It was agree that principals gives specific instructions on how some assignment should be done, principals uses different styles as the need arises in the school which keeps the staff and students up and doing and Principals displays great integrity in his/her handling of challenging issues as the situation arises in the school in the North Central Geographical Zone, Nigeria.

In response to item 46, it was reveals that 344 (99.7%) of principals agreed that, principals encourages teachers and students to become more independent toward their duties, 1 (0.3%) disagreed, 0 (0%) of the principals were undecided. While 376 (98.7%) teachers agreed that principals encourages teachers and students to become more independent toward their duties as much as only 3 (0.8%) disagreed, and insignificant number of respondents 3 (0.8%) were undecided. Among the ministry of education officials, 318 (99.1%) agreed that principals encourages teachers and students to become more independent toward their duties,

however 2 (0.6%) disagreed while 1 (0.3%) were undecided. Also, 373 (98.7%) of PTA agreed that principals encourages teachers and students to become more independent toward their duties. While, 3 (0.8%0) disagreed and insignificant number of respondents (0.3%) were undecided. In all, the respondents showed a greater magnitude of their response that principals encourages teachers and students to become more independent toward their duties in the school in the North Central Geographical Zone of Nigeria. The result shows that, they are affirmatively.

Response to item 47 reveals that 345 (100%) of principals agreed that, principals do change their approach merely to take advantage of the situation in the school. 377 (98.7%) of teachers agreed, 2 (0.5) disagreed while 3 (0.8%) were undecided that, principals do change their approach merely to take advantage of the situation in the school. Among the ministry of education officials, 318 (99.1%) agreed, 2 (0.6%) disagreed and 1 (0.3) was undecided with the statement. In all, the respondents showed a greater magnitude of their response, principals do change their approach merely to take advantage of the situation in the school in the North Central Geographical Zone of Nigeria. The result shows that, they are affirmatively.

Going by the respondents' perceptions on items 48, 49 and 50 where no respondent had less than 75% in respect of disagreement, it is evident that there was a positive perceptions from the respondents toward principals' transactional Leadership style practices in secondary schools in the North Central Geographical Zone , Nigeria. It is believe that teachers and students responsibilities are spelt out by the principals in the school and principals adopt a radical different leadership style in school if the situation demands it in the school in the North Central Geographical Zone, Nigeria.

4.2.6 Respondents' Perceptions on the Stakeholders Perceptions of Principals' Visionary Leadership style practices in Secondary Schools in North Central Geographical Zone, Nigeria

In this section, the perceptions of respondents were sought on the stakeholders' perceptions of principals' visionary Leadership style practices secondary schools in the North Central Geographical Zone of Nigeria.

Table 4.6 shows the perceptions of the respondents on the stakeholders' perceptions of principals' visionary Leadership style practices secondary schools in the North Central Geographical Zone of Nigeria. In the table the perceptions were presented in frequencies and percentages.

Table 4.6: Perceptions of Respondents on the Stakeholders Perceptions of Principals' Visionary Leadership style practices in Secondary Schools in North Central Geographical Zone, Nigeria

S/N	Items statement	Category of Respondents	Agree		Undecided		Disagree	
			F.	%	F.	%	F.	%
51	The principals increases workplace by controlling elementary issues among his staff through the use of education tools	Principals	251	72.8	15	4.3	79	22.9
		Teachers	274	71.7	17	4.5	91	23.6
		MOE	232	72.3	11	3.4	78	24.3
		PTA	271	71.7	17	4.5	90	23.8
52	My principals has a foresight on how classroom management can be improved.	Principals	220	63.8	23	6.7	102	29.6
		Teachers	230	60.2	24	6.3	128	33.5
		MOE	203	63.2	19	5.9	99	30.8
		PTA	230	60.8	24	6.3	124	32.8
53	The principals wants to see the teachers and students carrying out their tasks effectively.	Principals	240	69.6	15	4.3	90	26.1
		Teachers	253	66.2	15	3.9	114	29.8
		MOE	222	69.2	11	3.4	88	27.4
		PTA	249	65.9	15	4.01	114	30.2
54	The principals wants to see the school goals accomplished through effective delegation of duties.	Principals	221	64.1	11	3.2	113	32.8
		Teachers	239	62.6	12	3.1	131	34.3
		MOE	204	63.6	11	3.4	106	33.0
		PTA	235	62.2	12	3.2	131	34.7
55	The principals closely supervises and monitors teachers and students tasks and responsibilities.	Principals	210	60.9	14	4.1	121	35.1
		Teachers	227	59.4	15	3.9	140	36.6
		MOE	190	59.2	13	4.0	118	36.8
		PTA	223	59.0	15	4.0	140	37.0
56	The principals gives adequate priority to time management.	Principals	232	67.2	16	4.6	97	28.1
		Teachers	248	64.9	17	4.5	117	30.6
		MOE	216	67.3	16	5.0	89	27.7
		PTA	245	64.8	17	4.5	116	30.7
57	The principals breaks large project into smaller task for teachers and students to carry out diligently	Principals	205	59.4	9	2.6	131	38.0
		Teachers	221	57.9	10	2.6	151	39.5
		MOE	188	58.6	9	2.8	124	38.6

		PTA	218	57.7	10	2.6	150	39.7
58	The principals controls the school based on his vision for the school.	Principals	197	57.1	11	3.2	137	39.7
		Teachers	212	55.5	12	3.1	158	41.4
		MOE	183	57.0	11	3.4	127	39.6
		PTA	209	55.3	12	3.2	157	41.5
59	The principals recognizes teachers and students with natural talent and assigned some specific responsibility in the school to them.	Principals	202	58.6	13	3.8	130	37.7
		Teachers	216	56.5	15	3.9	151	39.5
		MOE	187	58.3	11	3.4	123	38.3
		PTA	213	56.3	15	4.0	150	39.7
60	The principals always sets standard for job performance of teachers	Principals	216	62.6	15	4.3	114	33.0
		Teachers	233	61.0	16	4.2	133	34.8
		MOE	196	61.1	14	4.4	111	34.6
		PTA	230	60.8	16	4.2	132	34.9

In response to items 51 to 60 which sought the stakeholders' perceptions of principals' visionary Leadership style practices secondary schools in the North Central Geographical Zone of Nigeria., responses of all respondents were collected, analysed and discussed.

Response to item 51 reveals that 251 (72.8%) of principals agreed that, principals increases workplace by controlling elementary issues among his staff through the use of education tools, 15 (4.3%) of the principals were undecided, 79 (22.9%) disagreed. 274 (71.7%) of teachers agreed, 91 (23.6%) disagreed, and 17 (4.5%) were undecided. Among the ministry of education officials, 232 (72.3%) agreed, 78 (22.3%) disagreed while 11 (3.4%) were undecided. Also, 271 (71.7%) of PTA agreed, 90 (23.8%0) disagreed and 17 (4.5%) were undecided. In all, the respondents showed a greater magnitude of their response that principals increases workplace by controlling elementary issues among his staff through the use of education tools in the school in the North Central Geographical Zone of Nigeria. The result shows that, they are affirmatively.

In response to item 52, it was reveals that 220 (97.7%) of principals agreed that, principals has a foresight on how classroom management can be improved, 8 (2.3%) were undecided. While 369 (96.6%) teachers agreed that principals has a foresight on how classroom management can be improved, 2 (0.5%) disagreed, and insignificant number of

respondents 11 (2.9%) were undecided. Among the ministry of education officials, 312 (97.2%) agreed, 2 (0.6%) disagreed while 11 (2.9%) were undecided. Also, 366 (96.8%) of PTA agreed, 2 (0.5%0) disagreed and 10 (2.6%) were undecided. In all, the respondents showed a greater magnitude of their response that principals has a foresight on how classroom management can be improved in the school in the North Central Geographical Zone of Nigeria. The result shows that, they are affirmatively.

Going by the respondents' perceptions on items 53, 54 and 55 where no respondent had less than 75% in respect of disagreement, it is evident that there was a positive perceptions from the respondents toward principals' situational Leadership style practices in secondary schools in the North Central Geographical Zone, Nigeria. It was agree that, principals wants to see the teachers and students carrying out their tasks effectively, principals wants to see the school goals accomplished through effective delegation of duties and principals closely supervises and monitors teachers and students' tasks and responsibilities in the school in the North Central Geographical Zone, Nigeria.

In response to item 56, it was reveals that 232 (67.2%) of principals agreed that principals gives adequate priority to time management in the school, 97 (28.1%) disagreed, 16 (4.6%) of the principals were undecided. While 248 (64.9%) teachers agreed that principals gives adequate priority to time management in the school as much as 117 (30.6%) disagreed, and insignificant number of respondents 17 (4.5%) were undecided. Among the ministry of education officials, 216 (67.3%) agreed 89 (27.7%) disagreed while 16 (5.0%) were undecided. Also, 245 (64.8%) of PTA agreed that principals gives adequate priority to time management in the school While, 116 (30.7%0) disagreed and 17 (4.5%) were undecided. In all, the respondents showed a greater magnitude of their response that principals gives adequate priority to time management in the schools in the North Central Geographical Zone of Nigeria. The result shows that, they are affirmatively.

Response to item 57 reveals that 205 (59.4%) of principals agreed that principals break large project into smaller task for teachers and students to carry out diligently, 131 (38.0%) disagreed and 9 (2.6) was undecided with the statement. 221 (57.9%) of teachers agreed, 151 (39.5) disagreed while 10 (2.6%) were undecided that principals break large project into smaller task for teachers and students to carry out diligently in the school. Among the ministry of education officials, 188 (58.6%) agreed that principals break large project into smaller task for teachers and students to carry out diligently, 124 (38.6%) disagreed and 9 (2.8) were undecided with the statement. In all, the respondents showed a greater magnitude of their response that principals break large project into smaller task for teachers and students to carry out diligently in the school in North Central Geographical Zone of Nigeria.

Going by the respondents' perceptions on items 58, 59 and 60 where no respondent had less than 75% in respect of disagreement, it is evident that there was a positive perceptions from the respondents toward principals' visionary Leadership style practices in secondary schools in the North Central Geographical Zone, Nigeria. It is believe that principals control the school based on his vision for the school, principals recognize teachers and students with natural talent and assigned some specific responsibility in the school to them and principals always set standard for job performance of teachers in the school in the North Central Geographical Zone, Nigeria.

4.2.7 Respondents' Perceptions on the Stakeholders Perceptions of Principals' Paternalistic Leadership style practices in Secondary Schools in North Central Geographical Zone, Nigeria

In this section, the perceptions of respondents were sought on the stakeholders' perceptions of principals' paternalistic Leadership style practices secondary schools in the North Central Geographical Zone of Nigeria.

Table 4.7 shows the perceptions of the respondents on the stakeholders' perceptions of principals' paternalistic Leadership style practices secondary schools in the North Central

Geographical Zone of Nigeria. In the table the perceptions were presented in frequencies and percentages.

Table 4.7: Perceptions of Respondents on the Stakeholders Perceptions of Principals' Paternalistic Leadership style practices in Secondary Schools in North Central Geographical Zone, Nigeria

S/N	Items statement	Category of Respondents	Agree		Undecided		Disagree	
			F.	%	F.	%	F.	%
61	Teachers views and decisions are respected by the principals	Principals	332	96.2	6	1.7	7	2.0
		Teachers	364	95.3	8	2.1	10	2.6
		MOE	310	96.9	5	1.6	6	1.9
		PTA	362	95.8	8	2.1	8	2.1
62	Subordinate staffs are treated by the principals as extended family.	Principals	336	97.4	3	0.9	6	1.7
		Teachers	369	96.6	3	0.8	10	2.6
		MOE	313	97.5	3	0.9	5	1.6
		PTA	360	95.2	8	2.1	10	2.6
63	My principals treats staff and students welfare as a family.	Principals	336	97.4	3	0.9	6	1.7
		Teachers	369	96.6	7	1.8	6	1.6
		MOE	314	97.8	5	1.6	2	0.6
		PTA	365	96.6	7	1.9	6	1.6
64	The staff and students are given fair treatment by my principals.	Principals	337	97.7	2	0.6	6	1.7
		Teachers	370	96.9	2	0.5	10	2.6
		MOE	313	97.5	2	0.6	6	1.9
		PTA	366	96.8	2	0.5	10	2.6
65	There is fairness in delegating duties to teachers by the principals in the school.	Principals	323	93.5	9	2.6	13	3.8
		Teachers	355	92.9	10	2.6	17	4.5
		MOE	301	93.8	8	2.5	12	3.7
		PTA	351	92.9	10	2.6	17	4.5
66	Principals encourages teachers motivation for enhanced performance.	Principals	302	87.5	4	1.2	39	11.3
		Teachers	335	87.7	5	1.3	42	11.0
		MOE	279	86.9	4	1.2	38	11.8
		PTA	365	96.6	3	0.8	10	2.6
67	There is free interaction between principals, teachers and students.	Principals	332	96.2	0	0	13	3.8
		Teachers	366	95.8	1	0.3	15	3.9
		MOE	309	96.3	0	0	12	3.7
		PTA	331	87.6	5	1.3	42	11.1
68	The principals works hard to complete a task within a time frame in the school.	Principals	336	97.4	1	0.3	8	2.3
		Teachers	370	96.9	2	0.5	10	2.6
		MOE	312	97.2	1	0.3	8	2.5
		PTA	362	95.8	1	0.3	15	4.0
69	The principals promotes teachers training and create good environment for learning in the school.	Principals	327	94.8	12	3.5	6	1.7
		Teachers	346	90.6	14	3.7	22	5.8
		MOE	305	95.0	11	3.4	5	1.6
		PTA	366	96.8	2	0.5	10	2.6
70	The principals makes final decision	Principals	334	96.8	7	2.0	4	1.2

with the staff as member of one family.	Teachers	366	95.8	8	2.1	8	2.1
	MOE	311	96.9	7	2.2	3	0.9
	PTA	342	90.5	14	3.7	22	5.8

In response to items 61 to 70 which sought the stakeholders' perceptions of principals' paternalistic Leadership style practices secondary schools in the North Central Geographical Zone of Nigeria., responses of all respondents were collected, analysed and discussed.

Response to item 61 reveals that 332 (96.2%) of principals agreed that teachers views and decision are respected by the principals, 7 (2.0%) disagreed and 6 (1.7%) were undecided with the statement. Among teachers, 364 (95.3%) of teachers agreed, 10 (2.6) disagreed and 8 (2.1%) were undecided. 310 (96.9%) of MOE agreed, 5 (1.6) were undecided and 6 (1.9%) disagreed with the statement. 362 (95.8%) of PTA agreed, 8 (2.1%) were undecided and 8 (2.1%) disagreed that teachers views and decision are respected by the principals in the school in the North Central Geographical Zone of Nigeria.

In response to item 62, it was reveals that 336 (97.4%) of principals agreed that, subordinate staff are treated by the principals as extended family in the school, 6 (1.7%) disagreed, 3 (0.9%) of the principals were undecided. While 369 (96.6%) teachers agreed, 10 (2.6%) disagreed, and insignificant number of respondents 3 (0.8%) were undecided. Among the ministry of education officials, 313 (97.5%) agreed 5 (1.6%) disagreed while 3 (0.9%) were undecided. Also, 360 (95.2%) of PTA agreed While, 10 (2.6%0) disagreed and 8 (2.1%) were undecided. In all, the respondents showed a greater magnitude of their response that subordinate staffs are treated by the principals as extended family in the school in the North Central Geographical Zone of Nigeria. The result shows that, they are affirmatively.

Going by the respondents' perceptions on items 63, 64 and 65 where no respondent had less than 75% in respect of disagreement, it is evident that there was a negative perceptions from the respondents toward principals' paternalistic Leadership style practices

in secondary schools in the North Central Geographical Zone, Nigeria. It was agreed that, principals treat staff and students welfare as a family in the school, staff and students are given fair treatment by my principals and there is fairness in delegating duties to teachers by the principals in the school in the North Central Geographical Zone, Nigeria.

In response to item 66, it was reveals that 302 (87.5%) of principals agreed that, principals encourages teachers motivation for enhanced performance in the school, 39 (11.3%) disagreed, 4 (1.2%) of the principals were undecided. While 335 (87.7%) teachers agreed, 42 (11.0%) disagreed, and insignificant number of respondents 5 (1.3%) were undecided. Among the ministry of education officials, 279 (86.9%) agreed 38 (11.8%) disagreed while 4 (1.2%) were undecided. Also, 365 (96.6%) of PTA agreed While, 10 (2.6%0) disagreed and 3 (0.8%) were undecided. In all, the respondents showed a greater magnitude of their response that principals encourages teachers motivation for enhanced performance in the school in the North Central Geographical Zone of Nigeria. The result shows that, they are affirmatively.

Response to item 67 reveals that 332 (96.2%) of principals agreed that, there is free interaction between principals, teachers and students in the schools, 13 (3.8%) disagreed, and none of the principals respond to undecided. While 366 (95.8%) teachers agreed, 15 (3.9%) disagreed, and insignificant number of respondents 1 (0.3%) were undecided. Among the ministry of education officials, 309 (96.3%) agreed 12 (3.7%) disagreed while there was no response toward undecided. Also, 331 (87.6%) of PTA agreed While, 42 (11.1%0) disagreed and 5 (1.3%) were undecided. In all, the respondents showed a greater magnitude of their response that, there is free interaction between principals, teachers and students in the schools in the North Central Geographical Zone of Nigeria. The result shows that, they are affirmatively.

Going by the respondents' perceptions on items 68, 69 and 70 where no respondent had less than 75% in respect of disagreement, it is evident that there was a negative perceptions from the respondents toward principals' paternalistic Leadership style practices in secondary schools in the North Central Geographical Zone, Nigeria. It is believed that principals control the school based on his vision for the school, principals promote teachers training and create good environment for learning in the school in the North Central Geographical Zone, Nigeria.

4.2.8 Respondents' Perceptions on the Stakeholders Perceptions of Principals' Inspirational Leadership style practices in Secondary School in North Central Geographical Zone, Nigeria

In this section, the perceptions of respondents were sought on the stakeholders' perceptions of principals' inspirational Leadership style practices secondary schools in the North Central Geographical Zone of Nigeria.

Table 4.8 shows the perceptions of the respondents on the stakeholders' perceptions of principals' inspirational Leadership style practices secondary schools in the North Central Geographical Zone of Nigeria. In the table the perceptions were presented in frequencies and percentages.

Table 4.8: Perceptions of Respondents on the Stakeholders Perceptions of Principals' Inspirational Leadership style practices in Secondary Schools in North Central Geographical Zone, Nigeria

S/N	Items statement	Category of Respondents	Agree		Undecided		Disagree	
			F.	%	F.	%	F.	%
71	The principals uses words of encouragement and praises to motivate staff and students.	Principals	340	98.6	4	1.2	1	0.3
		Teachers	357	98.2	4	1.0	3	0.8
		MOE	317	98.8	3	0.9	1	0.3
		PTA	371	98.1	4	1.1	3	0.8
72	My principals influences the staff and students to good works through his actions.	Principals	341	98.2	0	0	4	1.8
		Teachers	367	96.1	9	2.4	6	1.6
		MOE	318	99.1	0	0	3	0.9
		PTA	363	96.0	9	2.4	6	1.6
73	My school principals leads by example when it comes to issue of school activities.	Principals	332	96.2	0	0	13	3.8
		Teachers	351	91.9	25	6.5	6	1.6
		MOE	312	97.2	9	2.8	0	0
		PTA	347	91.8	25	6.6	6	1.6
74	My principals holds meetings with staff and students to discuss the goals of the school.	Principals	323	93.6	18	5.2	4	1.2
		Teachers	359	94.0	18	4.7	5	1.3
		MOE	304	94.7	13	4.0	4	1.2
		PTA	355	93.9	18	4.8	5	1.3
75	The principals actively engage the teachers in their lesson in the school	Principals	337	97.7	0	0	8	2.3
		Teachers	373	97.6	0	0	9	2.4
		MOE	316	98.4	0	0	5	1.6
		PTA	369	97.6	0	0	9	2.4
76	The principals values and recognize his teacher's ideas and contributions in the school.	Principals	319	92.5	18	5.2	8	2.3
		Teachers	352	92.1	18	4.7	12	3.1
		MOE	300	93.5	13	4.0	8	2.5
		PTA	348	92.1	18	4.8	12	3.2
77	The principals has a crystal clear school vision for the future.	Principals	320	92.8	12	3.5	13	3.8
		Teachers	344	90.1	13	3.4	25	6.5
		MOE	298	92.8	12	3.7	11	3.4
		PTA	340	89.9	13	3.4	25	6.6
78	Principals curbs the issues of examination malpractice in my school among students and teachers through words of encouragement.	Principals	233	67.5	12	3.5	100	29.0
		Teachers	267	69.9	12	3.1	103	27.0
		MOE	215	67.0	11	3.4	95	29.6
		PTA	263	69.6	12	3.2	103	27.2
79	The principals gives listen ear to staff and students and this has bind the principals, staff and students together.	Principals	254	73.6	5	1.4	86	24.9
		Teachers	284	74.3	5	1.3	93	24.3
		MOE	235	73.2	4	1.2	82	25.5
		PTA	280	74.1	5	1.3	93	24.6
80	Principals responds immediately to any act of indiscipline between staff and students whenever it is detected in my school.	Principals	329	95.4	5	1.4	11	3.2
		Teachers	358	93.7	5	1.3	19	5.0
		MOE	306	95.3	4	1.2	11	3.4
		PTA	354	93.7	5	1.3	19	5.0

In response to items 71 to 80 which sought the stakeholders' perceptions of principals' inspirational Leadership style practices in secondary schools in the North Central Geographical Zone of Nigeria., responses of all respondents were collected, analysed and discussed.

Response to item 71 revealed that 340 (98.6%) of principals agreed that principals uses words of encouragement and praises to motivate staff and students, 1 (0.3%) disagreed and 4 (1.2%) were undecided with the statement. Among teachers, 357 (98.2%) agreed, 3 (0.8) disagreed and 4 (1.0%) were undecided. 317 (98.8%) of MOE agreed, 3 (0.9) were undecided and 1 (0.3%) disagreed with the statement. 371 (98.1%) of PTA agreed, 4 (1.1%) were undecided and 3 (0.8%) disagreed that principals uses words of encouragement and praises to motivate staff and students in the school in the North Central Geographical Zone of Nigeria.

In response to item 72, it was revealed that 341 (98.2%) of principals agreed that, principals influences the staff and students to good works through his actions in the school, 4 (1.8%) disagreed, none of the principals responded to undecided. While 367 (96.1%) teachers agreed, 6 (1.6%) disagreed, and insignificant number of respondents 9 (2.4%) were undecided. Among the ministry of education officials, 318 (99.1%) agreed 3 (0.9%) disagreed while 0 (0.0%) were undecided. Also, 363 (96.0%) of PTA agreed While, 6 (1.6%0) disagreed and 9 (2.4%) were undecided. In all, the respondents showed a greater magnitude of their responses that principals influences the staff and students to good works through his actions in the school in the North Central Geographical Zone of Nigeria. The result shows that, they are affirmatively.

Going by the respondents' perceptions on items 73, 74 and 75 where no respondent had less than 75% in respect of disagreement, it is evident that there was a positive

perceptions from the respondents toward principals' Inspirational Leadership style practices in secondary schools in the North Central Geographical Zone, Nigeria. It was agreed that school principals leads by example when it comes to issue of school activities, principals holds meetings with staff and students to discuss the goals of the school and principals actively engage the teachers in their lesson in the school in the North Central Geographical Zone, Nigeria.

In response to item 76, it was revealed that 319 (92.5%) principals agreed that principals values and recognizes his teacher's ideas and contributions in the school, 8 (2.3%) disagreed, 18 (5.2%) of the principals were undecided. While 352 (92.1%) teachers agreed, 12 (3.1%) disagreed, and insignificant number of respondents 18 (4.3%) were undecided. Among the ministry of education officials, 300 (93.5%) agreed, 8 (2.5%) disagreed while 13 (4.0%) were undecided. Also, 348 (92.1%) of PTA agreed While, 12 (3.2%0) disagreed and 18 (4.8%) were undecided. In all, the respondents showed a greater magnitude of their response that principals value and recognize his teacher's ideas and contributions in the school in the North Central Geographical Zone of Nigeria. The result shows that, they are affirmatively.

Response to item 77 reveals that 320 (92.8%) of principals agreed that, principals has a crystal clear school vision for the future in the school, 13 (3.8%) disagreed, 12 (3.5%) were undecided. While 344 (90.1%) teachers agreed, 25 (6.6%) disagreed, and insignificant number of respondents 13 (3.4%) were undecided. Among the ministry of education officials, 298 (92.8%) agreed, 11 (3.4%) disagreed while 12 (3.7%) were undecided. Also, 340 (89.9%) of PTA agreed, 25 (6.6%0) disagreed and 13 (3.4%) were undecided. In all, the respondents showed a greater magnitude of their response that principals has a crystal clear school vision for the future in the school in the North Central Geographical Zone of Nigeria. The result shows that, they are affirmatively.

Going by the respondents' perceptions on items 78, 79 and 80 where no respondents had less than 75% in respect of disagreement, it is evident that there was a positive perceptions from the respondents toward principals' inspirational Leadership style practices in secondary schools in the North Central Geographical Zone, Nigeria. It is believed that, principals curbs the issues of examination malpractice in my school among students and teachers through words of encouragement in the school and principals gives listen ear to staff and students and this has binded the principals, staff and students together in the school in the North Central Geographical Zone, Nigeria.

4.2.9 Respondents' Perceptions on the Stakeholders Perceptions of Principals' Charismatic Leadership style practices in Secondary Schools in North Central Geographical Zone, Nigeria

In this section, the perceptions of respondents were sought on the stakeholders' perceptions of principals' charismatic Leadership style practices in secondary schools in the North Central Geographical Zone of Nigeria.

Table 4.9 shows the perceptions of the respondents on the stakeholders' perceptions of principals' charismatic Leadership style practices in secondary schools in the North Central Geographical Zone of Nigeria. In the table the perceptions were presented in frequencies and percentages.

Table 4.9: Perceptions of Respondents on the Stakeholders Perceptions of Principals' Charismatic Leadership style practices in Secondary Schools in North Central Geographical Zone, Nigeria

S/N	Items statement	Category of Respondents	Agree		Undecided		Disagree	
			F.	%	F.	%	F.	%
81	My principals is diligent in his assignment.	Principals	233	67.5	12	3.5	100	29.0
		Teachers	267	69.9	12	3.1	103	27.0
		MOE	215	67.0	11	3.4	95	29.6

		PTA	263	69.6	12	3.2	103	27.2
82	Staff and students admire the principals because he is very persuasive	Principals	254	73.6	5	1.4	86	24.9
		Teachers	284	74.3	5	1.3	93	24.3
		MOE	235	73.2	4	1.2	82	25.5
		PTA	280	74.1	5	1.3	93	24.6
83	My principals is trust worthy in his dealing with the staff and students.	Principals	329	95.4	5	1.4	11	3.2
		Teachers	358	93.7	5	1.3	19	5.0
		MOE	306	95.3	4	1.2	11	3.4
		PTA	354	93.7	5	1.3	19	5.0
84	My principals has a soothing word that motivate staff and students.	Principals	340	98.6	4	1.2	1	0.3
		Teachers	357	98.2	4	1.0	3	0.8
		MOE	317	98.8	3	0.9	1	0.3
		PTA	371	98.1	4	1.1	3	0.8
85	My principals is humble and he is able to carry the staff and students along.	Principals	341	98.2	0	0	4	1.8
		Teachers	367	96.1	9	2.4	6	1.6
		MOE	318	99.1	0	0	3	0.9
		PTA	363	96.0	9	2.4	6	1.6
86	The principals maintains his integrity at all times when dealing with staff and students.	Principals	233	67.5	12	3.5	100	29.0
		Teachers	267	69.9	12	3.1	103	27.0
		MOE	215	67.0	11	3.4	95	29.6
		PTA	263	69.6	12	3.2	103	27.2
87	My principals is compassionate when dealing with staff and students.	Principals	254	73.6	5	1.4	86	24.9
		Teachers	284	74.3	5	1.3	93	24.3
		MOE	235	73.2	4	1.2	82	25.5
		PTA	280	74.1	5	1.3	93	24.6
88	My principals encourages hard work among his staff and students.	Principals	319	92.5	18	5.2	8	2.3
		Teachers	352	92.1	18	4.7	12	3.1
		MOE	300	93.5	13	4.0	8	2.5
		PTA	348	92.1	18	4.8	12	3.2
89	My principals knows how to draw the attention of staff and students in the right direction.	Principals	320	92.8	12	3.5	13	3.8
		Teachers	344	90.1	13	3.4	25	6.5
		MOE	298	92.8	12	3.7	11	3.4
		PTA	340	89.9	13	3.4	25	6.6
90	The principals in my school is realistic and objective about himself and others when dealing with people.	Principals	254	73.6	5	1.4	86	24.9
		Teachers	284	74.3	5	1.3	93	24.3
		MOE	235	73.2	4	1.2	82	25.5
		PTA	280	74.1	5	1.3	93	24.6

In response to items 81 to 90 which sought the stakeholders' perceptions of principals' charismatic Leadership style practices secondary schools in the North Central Geographical Zone of Nigeria., responses of all respondents were collected, analysed and discussed.

Response to item 81 reveals that 233 (67.5%) of principals agreed that, principals is diligent in his assignment in the school, 100 (29.0%) disagreed, 12 (3.5%) of the principals

were undecided. While 267 (69.9%) teachers agreed, 103 (27.0%) disagreed, and insignificant number of respondents 12 (3.1%) were undecided. Among the ministry of education officials, 215 (67.0%) agreed, 95 (29.6%) disagreed while 11 (3.4%) were undecided. Also, 263 (69.6%) of PTA agreed While, 103 (27.2%0) disagreed and 12 (3.2%) were undecided. In all, the respondents showed a greater magnitude of their response that principals is diligent in his assignment in the school in the North Central Geographical Zone of Nigeria. The result shows that, they are affirmatively.

In response to item 82, it was reveals that 254 (73.6%) of principals agreed that, staff and students admires the principals because he is very persuasive in the school, 86 (24.9%) disagreed, 5 (5.4%) were undecided. While 284 (74.13%) teachers agreed, 93 (24.3%) disagreed, and insignificant number of respondents 5 (1.3%) were undecided. Among the ministry of education officials, 235 (73.2%) agreed, 82 (25.5%) disagreed while 4 (1.2%) were undecided. Also, 280 (74.1%) of PTA agreed, 93 (24.6%0) disagreed and 5 (1.3%) were undecided. In all, the respondents showed a greater magnitude of their response that staff and students admire the principals because he is very persuasive in the school in the school in the North Central Geographical Zone of Nigeria. The result shows that, they are affirmatively.

Going by the respondents' perceptions on items 83, 84 and 85 where no respondent had less than 75% in respect of disagreement, it is evident that there was a positive perceptions from the respondents toward principals' Charismatic Leadership style practices in secondary schools in the North Central Geographical Zone, Nigeria. It was agree that principals is trust worthy in his dealing with the staff and students, principals is humble and he is able to carry the staff and students along in the schools in the North Central Geographical Zone, Nigeria.

In response to item 86, it was reveals that principals maintain his integrity at all times when dealing with staff and students in the school, the result shows 233 (67.5%) of principals agreed, 100 (29.0%) disagreed and 12 (3.5%) were undecided with the statement. Among teachers, 267 (69.9%) of teachers agreed, 103 (27.0) disagreed and 12 (3.1%) were undecided. 215 (67.0%) of MOE agreed, 11 (3.4) were undecided and 95 (29.6%) disagreed with the statement. 263 (69.6%) of PTA agreed, 12 (3.2%) were undecided and 103 (27.2%) disagreed that principals maintain his integrity at all times when dealing with staff and students in the school in the North Central Geographical Zone of Nigeria.

Response to item 87 reveals that, 254 (73.6%) of principals agreed that, principals is compassionate when dealing with staff and students in the school, 86 (24.9%) disagreed, 5 (1.4%) were undecided. While 284 (74.3%) teachers agreed, 93 (24.3%) disagreed, and insignificant number of respondents 5 (1.3%) were undecided. Among the ministry of education officials, 235 (73.2%) agreed, 82 (25.5%) disagreed while 4 (1.2%) were undecided. Also, 280 (74.1%) of PTA agreed, 93 (24.6%0) disagreed and 5 (1.3%) were undecided. In all, the respondents showed a greater magnitude of their response that principals is compassionate when dealing with staff and students in the school in the North Central Geographical Zone of Nigeria. The result shows that, they are affirmatively.

Going by the respondents' perceptions on items 88, 89 and 90 where no respondent had less than 75% in respect of disagreement, it is evident that there was a positive perceptions from the respondents toward principals' Charismatic Leadership style practices in secondary schools in the North Central Geographical Zone, Nigeria. It is believe that principals encourages hard work among his staff and students, principals knows how to draw the attention of staff and students in the right direction and principals is realistic and objective about himself and others when dealing with people in the school in the North Central Geographical Zone, Nigeria.

4.3 Hypotheses Testing

Nine hypotheses were designed for this study and analysed with Anaysis of Varience ANOVA because the respondents were more than two subjects. Ninety (90) questions in the questionnaire were designed for the nine hypotheses; ten (10) instruments for each hypothesis were used for this study. These were aimed at determining possible difference in opinions among the respondents on the stakeholders' perceptions of principals' leadership styles and practices in secondary schools in the North Central Geographical Zone of Nigeria. The hypotheses were as follows:

Hypothesis 1: There is no significant difference in the perceptions of principals, teachers, officials of Ministry of Education and PTA officials on principals' democratic Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria.

The number of items used in the assessment of principals' democratic Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria was 10. In testing the hypothesis, analysis of variance (ANOVA) procedure was used because of the two levels of independent variable (Steel RGD et al, 1960). The table below shows the analysis of variance and the fraction computed from each group.

The hypotheses were tested by the use of Scheffe's One-way Analysis of Variance (ANOVA) at 0.05 level of significance. Post-hoc test was employed to ascertain the extent of the significant difference in the perceptions of principals, teachers, officials of Ministry of Education and PTA officials in relation to issues raised in the questionnaire. By this, the hypothesis was rejected, but when the probability value was higher than the level of significance, the hypothesis was retained. However, where the hypothesis was rejected, Scheffe's test was employed to determine the differences in the respondents' perceptions.

Table 4.10 shows the mean score of the perceptions of principals, teachers, officials of Ministry of Education and PTA officials on principals' democratic Leadership style practices

in secondary schools in North Central Geographical Zone, Nigeria, it shows no significant difference.

Table 4.10: Analysis of Variance (ANOVA) on the Stakeholders' Perceptions on Principals' Democratic Leadership style practices in Secondary Schools in North Central Geographical Zone, Nigeria

Source	Sum of Square	DF	Mean Square	F-ratio	F-critical	P-value
Among groups	28.608	3	9.536	16.780	17.206	.608
within groups	506.343	1422	.356			
Total	**534.951**	**1425**				

In table 4.10, the computed probability was .608 and this was higher than the p-value 0.05 set for this study. In other words, the calculated F- ratio value of 16.780 was less than the critical value of 17.206 while the calculated P-value of .608 was greater than the 0.05 level of significance. Therefore, the null hypothesis (Ho1) was retained. It could be concluded that there were no significant difference among the perceptions of principals, teachers, officials of Ministry of Education and PTA officials on principals' democratic Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria.

Hypothesis 2: There is no significant difference in the perceptions of principals, teachers, officials of Ministry of Education and PTA officials on principals' autocratic Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria.

The responses of the respondents on item 1 to 10 were collected and analysed to find out the principals' autocratic Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria. A One-way analysis of variance (ANOVA) statistical procedure was employed as can be seen in table 4.11.

Table 4.11 shows the mean score of the perceptions of principals, teachers, officials of Ministry of Education and PTA officials on principals' autocratic Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria, it shows significant difference.

Table 4.11: Analysis of Variance (ANOVA) on the Stakeholders' Perceptions on Principals' Autocratic Leadership style practices in Secondary Schools in North Central Geographical Zone, Nigeria

Source	Sum of Square	DF	Mean Square	F-ratio	F-critical	P-value
Among groups	120.811	3	40.270	18.501	4.037	.013
within groups	2382.298	1422	1.675			
Total	**2503.109**	**1425**				

Result of table 4.12 shows that significant difference existed among principals, teachers, officials of Ministry of Education and PTA officials on principals' autocratic Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria. The computed probability was .013 and this was less than the p-value 0.05 set for this study. In other words, the calculated F- ratio value of 18.501 was greater than the critical value of 4.037 while the calculated P-value of .000 was less than the 0.05 level of significance. Therefore, the null hypothesis (Ho2) was rejected. It could be concluded that there was a significant difference among the perceptions of principals, teachers, officials of Ministry of Education and PTA officials on principals' autocratic Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria.

Table 4.12: Summary of scheffe's multiple comparison test on the Stakeholders' Perceptions on Principals' Autocratic Leadership style practices in Secondary Schools in North Central Geographical Zone, Nigeria

Respondents	N	Mean
Principals	345	33.5729
Teachers	382	23.7213
Officials of MOE	321	33.9806
PTA Officials	378	24.6129

As indicated by Table 4.12, the mean score of principals 33.5729 was found to be closer to that of MOE 33.9806, implying that the difference among the two respondents was not significant. However, the mean score of teachers 23.7213 was found to be closer to that of PTA officials 24.6129, but lower than, that of principals and MOE. This implies that the teachers and PTA officials differs significantly in their perceptions on the on principals'

autocratic Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria.

Hypothesis 3: There is no significant difference in the perceptions of principals, teachers, officials of Ministry of Education and PTA officials on principals' transformational Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria.

The responses of the respondents on item 1 to 10 were collected and analysed to find out the principals' transformational Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria. A One-way analysis of variance (ANOVA) statistical procedure was employed as can be seen in table 4.13.

Table 4.13 shows the mean score of the perceptions of principals, teachers, officials of Ministry of Education and PTA officials on principals' transformational Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria, it shows significant difference.

Table 4.13: Analysis of Variance (ANOVA) on the Stakeholders' Perceptions on Principals' Transformational Leadership style practices in Secondary Schools in North Central Geographical Zone, Nigeria

Source	Sum of Square	DF	Mean Square	F-ratio	F-critical	P-value
Among groups	8.691	3	2.897	2.092	3.690	.608
within groups	1116.501	1422	.785			
Total	**1125.192**	**1425**				

In table 4.13, the computed probability was .608 and this was higher than the p-value 0.05 set for this study. In other words, the calculated F- ratio value of 2.092 was less than the critical value of 3.690 while the calculated P-value of .608 was greater than the 0.05 level of significance. Therefore, the null hypothesis (Ho3) was retained. It could be concluded that there were no significant difference among the perceptions of principals, teachers, officials of Ministry of Education and PTA officials on principals' transformational Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria.

Hypothesis 4: There is no significant difference in the perceptions of principals, teachers, officials of Ministry of Education and PTA officials on principals' transactional Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria.

The responses of the respondents on item 1 to 10 were collected and analysed to find out the principals' transactional Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria. A One-way analysis of variance (ANOVA) statistical procedure was employed as can be seen in table 4.14.

Table 4.14 shows the mean score of the perceptions of principals, teachers, officials of Ministry of Education and PTA officials on principals' transactional Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria, it shows significant difference.

Table 4.14: Analysis of Variance (ANOVA) on the Stakeholders' Perceptions on Principals' Transactional Leadership style practices in Secondary Schools in North Central Geographical Zone, Nigeria

Source	Sum of Square	DF	Mean Square	F-ratio	F-critical	P-value
Among groups	23.334	3	7.778	12.091	18.790	1.28
Within groups	588.639	1422	.414			
Total	**611.973**	**1425**				

In table 4.14, the computed probability was 1.28 and this was higher than the p-value 0.05 set for this study. In other words, the calculated F- ratio value of 12.091 was less than the critical value of 18.790 while the calculated P-value of 1.28 was greater than the 0.05

level of significance. Therefore, the null hypothesis (Ho4) was retained. It could be concluded that there were no significant difference among the perceptions of principals, teachers, officials of Ministry of Education and PTA officials on principals' transactional Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria.

Hypothesis 5: There is no significant difference among the perceptions of principals, teachers, officials of Ministry of Education and PTA officials on principals' visionary Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria.

The responses of the respondents on item 1 to 10 were collected and analysed to find out the principals' visionary Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria. A One-way analysis of variance (ANOVA) statistical procedure was employed as can be seen in table 4.15.

Table 4.15 shows the mean score of the perceptions of principals, teachers, officials of Ministry of Education and PTA officials on principals' visionary Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria, it shows significant difference.

Table 4.15: Analysis of Variance (ANOVA) on the Stakeholders' Perceptions on Principals' Visionary Leadership style practices in Secondary Schools in North Central Geographical Zone, Nigeria

Source	Sum of Square	DF	Mean Square	F-ratio	F-critical	P-value
Among groups	16.198	3	5.399	12.484	19.109	.712
within groups	613.271	1422	.432			
Total	**629.468**	**1425**				

In table 4.15, the computed probability was .712 and this was higher than the p-value 0.05 set for this study. In other words, the calculated F- ratio value of 12.484 was less than the critical value of 19.109 while the calculated P-value of .712 was greater than the 0.05 level of significance. Therefore, the null hypothesis (Ho5) was retained. It could be concluded that there were no significant difference among the perceptions of principals,

teachers, officials of Ministry of Education and PTA officials on principals' visionary Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria.

Hypothesis 6: There is no significant difference among the perceptions of principals, teachers, officials of Ministry of Education and PTA officials on principals' situational Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria.

The responses of the respondents on item 1 to 10 were collected and analysed to find out the principals' situational Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria. A One-way analysis of variance (ANOVA) statistical procedure was employed as can be seen in table 4.16.

Table 4.16 shows the mean score of the perceptions of principals, teachers, officials of Ministry of Education and PTA officials on principals' situational Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria, it shows significant difference.

Table 4.16: Analysis of Variance (ANOVA) on the Stakeholders' Perceptions on Principals' Situational Leadership style practices in Secondary Schools in North Central Geographical Zone, Nigeria

Source	Sum of Square	DF	Mean Square	F-ratio	F-critical	P-value
Among groups	23.527	3	7.842	08.509	16.605	1.09
Within groups	671.589	1422	.472			
Total	**695.116**	**1425**				

In table 4.16, the computed probability was 1.09 and this was higher than the p-value 0.05 set for this study. In other words, the calculated F- ratio value of 08.509 was less than the critical value of 16.605 while the calculated P-value of 1.09 was greater than the 0.05 level of significance. Therefore, the null hypothesis (Ho6) was retained. It could be concluded that there were no significant difference among the perceptions of principals, teachers, officials of Ministry of Education and PTA officials on principals' situational Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria.

Hypothesis 7: There is no significant difference among the perceptions of principals, teachers, officials of Ministry of Education and PTA officials on principals' paternalistic Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria.

The responses of the respondents on item 1 to 10 were collected and analysed to find out the principals' paternalistic Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria. A One-way analysis of variance (ANOVA) statistical procedure was employed as can be seen in table 4.17.

Table 4.17 shows the mean score of the perceptions of principals, teachers, officials of Ministry of Education and PTA officials on principals' paternalistic Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria, it shows significant difference.

Table 4.17: Analysis of Variance (ANOVA) on the Stakeholders' Perceptions on Principals' Paternalistic Leadership style practices in Secondary Schools in North Central Geographical Zone, Nigeria

Source	Sum of Square	DF	Mean Square	F-ratio	F-critical	P-value
Among groups	55.630	3	18.543	20.701	17.494	.03
Within groups	702.299	1422	.495			
Total	**757.930**	**1425**				

Result of table 4.17 shows that significant difference existed among principals, teachers, officials of Ministry of Education and PTA officials on principals' paternalistic Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria. The computed probability was .03 and this was less than the p-value 0.05 set for this study. In other words, the calculated F- ratio value of 20.701 was greater than the critical value of 17.494 while the calculated P-value of .03 was less than the 0.05 level of significance. Therefore, the null hypothesis (Ho7) was rejected. It could be concluded that there was a significant differences among the perceptions of principals, teachers, officials of Ministry of Education and PTA officials on principals' paternalistic Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria.

Table 4.18: Summary of scheffe's multiple comparison test on the Stakeholders' Perceptions on Principals' Paternalistic Leadership style practices in Secondary Schools in North Central Geographical Zone, Nigeria

Respondents	N	Mean
Principals	345	43.4628
Teachers	382	33.6112
Officials of MOE	321	43.8705
PTA Officials	378	34.5028

As indicated by Table 4.18, the mean score of principals 43.4628 was found to be closer to that of MOE 43.8705, implying that the differences among between the two respondents was not significant. However, the mean score of teachers 33.6112 was found to be closer to that of PTA officials 34.5028 but, lower than that of principals and MOE. This implies that the teachers and PTA officials differ significantly among their perceptions on the principals' Paternalistic Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria.

Hypothesis 8: There is no significant difference among the perceptions of principals, teachers, officials of Ministry of Education and PTA officials on principals' inspirational Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria.

The responses of the respondents on item 1 to 10 were collected and analysed to find out the principals' inspirational Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria. A One-way analysis of variance (ANOVA) statistical procedure was employed as can be seen in table 4.19.

Table 4.19 shows the mean score of the perceptions of principals, teachers, officials of Ministry of Education and PTA officials on principals' inspirational Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria, it shows significant difference.

Table 4.19: Analysis of Variance (ANOVA) on the Stakeholders' Perceptions on Principals' Inspirational Leadership style practices in Secondary Schools in North Central Geographical Zone, Nigeria

Source	Sum of Square	DF	Mean Square	F-ratio	F-critical	P-value
Among groups	34.913	3	11.638	18.091	24.483	1.04
Within groups	675.924	1422	.495			
Total	**710.837**	**1425**				

In table 4.19, the computed probability was 1.04 and this was higher than the p-value 0.05 set for this study. In other words, the calculated F- ratio value of 18.091 was less than the critical value of 24.483 while the calculated P-value of 1.04 was greater than the 0.05 level of significance. Therefore, the null hypothesis (Ho8) was retained. It could be concluded that there was no significant difference among the perceptions of principals, teachers, officials of Ministry of Education and PTA officials on principals' inspirational Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria.

Hypothesis 9: There is no significant difference among the perceptions of principals, teachers, officials of Ministry of Education and PTA officials on principals' charismatic Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria.

The responses of the respondents on item 1 to 10 were collected and analysed to find out the principals' charismatic Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria. A One-way analysis of variance (ANOVA) statistical procedure was employed as can be seen in table 4.20.

Table 4.20 shows the mean score of the perceptions of principals, teachers, officials of Ministry of Education and PTA officials on principals' charismatic Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria, it shows significant difference.

Table 4.20: Analysis of Variance (ANOVA) on the Stakeholders' Perceptions on Principals' Charismatic Leadership style practices in Secondary Schools in North Central Geographical Zone, Nigeria

Source	Sum of Square	DF	Mean Square	F-ratio	F-critical	P-value
Among groups	2.968	3	.989	0.178	2.853	1.17

Within groups	493.145	1422	.347
Total	**496.113**	**1425**	

In table 4.20, the computed probability was 1.17 and this was higher than the p-value 0.05 set for this study. In other words, the calculated F- ratio value of 0.178 was less than the critical value of 2.853 while the calculated P-value of 1.17 was greater than the 0.05 level of significance. Therefore, the null hypothesis (Ho9) was retained. It could be concluded that there were no significant difference in the perceptions of principals, teachers, officials of Ministry of Education and PTA officials on principals' charismatic Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria.

4.4 Summary of Hypotheses Testing

In view of the findings on the respondents' perceived on stakeholders' perceptions of principals' leadership style practices in secondary schools in the North Central Geographical Zone of Nigeria, the following summary of the hypotheses were made:

Table 4.21: Summary of Hypotheses

S/N	Statements	Statistical Method involved	Level of Sig.	Df	F-cal	P.val	Conclusion
1	There is no significant difference in the perceptions of principals, teachers, officials of Ministry of Education and PTA officials on principals' democratic Leadership style practices in secondary schools in North Central Geographical Zone , Nigeria.	ANOVA	0.05	3	17.206	.608	**$H0_1$** Retained
2	There is no significant difference in the perceptions of principals, teachers, officials of Ministry of Education and PTA officials on principals' autocratic Leadership style practices in secondary schools in North Central Geographical Zone , Nigeria.	ANOVA and scheffe's post- Hoc test	0.05	3	4.037	.013	**$H0_2$** Rejected
3	There is no significant difference in the perceptions of principals, teachers, officials of Ministry of Education and PTA officials on principals' transformational Leadership style practices in secondary schools in North Central Geographical Zone , Nigeria.	ANOVA	0.05	3	3.690	.608	**$H0_3$** Retained
4	There is no significant difference in the perceptions of principals, teachers, officials of Ministry of Education and PTA officials on principals' transactional Leadership style practices in secondary schools in North Central Geographical Zone , Nigeria.	ANOVA	0.05	3	18.790	1.28	**$H0_4$** Retained
5	There is no significant difference in the perceptions of principals, teachers, officials of Ministry of Education and PTA officials on principals' visionary Leadership style practices in secondary schools in North Central Geographical Zone , Nigeria.	ANOVA	0.05	3	19.109	.712	**$H0_5$** Retained
6	There is no significant difference in the perceptions of principals, teachers, officials of Ministry of Education and PTA officials on principals' situational Leadership style practices in secondary schools in North Central Geographical Zone , Nigeria.	ANOVA	0.05	3	16.605	1.09	**$H0_6$** Retained
7	There is no significant difference in the perceptions of principals, teachers, officials of Ministry of Education and PTA officials on principals' paternalistic Leadership style practices in secondary schools in North Central Geographical Zone , Nigeria.	ANOVA and scheffe's post- Hoc test	0.05	3	17.494	0.03	**$H0_7$** Rejected
8	There is no significant difference in the perceptions of principals, teachers, officials of Ministry of Education and PTA officials on principals' inspirational Leadership style practices in secondary schools in North Central Geographical Zone , Nigeria.	ANOVA	0.05	3	24.483	1.04	**$H0_8$** Retained
9	There is no significant difference in the perceptions of principals, teachers, officials of Ministry of Education and PTA officials on principals' charismatic Leadership style practices in secondary schools in North Central Geographical Zone , Nigeria.	ANOVA	0.05	3	2.853	1.17	**$H0_9$** Retained

4.5 Significant Differences of Relationship

Out of the nine hypotheses, seven were retained while two were rejected. The two rejected hypotheses were subjected to Scheffe's post-hoc test to ascertain the extent of significant difference in the perceptions of the respondents.

Observation from the mean scores of the respondents; principals, teachers, ministry of education officials and PTA Officials on the stakeholders' perceptions on principals Leadership style practices in Secondary Schools in North Central Geographical Zone of Nigeria showed that there was significant difference between the respondents on the perceptions of stakeholders' on principals Leadership style practices which were not significant enough to counter the no significant difference. There are:

From the test of hypothesis on the principals' democratic Leadership style practices in Secondary Schools in North Central Geographical Zone of Nigeria, it showed that principals, ministry of education officials and PTA officials had no significant difference in their responses while the teachers were the only group that showed significant difference in their responses.

From the test of hypothesis on the principals' Autocratic Leadership style practices in secondary schools in North Central Geographical Zone of Nigeria, it showed that the teachers and PTA officials differs significantly in their perceptions from the principals and ministry of education officials on the use of autocratic Leadership style practices by the principals.

From the test of hypothesis on the principals' transformational Leadership style practices in Secondary Schools North Central Geographical Zone of Nigeria, it showed that principals, ministry of education officials and PTA officials had no significant difference in their responses while the teachers were the only group that showed significant difference in their responses.

From the test of hypothesis on the principals' Transactional Leadership style practices in Secondary Schools in North Central Geographical Zone of Nigeria, it showed that

principals, ministry of education officials and PTA officials had no significant difference in their responses while the teachers were the only group that showed significant difference in their responses.

From the test of hypothesis on the principals' visionary Leadership style practices in Secondary Schools in North Central Geographical Zone of Nigeria, it showed that principals, ministry of education officials and PTA officials had no significant difference in their responses while the teachers were the only group that showed significant difference in their responses.

From the test of hypothesis on the principals' situational Leadership style practices in Secondary Schools in North Central Geographical Zone of Nigeria, it showed that principals, ministry of education officials and PTA officials had no significant difference in their responses while the teachers were the only group that showed significant difference in their responses.

From the test of hypothesis on the principals' Paternalistic Leadership style practices in secondary schools in North Central Geographical Zone of Nigeria, it showed that the teachers and PTA officials differ significantly in their perceptions from the principals and ministry of education officials on the use of paternalistic Leadership style practices by the principals.

From the test of hypothesis on the principals' Inspirational Leadership style practices in Secondary Schools in North Central Geographical Zone of Nigeria, it showed that principals, ministry of education officials and PTA officials had no significant difference in their responses while the teachers were the only group that showed significant difference in their responses.

From the test of hypothesis on the principals' Charismatic Leadership style practices in Secondary Schools in North Central Geographical Zone of Nigeria, it showed that

principals, ministry of education officials and PTA officials had no significant difference in their responses while the teachers were the only group that showed significant difference in their responses.

4.6 Summary of the Findings

The study established that:

1. Stakeholders perceived the principals' democratic Leadership style practices as they focused on using the experience, vital contributions and ideas of subordinates. No significant difference was reported in the perceptions of stakeholders as evident in computed probability of .608 which was greater than the p.value of 0.05 level of significance set for the study;
2. Stakeholders perceived the principals' autocratic Leadership style practices as they made teachers to work with deadline on any assignment with full compliance. As significant difference was reported in the perceptions of stakeholders which was evident in computed probability of 0.13 which was lesser than the p.value of 0.05 level of significance set for the study;
3. Stakeholders perceived the principals' transformational Leadership style practices as they demonstrates concern for the needs and feelings of the staff through welfare contribution as no significant difference was reported in the perceptions of stakeholders, this is evident as computed probability of .608 which was greater than the p.value of 0.05 level of significance set for the study was obtained;
4. Stakeholders perceived the principals' transactional Leadership style practices as they make use of practical approach to solve difference among teachers. As no significant difference was reported in the perceptions of stakeholders as evident in computed probability of 1.28 which was greater than the p.value of 0.05 level of significance set for the study;

5. Stakeholders perceived the situational Leadership style practices as they used different styles when the need arises in the school as no significant difference was reported in the perceptions of stakeholders as evident in computed probability of 1.09 which was greater than the p.value of 0.05 level of significance set for the study;
6. Stakeholders perceived the visionary Leadership style as they helps in increasing oneness in workplace as no significant difference was reported in the perceptions of stakeholders as evident in computed probability of .712 which was greater than the p.value of 0.05 level of significance set for the study;
7. Stakeholders perceived the paternalistic Leadership style practices as they lack of fairness in delegating duties to teachers. As significant difference was reported in the perceptions of stakeholders as evident in computed probability of 0.03 which was lesser than the p.value of 0.05 level of significance set for the study;
8. Stakeholders perceived the inspirational Leadership style practices as they used words of encouragement and praises to influence staff and students, as no significant difference was reported in the perceptions of stakeholders as evident in computed probability of 1.04 which was greater than the p.value of 0.05 level of significance set for the study; and
9. Stakeholders perceived the charismatic Leadership style as they maintain integrity at all times. As significant difference was reported in the perceptions of stakeholders as evident in computed probability of 1.17 which was greater than the p.value of 0.05 level of significance set for the study.

4.7 Discussion of the Findings

This study was carried out to explore stakeholders' perceptions of principals' leadership styles and practices in secondary schools in the North Central Geographical Zone of Nigeria. Issues of the objectives were to: examine stakeholders' perceptions on principals'

democratic Leadership style practices in secondary schools in North Central Geographical Zone , Nigeria; determine stakeholders' perceptions on principals' autocratic Leadership style practices in secondary schools in North Central Geographical Zone , Nigeria; examine stakeholders' perceptions on principals' transformational Leadership style practices in secondary schools in North Central Geographical Zone Nigeria; assess the stakeholders' perceptions on principals' transactional Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria; assess the stakeholders' perceptions on principals' visionary Leadership style practices in secondary schools in North Central Geographical Zone , Nigeria; examine the stakeholders' perceptions on principals' situational Leadership style practices in secondary schools in North Central Geographical Zone , Nigeria; assess the stakeholders' perceptions of principals' paternalistic Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria; determine the stakeholders' perceptions on principals' inspirational Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria; and examine the Stakeholders' perceptions on principals' charismatic Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria.

Nine hypotheses were formulated and tested using Analysis of Variance (ANOVA) at 0.05 level of significance. Decision rule states that if P-value was less than level of significance, it is rejected, otherwise, it is retained. Seven hypotheses in this study were retained since P-values were greater than the level of significance and two were rejected. However, to give general discussions on respondents on the issues raised, frequencies and percentages were used.

In response to items 1 to 10 which sought the stakeholders' perceptions of principals' democratic Leadership style practices in secondary schools in the North Central Geographical Zone of Nigeria, responses of all respondents were collected, analysed and discussed. Going

by the respondents' perceptions on items 1 to 10 where no respondent had less than 75% in respect of disagreement, it is evident that there was a positive perceptions from the respondents toward principals' democratic Leadership style practices in secondary schools in the North Central Geographical Zone, Nigeria. It is believed that principals keeps information open in the school and this has made all staff to be well informed on school activities, individual ideas and contributions are respected by the principals when taken decision, principals do works hand in hand with staff to resolve any disagreement in the school and principals seek wide consultation from stakeholders before final decision is taken on any matter and creativity of staff and students are rewarded through praise and gifts by the principals in the schools in the North Central Geographical Zone , Nigeria. This is because, democratic leadership offer guidance to guide members, but they also participate in the group and allow input from other group members as no significant difference exist with computed probability of .608 obtained which was greater than 0.05 level of significance set for this study. This is in agreement with the empirical studies of David (2012) Adeyemi (2010) and Peter (2015) that principals democratic leadership style was found to encourage and create a cooperative school environment for better school outcome. In the same vein, Adeyemi (2010) agrees that principals democratic leadership style were commonly used leadership style among principals with teachers performance at moderate level, while the study of Peter (2015) that head teachers democratic leadership style had a strong relationship with the school K.C.S.E results which implies that the students tend to perform better. The gaps between the findings from empirical reviewed and the present finding of this research shows that principals that practiced democratic leadership style in secondary schools in North Central Geographical, Zone put all the ideas, contributions and vital experience of subordinates into working policies that are used as a working policies in case there is death or transfer of the principals to promote continuity.

This was supported by Lewis (2013) who opined that democratic leader encourage group member to participate, but retain the final say over decision making process. Bagobiri and Kassah (2009) also supported that, this type of leadership does not take action without subordinate. Concurrence to the one who make decision but consult with subordinates before doing so. However the researcher sees democratic leader as one who motivates and allows subordinates in decision making process and makes them to be creative. In all, the respondents showed a greater magnitude of their responses that creativity of staff and students are rewarded through praise and gifts by the principals in the schools in the North Central Geographical Zone of Nigeria.

In response to items 1 to 10 which sought the stakeholders' perceptions of principals' autocratic Leadership style practices in secondary schools in the North Central Geographical Zone of Nigeria., responses of all respondents were collected, analysed and discussed. Going by the respondents' perceptions where no respondent had less than 55% in respect of disagreement, it is evident that there was a positive perceptions from the respondents toward principals' autocratic Leadership style practices in secondary schools in the North Central Geographical Zone, Nigeria. It is believed that principals make choices based on his/her ideas and judgment in the school and this has affect the school activities negatively, principals get things done the way he wants it to be done without the consent of other staff in the school, Principals gives deadline to every assignment given to staff and students and teachers are not free with the principals in terms of personal issues in secondary schools in the North Central Geographical Zone, Nigeria. This was because the computed probability of 0.13 was obtained which was lesser than 0.05 level of significance set for the study. This is in line with the work of David (2012) Adeyemi (2010) that teachers performance was found to be beyond expectation under principals that practiced autocratic leadership style. Empirical studies reviewed the work of James (2012) also shows that principals autocratic leadership style has

a negative significant on teachers' job performance as the p-value of .017 which was less than 0.05 level of significance. This implies that the principals needs to balance their autocratic leadership style with other styles to enhance effectiveness.

This was supported by Fabian (2010) who asserted that, autocratic leadership style is often considered a classical approach. He went further to say that the head retains as much power and decision making authority as possible. The head does not consult the employee nor are they allowed to give any impute. In the same vain, Hafiz (2015) opined that employees are expected to obey orders without receiving any explanations. The motivation environment is produced by creating a structural set of reward and punishment. In a research conducted by Lewin, he found out that autocratic leadership is best applied to situations where there is little time for group decision making or where the leader is the most knowledgeable member in the group. In a school system, the principals is to provide and take care of the students welfare which is known as students services.

In response to items 1 to 10 which sought the stakeholders' perceptions of principals' transformational Leadership style practices in secondary schools in the North Central Geographical Zone of Nigeria., responses of all respondents were collected, analysed and discussed. Going by the respondents' perceptions where no respondent had less than 75% in respect of disagreement, it is evident that there was a positive perceptions from the respondents toward principals' transformational Leadership style practices in secondary schools in the North Central Geographical Zone, Nigeria. It is believed that Principals uses motivation as a tool to increase teachers and students performance, principals encourage teachers and students to be innovative and creative in secondary schools in the North Central Geographical Zone, Nigeria. This was because the computed probability of .608 was obtained which was higher than 0.05 level of significance set for the study. This is in contrast with the work of Obiwuru, Okwo, Akpa, and Nwakere (2011) in the empirical studies that found

transformation leadership had positive but insignificant effect on performance while the work of Obonyo, Adino and Nyerere (2017) agreed with the finding of the present that Transformational leadership of principals is predominantly practiced in public schools in Siyasa, Kisumu Kijado counties with p.value of 0.535 which was higher than the p.value of 0.05 level of significance, this implies that transformational leadership style is effective.

Transformational leadership is believed to be able to effectively respond to the tremendous challenges facing organization in the turbulence of the modern world (Kirkoride 2006, pp.31). This is supported by Vera and Crossman (2004) in Godon and Yukl (2004, p.362) who argue that transformational leadership is more effective in turbulence environment, time of poor organizational performance, or decline organizational stages because transformational leader behaviours includes inspiring and motivating followers. The transformational leadership style has been of great interest to researchers not only in the principals administration of secondary school also in different sectors such as military, physiology, sociology and political science.

In response to items 1 to 10 which sought the stakeholders' perceptions of principals' transactional Leadership style practices secondary schools in the North Central Geographical Zone of Nigeria., responses of all respondents were collected, analysed and discussed. Going by the respondents' perceptions where no respondent had less than 75% in respect of disagreement, it is evident that there was a positive perceptions from the respondents toward principals' transactional Leadership style practices in secondary schools in the North Central Geographical Zone, Nigeria. It was agreed that teachers are directed rather than being participative in school activities by the principals in secondary schools in the North Central Geographical Zone, Nigeria with computed probability of 1.28 which was higher than the p.value of 0.05 level of significant. This is in line with the empirical study reviewed under Obiwuru, Okwu, Akpa and Nwankwere (2011) that transactional leadership style had

significant positive effects on performance. While that of Brenda (2011) shows that principals transactional leadership style have significant predictors on students achievement. This is in contrast with the work of Obonyo, Adino, and Nyerere (2011) that transactional leadership style of principals was less effective in public secondary schools in Siaya, Kisumu and Kajiado counties as the p.value of .012 which was lesser than 0.05 level of significance was obtained. This implies that transactional leadership style practiced by the principals can be effective in some organization and in some organization it will not.

The researcher views transactional Leadership style practices to involve an exchange process that results in followers compliance with leaders request but not likely to generate enthusiasm and commitment to task objectives. This was supported by Bochnke (2013) who opined that, leader focuses on having internal actors performing the tasks required for the organisation to reach its desired goals. The objective of the transactional leader is to ensure that the path to goal attainment is clearly understood by the internal actors, to remove potential barriers within the system, and to motivate the actor to achieve the pre-determined goals. (Aditya, 2011).

In response to items 1 to 10 which sought the stakeholders' perceptions of principals' situational Leadership style practices secondary schools in the North Central Geographical Zone of Nigeria., responses of all respondents were collected, analysed and discussed. Going by the respondents' perceptions where no respondent had less than 75% in respect of disagreement, it is evident that there was a positive perceptions from the respondents toward principals' situational Leadership style practices in secondary schools in the North Central Geographical Zone, Nigeria. It was agree that principals gives specific instructions on how some assignment should be done, principals uses different styles as the need arises in the school which keeps the staff and students up and doing and principals displays great integrity in his/her handling of challenging issues as the situation arises in the school in the North

Central Geographical Zone, Nigeria as the computed probability of 1.09 was obtained which was higher than 0.05 level of significance set for the study. This was supported by Olu (2011) who opined that, in situational leadership style, leaders choose the best course of action base upon situational condition or circumstances. In a situational leadership style, the leader's influence can only be effective by being in right place at the right time Bagobiri & kassah (2009). However, the researcher opined that a large number of studies has been carried out on the premises that leadership is strongly affected by the situation from which the leader emerges and in which he or she operates.

The results of the study revealed that no significant difference existed between a particular frame of situational leadership style and students achievement within the elementary school principals in Mississippi. The study also revealed that no significant difference existed between a combination of frames of situational leadership styles and students achievement within the elementary school principals in Mississippi. The study concludes that situational leadership style does not have any relationship with students achievement.

The findings show that public school teachers in North Carolina are at a moderate level of readiness to perform with school principals using situational leadership styles that involve delegation style of leadership as the P-value was .789 which was greater than 0.05 level of significance set for the study. The findings also revealed that a relationship exists between years of teaching experience and teacher readiness to perform teaching tasks under school principals with situational leadership style as the p.value was .659.

In response to items 1 to 10 which sought the stakeholders' perceptions of principals' visionary Leadership style practices in secondary schools in the North Central Geographical Zone of Nigeria., responses of all respondents were collected, analysed and discussed. Going by the respondents' perceptions where no respondent had less than 75% in respect of

disagreement, it is evident that there was a positive perceptions from the respondents toward principals' visionary Leadership style practices in secondary schools in the North Central Geographical Zone, Nigeria. It was agreed that, principals wants to see the teachers and students carrying out their tasks effectively, principals wants to see the school goals accomplished through effective delegation of duties and principals closely supervises and monitors teachers and students' tasks and responsibilities in the school in the North Central Geographical Zone, Nigeria, as evident of no significance relationship was found as computed probability of .712 which was higher than 0.05 level of significance. This is in line with empirical study reviewed under Brenda (2011) that whose findings shows that visionary leadership style of principals has significant predictors on students achievement. The work of Marsha (2011) on empirical study reviews showed that principals visionary leadership style positively influenced teachers readiness to face curriculum change as the p.value of 0.742 was obtained which was higher than p.value of 0.05 level of significance. In contrast to Peter (2015) whose empirical reviewed shows that head teachers visionary leadership style had no strong relationship with the schools K.C.S.E results. Invariably principals visionary leadership style can be used as a predictor to students achievement if the principals stay focus on his/her visions.

In support of this, Evans (2012) opined that a principals who uses visionary leadership style will always recognise that he is working with teachers, students and others who are capable of being a part of decision making. He further stressed that it is important for the administration to realized and to act upon the realisation that, many teachers are well qualified and experienced and can become a principals, hence to achieve the objectives, staffs are to be involve in decision making and this does not alter the fact that the principals remain accountable for taking the final decision. In addition, the researchers also conceptualize

Visionary Leadership style practices as the act of determining a course of action following a more or less deliberate consideration in completing alternatives.

In response to items 1 to 10 which sought the stakeholders' perceptions of principals' paternalistic Leadership style practices secondary schools in the North Central Geographical Zone of Nigeria., responses of all respondents were collected, analysed and discussed. Going by the respondents' perceptions where no respondent had less than 65% in respect of disagreement, it is evident that there was a positive perceptions from the respondents toward principals' paternalistic Leadership style practices in secondary schools in the North Central Geographical Zone, Nigeria. It was agreed that teachers view and decision are respected by the principals in the school and principals make final decision with the staff as member of one family in the school in the North Central Geographical Zone, Nigeria, as computed probability of 0.03 was obtained which was lesser than 0.05 level of significance, meanwhile, Fu, X. I, Li, Y and Si, Y (2013) carried out a study on Impact of Paternalistic Leadership on Innovation and Performance of Chinese Public Hospitals, the findings were in contrast to the findings in this research which shows that paternalistic benevolence leadership had a positive impact on innovation and performance while the authoritarian paternalistic leadership has a negative influence on innovation and performance. Likewise the moral paternalistic leadership style has a significant positive impact on innovation and performance. The findings shown in the empirical reviewed of Hafeez, and Khansa, (2017) revealed that paternalistic authoritarian had a week adverse influence on job satisfaction, while paternalistic benevolent style of leadership had positive effect on job satisfaction. Invariably the paternalistic leadership style can impact in two ways on employee behavior that is morality and benevolence when is combine in work place, however, the paternalistic leadership style can be less effective as it is seen in the findings when the employee or subordinate are taking advantage of the benevolence nature of the leader. This was supported

by Ahmad (2011) who opined that, paternalistic leadership involves a managerial approach that involves a dominant authority figure who is seen as a patriarch or matriarch and treats employee and partners as though they are members of a large family. He further stressed that a paternalistic leader sees everyone as family and as a result expect complete obedience from the subordinate.

In response to items 1 to 10 which sought the stakeholders' perceptions of principals' inspirational Leadership style practices secondary schools in the North Central Geographical Zone of Nigeria., responses of all respondents were collected, analysed and discussed. Going by the respondents' perceptions where no respondent had less than 75% in respect of disagreement, it is evident that there was a positive perceptions from the respondents toward principals' inspirational Leadership style practices in secondary schools in the North Central Geographical Zone, Nigeria. It was agreed that school principals leads by example when it comes to issue of school activities principals holds meetings with staff and students to discuss the goals of the school and principals actively engage the teachers in their lesson in the school in the North Central Geographical Zone, Nigeria. This was evident as computed probability of 1.04 which was greater than the p.value of 0.05 level of significance, this is also in agreement with empirical studies of Vincent, and Nyame, (2016) which findings also shows that there was positive significant difference with head teacher inspirational leadership style and teachers' performance. It can be deduced from this findings that teachers perform better with principals that motivates, inspires and lead by example, because these among others are characteristics of inspirational leaders. This was supported by Ajibade (2014) who opined that, trust and respect are vital for the success of a leader; if you don't develop these amongst the people you work with, all is lost. Leaders are only as powerful as their teams. No leader is powerful enough to overcome a team that doesn't really believe in them and want them to be successful, unless they are a tyrant.

In response to items 1 to 10 which sought the stakeholders' perceptions of principals' charismatic Leadership style practices secondary schools in the North Central Geographical Zone of Nigeria, responses of all respondents were collected, analysed and discussed. Going by the respondents' perceptions where no respondent had less than 75% in respect of disagreement, it is evident that there was a positive perceptions from the respondents toward principals' charismatic Leadership style practices in secondary schools in the North Central Geographical Zone, Nigeria. It was agreed that principals is diligent in his assignment, the principals has a soothing words that motivate staff and students. Likewise, the principals is realistic and objective about himself when dealing with people, and knows how to draw the attention of staff and students in the right direction as computed probability of 1.17 was obtained which was greater than 0.05 level of significance set for the study. The study of Abdul, and Novita, (2017) shows that principals charismatic leadership style has a direct and positive effect on teachers works ethic. While Obonyo, Adino, and Nyerere (2017) are in disagreement as the findings of their work shows that charismatic leadership style practiced by the principals in public schools in Slaya, Kasumu and Kajiado counties was found less effective in the school as the p.value is 0.014 which was less than 0.05 level of significance. This was supported by Fabian (2014) who opines that, leaders who use charismatic leadership styles exhibit revolutionary power. They transform their followers' values and beliefs. According to him, characteristic of charismatic leaders distinguishing them from a popular-list leader who may affect attitudes towards specific objects, but who is not prepared as the charismatic leader is. In the same line John (2015) argued that the negative side of charismatic leadership style is the confidence placed in the leader rather than the employees. This can create the risk of an entire organization collapsing if the leader leaves. It was agreed that principals is trust worthy in his dealing with the staff and students, principals is humble

and able to carry the staff and students along in the schools in the North Central Geographical Zone, Nigeria.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study, conclusion and recommendations as well as suggestions for further studies.

5.2 Summary

This study explored stakeholders' perceptions of principals' leadership style practices in secondary schools in the North Central Geographical Zone of Nigeria. Issues of the objectives were to: examine stakeholders' perceptions on principals' democratic Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria; assess stakeholders' perceptions on principals' autocratic Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria; examine stakeholders' perceptions on

principals' transformational Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria; assess the stakeholders' perceptions on principals' transactional Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria; assess the stakeholders' perceptions on principals' visionary Leadership style practices in secondary schools in North Central Geographical Zone , Nigeria; examine the stakeholders' perceptions on principals' situational Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria; assess the stakeholders' perceptions of principals' paternalistic Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria; assess the stakeholders' perceptions on principals' inspirational Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria; and examine the stakeholders' perceptions on principals' charismatic Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria.

The related literature reviewed was in the context of stakeholders' perceptions of principals' leadership style practices in secondary schools; Conceptual Framework; Theoretical Framework; Democratic Leadership Style Practices of Principals in Secondary School; Autocratic Leadership Style Practices of Principals in Secondary School; Transformational Leadership Style Practices of Principals in Secondary School; Transactional Leadership Style Practices of Principals in Secondary School; Visionary Leadership Style Practices of Principals in Secondary School; Situational Leadership Style Practices of Principals in Secondary School; Paternalistic Leadership Style Practices of Principals in Secondary School; Inspirational Leadership Style Practices of Principals in Secondary School; Charismatic Leadership Style Practices of Principals in Secondary School; Empirical Studies; and Summary.

Descriptive survey was used using a self-structured questionnaire, survey research design was used, which involves gathering of data about a target population from a sample

and generalizing the finding obtained from the analysis to the entire population. The population of this study comprised the entire secondary school principals, teachers, PTA officials in all the sampled secondary schools and Ministry officials in North Central Geographical Zone, Nigeria which comprised 3,167 principals, 61,825 teachers, 1,665 Ministry of Education officials and 25,432 PTA officials. Research Advisors (2006) at 0.95 confidence level was used to determined the sample size of the, principals, teachers, the MOE and PTA Excos officials. The total sampled size was one thousand four hundred and twenty six (1,426), that consisted of 345 principals, 382 teachers, 321 MOE officials and 378 PTA Officials. The instrument was validated by the researcher supervisors in the Department of Educational Foundation and Curriculum and the statistician. A pilot test was conducted in two (2) schools, Community Secondary School Okaito in Kogi State and Government secondary school Jebun in Nassarawa State, the two schools used for Pilot test were outside the sampled schools used for the study. The reliability coefficient obtained was 0.72 through split half test. This was high enough for the instrument to be considered reliable. The researcher obtained letter of introduction from Head of Department. The letter of introduction assisted the researcher to get the permission to obtained the required information and assistance needed. In order to test the null hypotheses inferential statistics Analysis of Variance (ANOVA) was employ using deviation formula at 0.05 significant level also descriptive statistics was used to answer the research questions. In order to ensure that the data on the perceptions of the sampled population was collected through the following method for data collection. The summary of major findings are; Stakeholders perceived that the principals' democratic Leadership style practices focuses on using the experience, vital contributions and ideas of subordinates. No significant difference was recommended among the perceptions of stakeholders as evident in computed probability of .608 which was greater than the p.value of 0.05 level of significance set for the study.

Stakeholders perceived that principals' autocratic Leadership style practices was seen as principals made teachers to work with deadline on any assignment with full compliance. As significant difference was recommended among the perceptions of stakeholders which was evident in computed probability of 0.13 which was less than the p.value of 0.05 level of significance set for the study.

Stakeholders perceived principals transformational Leadership style practices as it demonstrates concern for the needs and feelings of the staff through welfare contribution as no significant difference was recommended among the perceptions of stakeholders, this was evident as computed probability of .608 which was greater than the p.value of 0.05 level of significance set for the study was obtained.

The Stakeholders perceptions on principals transactional Leadership style practices shows that principals make use of practical approach to solve difference among teachers. As no significant difference was recommended among the perceptions of stakeholders as evident in computed probability of 1.28 which was greater than the p.value of 0.05 level of significance set for the study.

The Stakeholders perceived that in situational Leadership style practices principals used different styles as the need arises in the school as no significant difference was recommended among the perceptions of stakeholders as evident in computed probability of 1.09 which was greater than the p.value of 0.05 level of significance set for the study.

The Stakeholders perceived that principals' that practices visionary leadership style helps in increasing oneness in workplace as no significant difference was recommended in the perceptions of stakeholders as evident in computed probability of .712 which was greater than the p.value of 0.05 level of significance set for the study.

The perceptions of stakeholders on principals paternalistic Leadership style practices shows that there was lack of fairness in delegating duties to teachers. As significant

difference was recommended among the perceptions of stakeholders as evident in computed probability of 0.03 which was less than the p.value of 0.05 level of significance set for the study.

The perceptions of stakeholders on principals inspirational Leadership style practices was that principals use words of encouragement and praises to influence staff and students, as no significant difference was recommended among the perceptions of stakeholders as evident in computed probability of 1.04 which was greater than the p.value of 0.05 level of significance set for the study.

Stakeholders perceived that principals who practice charismatic leadership style maintain integrity at all times. As significant difference was recommended among the perceptions of stakeholders as evident in computed probability of 1.17 which was greater than the p.value of 0.05 level of significance set for the study.

5.3 Conclusion

Based on the findings of the study, conclusions were drawn that:

There is a discrepancy between what is advocated for by the principals and what they actually practiced. Whereas most principals appraised themselves to be more democratic in their leadership tendencies, the teachers appraised them as being autocratic. Generally the dominant leadership style exhibited by the principals in North Central Geographical Zone, Nigeria is democratic leadership style where principals focused on experience, contribution and ideas of others to work with.

The autocratic nature of the principals' leadership styles in North Central Geographical Zone, Nigeria contributed to poor performance of subordinates as they only act to be working in pretense.

Principals' transformational Leadership style practices was found common in most secondary schools which motivates their teachers and students to high level of performance in all activities. Based on the findings, it was also concluded that principals creates a good

working conditions and favourable climate for teachers to perform effectively in secondary schools in North Central Geographical Zone, Nigeria.

Principals' transactional Leadership style practices was found common in most secondary schools that make use of reward for teachers and students who perform well in the school. Principals' transactional Leadership style practices encourages team work among teachers when carrying out their responsibilities as expected in secondary schools in North Central Geographical Zone, Nigeria, Thus has contributed in easy carrying out of responsibilities or assignment been assigned.

Principals' situational Leadership style practiced displays great integrity in his/her handling of challenging issues as the situation arises. Also, principals adopt a radical different leadership style in school if the situation demands as it was expected in secondary schools in North Central Geographical Zone, Nigeria.

Effective visionary Leadership style practices has helped principals recognizes teachers and students with natural talent and assigned specific responsibilities to them in secondary schools in North Central Geographical Zone, Nigeria.

Principals' paternalistic Leadership style practices was found common in some secondary schools as there was no fairness in delegating duties to teachers by the principals in some of the schools in North Central Geographical Zone, Nigeria. This was because of the over familiarity which makes delegation of duties less effective.

Through effective inspirational Leadership style practices, principals used words of encouragement and praises to motivate staff and students, give listening ear to staff and students, this has bind the principals, staff and students together in secondary schools in North Central Geographical Zone, Nigeria.

Through effective charismatic Leadership style practices, principals encourage hard work among his staff and students. Also, principals maintained his integrity at all times when

dealing with the stakeholders in secondary schools in North Central Geographical Zone, Nigeria, this has made stakeholders to have confidence in the principals.

5.4 Recommendations

Recommendations were made based on the findings and conclusions drawn from the study that:

1. Principals who practice democratic leadership style need to establish fair administrative policies well understood by all stakeholders. The policies should be documented in soft and hard copies that can guide other principals in case of transfer or death of the former to ensure continuity. A reputation of fairness should be fostered by the principals through organization of workshop and seminars.

2. Deliberate efforts should be made by government to organize workshops and symposia on a regular basis to ensure that principals who practice autocratic leadership style understand the individual behaviours of their teachers. This will go a long way to improve professional commitment of principals in order to enhance teachers' productivity and effectiveness under them;

3. The principals need to shift to transformative approaches of leadership for effectiveness so as to improve the performance of their students and staff through motivation and inspiring the staff for in-service leadership training program, motivating and inspiring the students through adequate counseling and educative talks.

4. The principals who practice transactional leadership style should be more flexible in adopting appropriate leadership styles with the creation of collaborative working environments with higher-levels of commitment, motivation, ownership, developing,

trusting and healthier school cultures, facilitating higher productivity and increased student achievements,

5. Teacher development programs should provide training on leadership styles to help school leaders understand when and how to apply the various leadership styles depending on the situation at hand;

6. The Ministry of Education should endeavor to develop and improve on existing visionary leadership policies, practices and frameworks to be used by principals in the management of schools, these policies should be well documented. Also, Principals should recognise teachers and students who are with natural talent and assigned specific responsibilities to them in secondary schools in North Central Geographical Zone, Nigeria;

7. Principals who practice paternalistic leadership style should be fair in delegating duties to teachers and avoid favoritism in assigning duties in the schools, this is to say that fatherism should not be allowed when delegating duties and principals should promote teachers training and create good environment for learning in the schools in North Central Geographical Zone, Nigeria;

8. Principals who practice inspirational leadership style should involve subordinates in making decision on issues that bother on the school. Also, school administrators should be encouraged to enroll for professional development training to keep abreast the best leadership style capable of achieving the desired educational objectives.

9. Charismatic leadership style of principals captivate the attention of staff and students in the right direction by being realistic and objective when dealing with staff, students and parents in secondary schools in North Central Geographical Zone, Nigeria,

5.5 Contributions to Knowledge

Through the findings of this research, the study makes contribution to literature and knowledge in the following areas.

1. Democratic principals' Leadership Style practices is seen as principals focuses on using experience, vital contribution and ideas of subordinates which has improved staff and students performance. This experience, vital contributions and ideas of subordinates are put together as working policies which is documented into hard and soft copies for continuity incase of death or transfer of the principals.
2. Principals autocratic leadership style practices makes use of deadline on every responsibilities assign to teachers and students.
3. Principals' transformational leadership style practices put more effort to motivate staff and students by paying attention to their welfare.
4. Transactional Leadership style practices of the principals makes use of practical approach to solve differences among teachers in such a way that disagreement among staff, students and other stakeholders are resolved amicably.
5. Principals with visionary Leadership style practices help increase oneness in workplace by controlling elementary issues among his/her staff in the school which aids unity among staff and students.
6. Principals who practice situational leadership style uses different styles as the need arises in any situation in the school which keeps the staff and students up and doing.
7. There was lack of fairness in delegation of duties with Principals that practice paternalistic leadership style.
8. Inspirational leadership style practices of principals use words of encouragement and praises to influence staff and students.

9. Principals that practices charismatic Leadership style help to maintain integrity at all times.

5.6 Suggestions for further studies

The study suggests that:

1. Similar study should be repeated in other secondary schools from other zones in the North Central Geographical Zone, Nigeria in order to confirm or disapprove the findings on this study.

2. Study should be conducted on teachers' perceptions on principals leadership styles and the effects on students achievement in public secondary schools in North Central Zone, Nigeria.

3. Similar study on leadership style practices should be done in higher Institutions in Nigeria.

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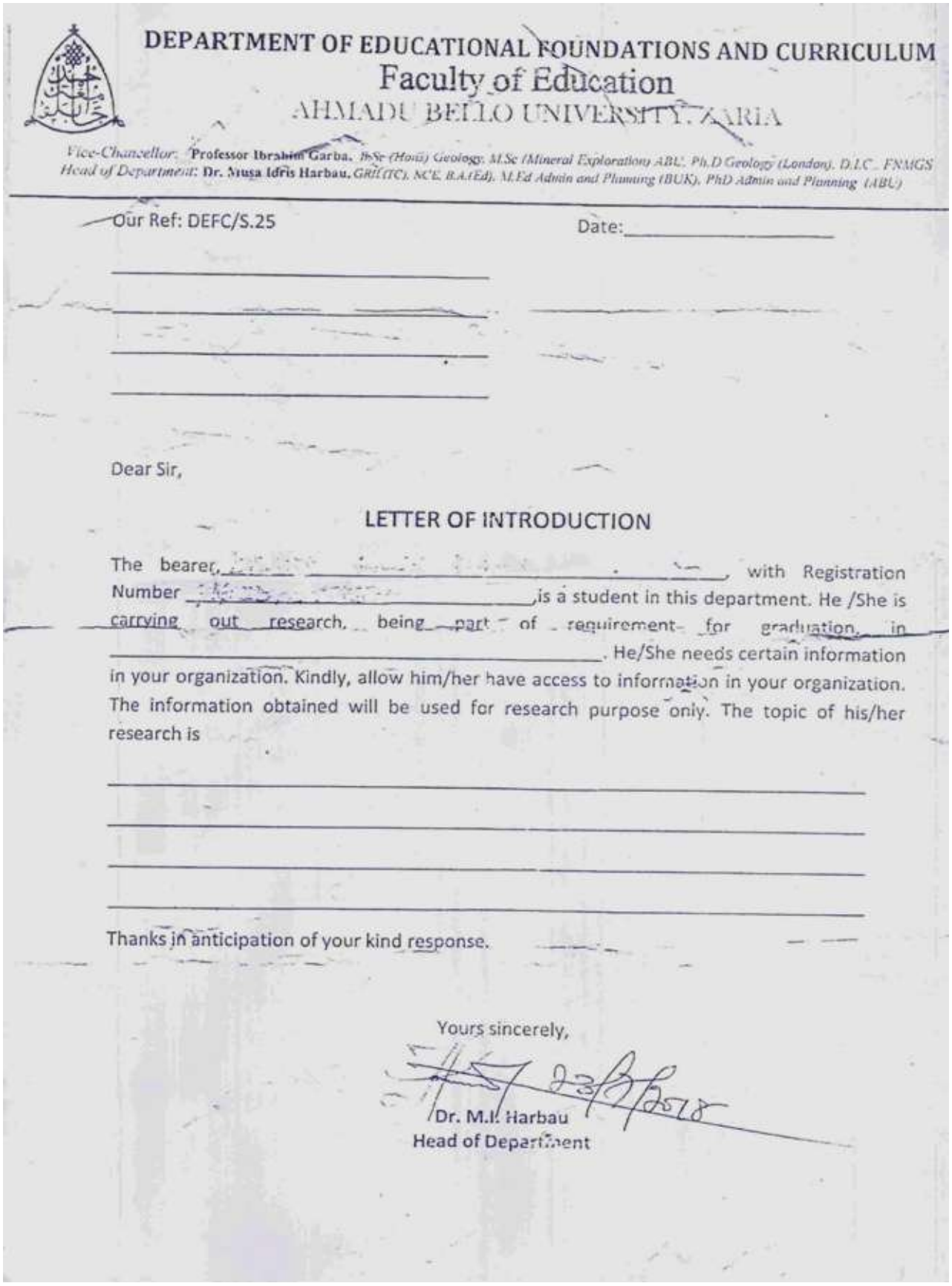
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APPENDIX A
APPENDIX B



DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM
Faculty of Education
AHMADU BELLO UNIVERSITY, ZARIA

Vice-Chancellor: **Professor Ibrahim Garba,** *BSc (Hons) Geology, M.Sc (Mineral Exploration) ABU, Ph.D Geology (London), D.I.C., FNMGS*
Head of Department: **Dr. Musa Idris Harbau,** *GRI (TC), NCE, B.A.(Ed), M.Ed Admin and Planning (BUK), PhD Admin and Planning (ABU)*

Our Ref: DEFC/S.25 Date: _____

_____

_____

_____

_____

Dear Sir,

LETTER OF INTRODUCTION

The bearer, _____, with Registration Number _____, is a student in this department. He /She is carrying out research, being part of requirement for graduation, in _____. He/She needs certain information in your organization. Kindly, allow him/her have access to information in your organization. The information obtained will be used for research purpose only. The topic of his/her research is

_____

_____

_____

_____

Thanks in anticipation of your kind response.

Yours sincerely,

Dr. M.I. Harbau
Head of Department

Department of Educational Foundations
and Curriculum Faculty of Education.
Ahmadu Bello University, Zaria, Nigeria.

Dear Respondent,

REQUEST LETTER

I am a postgraduate student carrying out a research on the **STAKEHOLDERS' PERCEPTIONS ON PRINCIPALS' LEADERSHIP STYLE PRACTICES IN SECONDARY SCHOOLS IN NORTH CENTRAL GEO- POLITICAL ZONE, NIGERIA.** Your maximum co-operation is hereby solicited in responding to the issues in this questionnaire. The question is purely for research purposes and your opinion will be treated confidentially.

Thank you in anticipation of your honest.

Yours sincerely,

Florence Ohunene Anibasa
P15EDF9025

SECTION A: Personal Information of Respondents

Instructions: Please indicate by ticking (✓) in the blank spaces the response that is applicable to you.

1. **Status**

a. Principals [ ] b. Teachers [ ] c. MOE Officials[ ]d. PTA Officials [ ]

2. **Gender**

a. Male [ ] b. Female [ ]

3. **Educational Qualification**

a. Ph.D[ ] b. M.Ed, M.Sc.(Ed)[ ] c. B.Ed, B.A(Ed), B.Sc.(Ed)[ ] d. H.N.D[ ] e. N.C.E[ ]

4. Working Experience

a. 5-10years [ ] b. 11-15years [ ] c. 16-20years [ ] d. 21-25years [ ]
e. 26-30years [ ] f. 31 and above [ ]

5. States

a. Abuja [ ] b. Benue [ ] c. Kogi [ ] d. Kwara [ ] e. Nasarawa [ ]
f. Niger [ ] g. Plateau [ ]

PART 2: This questionnaire contains statements about Leadership Styles beliefs. Next to each statement, tick a column that indicates the degree to which you agree or disagree about the statement by using the following abbreviations and scoring items. **SA**–Strongly Agree **A** – Agree **U** – Undecided **D** – Disagree **SD** – Strongly Disagree.

SECTION B: Stakeholders perceptions of Principals' Democratic Leadership Style practices in Secondary School in North Central Geographical Zone, Nigeria.

S/N	Item Statement	Strongly Agreed	Agreed	Undecided	Disagreed	Strongly Disagreed
1.	The Principals respect other opinions and take them into consideration as a final decision in the school.					
2.	Principals collect all ideas and put them forward in an open group discussion.					
3.	Principals keeps information open in the school and this has made all staff to be well informed on school activities.					
4.	Principals is friendly, approachable and trustworthy to both the staff and students in the school.					
5.	Individual ideas and contributions are respected by the principals when taken decision.					
6.	Principals works hand in hand with staff to resolve any disagreement in the school.					
7.	Principals involves stakeholders in addressing issues of truancy in the school.					
8.	The Principals respects teachers opinions and delegate duty freely to them.					
9.	Principals seek wide consultation from stakeholders before final decision is taken on any matter.					
10	Creativity of staff and students are rewarded through praise and gifts by the principals.					

Section C: Stakeholders Perceptions of Principals' Autocratic Leadership style practices in Secondary School in North Central Geographical Zone, Nigeria.

S/N	Item Statement	Strongly Agreed	Agreed	Undecided	Disagreed	Strongly Disagreed
11.	No reward or recognition is given by the principals to staff to motivate them in the school.					
12.	The principals give little or no attention to ideas given by teachers.					
13.	The Principals make choices based on his/her ideas and judgment in the school and this has affect the school activities negatively.					
14.	The Principals get things done the way he wants it to be done without the consent of other staff in the school.					
15.	My principals dictates all the work that needs to be done.					
16.	Principals gives deadline to every assignment given to staff and students.					
17.	The Principals rarely trust the task perform by the teachers in the school.					

18.	There is close monitoring by the principals to see how teachers perform their duties.					
19.	Teachers are not free with the principals in terms of personal issues.					
20.	Teachers' Creativity are not being appreciated by the principals because of the principals' hardness.					`

SECTION D: Stakeholders Perceptions of Principals' Transformational Leadership style practices in Secondary Schools in North Central Geographical Zone, Nigeria.

S/N	Item Statement	Strongly Agreed	Agreed	Undecided	Disagreed	Strongly Disagreed
21.	The Principals motivates his teachers and students to high level of performance on extra-curricular activities.					
22.	The principals acts as a role model to other members in the school to copy.					
23.	The Principals demonstrates concern for the needs and feelings of the staff through welfare contribution.					
24.	The Principals uses motivation as a tool to increase teachers and students performance.					
25.	The principals encourage teachers and students to be innovative and creative in the school.					
26.	The Principals creates a good working conditions and favourable climate for teachers to perform effectively.					
27.	The Principals have a vision of what they want to achieve in the school.					
28.	The Principals set a standard for every staff members to follow in the school.					
29.	The Principals provides emotional support to teachers during difficult times.					
30.	Principals promotes teachers and students welfare.					

SECTION E: Stakeholders Perceptions of Principals' Transactional Leadership style practices in Secondary Schools in North Central Geographical Zone, Nigeria.

S/N	Item Statement	Strongly Agreed	Agreed	Undecided	Disagreed	Strongly Disagreed
31.	The principals solicit desired performance from the teachers and students in the school.					
32.	The principals make use of practical approach to solve difference among teachers in the school.					
33.	The principals has no concern for the teachers to be creative in the school.					
34.	Teachers are directed rather than being participative in school activities by the principals.					
35.	What teachers are required to do are clearly stated by the principals and are also closely supervised.					
36.	The principals makes use of reward for teachers and students who perform well in the school.					
37.	The principals constantly evaluates the staff and this has helped the staff to be up and doing.					
38.	The principals encourages team work among teachers when carrying out their responsibilities as expected.					
39.	The principals laid emphasis on structure in the school that can enhance learning.					
40.	Principals use positive and negative reinforcement for the teachers and students in the school.					

SCTION F: Stakeholders Perceptions of Principals' Situational Leadership style practices in Secondary Schools in North Central Geographical Zone, Nigeria

S/N	Item Statement	Strongly Agreed	Agreed	Undecided	Disagreed	Strongly Disagreed
41	Principals allow teachers and students to participate actively in school activities.					
42.	The principals supervise teaching and learning actively by constant classroom visitation.					
43.	My principals gives specific instructions on how some assignment should be done.					
44.	The principals uses different styles as the need arises in the school which keeps the staff and students up and doing.					
45.	Principals displays great integrity in his/her handling of challenging issues as the situation arises.					
46.	The principals encourages teachers and students to become more independent toward their duties.					
47	Principals does not change his/her approach merely to take advantage of the situation in the school.					
48.	Teachers and students responsibilities are spelt out by the principals.					
49.	The principals gives directives and supports the staff to perform better.					
50.	The principals adopt a radical different leadership style in school if the situation demands it.					

SECTION G: Stakeholders Perceptions of Principals' Visionary Leadership style practices in Secondary Schools in North Central Geo- Political Zone, Nigeria

S/N	Item Statement	Strongly Agreed	Agreed	Undecided	Disagreed	Strongly Disagreed
51	The principals increases workplace by controlling elementary issues among his staff.					
52.	My principals has a foresight on how classroom management can be improved.					
53.	The principals wants to see the teachers and students carrying out their tasks effectively.					
54.	The principals wants to see the school goals accomplished through effective delegation of duties.					
55.	The principals closely supervises and monitors teachers and students tasks and responsibilities.					
56.	The principals gives adequate priority to time management.					
57.	The principals break large project into smaller task for teachers and students to carry out diligently					
58.	The principals control the school based on his vision for the school.					
59.	The principals recognize teachers and students with natural talent and assigned some specific responsibility in the school to them.					
60.	The principals always set standard for job performance of teachers.					

SECTION H: Stakeholders Perceptions of Principals' Paternalistic Leadership style practices in Secondary Schools in North Central Geographical Zone, Nigeria

S/N	Item Statement	Strongly Agreed	Agreed	Undecided	Disagreed	Strongly Disagreed
61.	Teachers views and decision are respected by the principals					
62.	Subordinate staff are treated by the principals as extended family.					
63.	My principals treat staff and students welfare as a family.					
64.	The staff and students are given fair treatment by my principals.					
65.	There is fairness in delegating duties to teachers by the principals in the school.					
66.	Principals encourages teachers motivation for enhanced performance.					
67.	There is free interaction between principals, teachers and students					
68.	The principals work hard to complete a task within a time frame in the school.					
69.	The principals promote teachers training and create good environment for learning in the school.					
70.	The principals make final decision with the staff as member of one family.					

SECTION I: Stakeholders Perceptions of Principals' Inspirational Leadership style practices in Secondary Schools in North Central Geographical Zone, Nigeria.

S/N	Item Statement	Strongly Agreed	Agreed	Undecided	Disagreed	Strongly Disagreed
71.	The principals uses words of encouragement and praises to motivate staff and students.					
72.	My principals influences the staff and students to good works through his actions.					
73.	My school principals leads by example when it comes to issue of school activities.					
74.	My principals holds meetings with staff and students to discuss the goals of the school.					
75.	The principals actively engage the teachers in their lesson in the school					
76.	The principals value and recognize his teacher's ideas and contributions in the school.					
77.	The principals has a crystal clear school vision for the future.					
78.	Principals curbs the issues of examination malpractice in my school among students and teachers through words of encouragement.					
79.	The principals give listen ear to staff and students and this has bind the principals, staff and students together.					
80.	Principals respond immediately to any act of indiscipline between staff and students whenever it is detected in my school.					

SECTION J: Stakeholders Perceptions of Principals' Charismatic Leadership style practices in Secondary Schools in North Central Geographical Zone, Nigeria.

S/N	Item Statement	Strongly Agreed	Agreed	Undecided	Disagreed	Strongly Disagreed
81.	My principals is diligent in his assignment.					
82.	Staff and students admires the principals because he is very persuasive.					
83.	My principals is trust worthy in his dealing with the staff and students.					
84.	My principals has a soothing words that motivate staff and students.					
85.	My principals is humble and he is able to carry the staff and students along.					
86.	The principals maintain his integrity at all times when dealing with staff and students.					
87.	My principals is compassionate when dealing with staff and students.					
88.	My principals encourages hard work among his staff and students.					
89.	My principals knows how to draw the attention of staff and students in the right direction.					
90.	The principals in my school is realistic and objective about himself and others when dealing with people.					