IMPACT OF PRINCIPALS' LEADERSHIP STYLES ON TEACHING AND LEARNING IN SECONDARY SCHOOLS IN ILORIN METROPOLIS, KWARA STATE, NIGERIA

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Abstract

This study examined impact of principals' leadership styles on teaching and learning in secondary schools in Ilorin metropolis, Kwara State. Six objectives were formulated for the purpose of this study to determine the impact of principal's situational leadership style on teaching and learning in secondary schools in Ilorin Metroplis, Kwara State, to ascertain the impact of principal's transactional leadership style on teaching and learning in secondary schools in Ilorin Metroplis, Kwara State, Also, six research questions were raised and answered while six null hypotheses were generated and tested at 0.05 significance level. Literatures were reviewed according to the variables in the objectives of the study. Descriptive survey design research was employed in the analysis. The population of the study was 1736 respondents which consist of 51 senior public secondary schools principals, 1647 teachers and 38 officials of M.O.E. A sample of 254 respondents (16 principals, 206 teachers and 32 officials of Ministry of Education) was selected through the simple random sampling technique. Data for the study were collected through a self-structured questionnaire titled "Impact of Principals' Leadership Styles on Teaching and Learning" (IPLSTL). Pilot study was conducted in four schools and the Cronbach's Alpha was used to determine a reliability coefficient index of 0.88. The data generated were analyzed using frequency counts, percentages, mean score and the Analysis of Variance (ANOVA.) The findings of the study revealed that situational, transactional, transformational, democratic and charismatic leadership styles had positive impact on teaching and learning while autocratic leadership style had a negative impact on teaching and learning in secondary schools in Ilorin metropolis. This was evident from the findings which concluded that teaching and learning outcomes were impacted significantly by the six leadership styles depending probably on the prevailing circumstances in the schools. Based on the findings of the study, it was recommended, among others, that Principals should adopt situational leadership style to eliminate predictable leadership approach in their administration of schools which affects teaching and learning outcomes. Principals should not use the autocratic leadership style except when the need arises to exert authority and quell disciplinary problems which mostly undermine teachers' classroom performance that affects teaching and learning outcomes.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The development of Western Education in Nigeria cannot be treated in isolation from traditional forms of education. In Kwara State, for instance, traditional education was a way of life before the advent of Western Education introduced by the Missionaries and Colonial Administration. Therefore, this formal education as embraced by the state requires more effectiveness in the leadership handling of the school heads to enable it serve as bedrock for further socio-economic development.

Kwara State was created on 27th May, 1967 when the Military Government led by General Yakubu Gowon broke the four regions that then constituted the federation of Nigeria into 12 states. At its creation, the state was made up of the former Ilorin and Kabba provinces of the then Northern Region and was initially named the West Central State but later changed to "Kwara", a local name for the River Niger. Kwara State has since 1976 reduced considerably in size as a result of further state creation exercises in Nigeria. On 13th February, 1976 the Idah/Dekina part of the state was carved out and merged with a part of the then Benue/Plateau State to form Benue State. On 27th August, 1991 five local government areas, namely Oyi, Yagba, Okene, Okehi and Kogi were also excised to form part of the new Kogi State, while a sixth, Borgu Local Government Area, was merged with Niger State. Presently, Kwara State consists of 16 local government areas (that is, Asa, Baruten, Edu, Ekiti, Ifelodun, Ilorin East, Ilorin South, Ilorin West, Irepodun, Isin, Kaiama, Moro, Offa, Oke Ero, Oyun, and Pategi) and Ilorin as the capital. The capital city of Ilorin is situated 306km inland from the coastal city of Lagos and 5OOkm from the Federal Capital, Abuja. Ilorin metropolis covers three local

government areas, namely; (Ilorin South with headquarters at Fufu; Ilorin East with headquarters at Okeoyi; and Ilorin West.

According to Maxwell (2005), success is within the reach of just about everyone. But organizational, group or personal success without leadership ability brings only limited effectiveness. A person's impact is only a fraction of what it could be with good leadership. The higher you want to climb, the more you need leadership. The greater the impact you want, the greater your influence needs to be felt. Leadership ability is the lid that determines a person's level of effectiveness. It is the lower an individual's ability to lead, the lower the lid on his potentials; the higher the leadership input, the greater the effectiveness. To reach the highest level of effectiveness, you have to raise the lid on your leadership ability.

Subsequently, the concept of leadership carries many different connotations and is often viewed as synonymous with other equally complex concepts such as power, authority, management, administration, and supervision. Northouse (2001) defined leadership as a process whereby one individual influences a group of individuals to achieve a common goal. Placing this definition in the context of school management, it is possible to see its application to the principals of secondary schools. These individuals would influence the activities of organized groups, such as the staff, students, policy makers and employers, towards the goals of success and economic viability, all within the unique atmosphere of academia. Many leadership theorists have found that poor leadership style in any organization seems to be the major cause of diminishing organizational productivity. Yukl (1994) asserted that effectiveness in leadership becomes an asset if any organization including the school wants to achieve productivity. Konchar (1988) stated schools rise to fame or sink to obscurity depending on how the principal handles the school. It is said the school is as great as the principal, because of everything in the school, the plant, the staff, the curriculum methods and techniques, human relationships, bear the

impress of his or her personality. Schools do not become great because of magnificent buildings but because of magnificent principals.

Secondary schools Principals are seen to be responsible for three things in the school: the people, the programme, and the plant. They function as managers and instructional leaders. They have the primary responsibility of accomplishing the nation's aims and objectives of secondary school education as stipulated in the National Policy on Education (NPE). They play a number of important roles among which is providing effective leadership in the schools, aimed at promoting better work output of the teaching and non-teaching staff with the solely aim of impacting students' academic performance in schools (Duze, 2012).

Adeyemi (2004) identified three types of leadership styles used in Nigerian schools to impact outcomes. These are the autocratic, democratic and laissez faire leadership styles. The autocratic leader is an authoritarian. This leader directs group members on the way things should be done. He also gives orders which are to be obeyed whether or not the members of staff have initiatives. On the other hand, the democratic style of leadership emphasizes group and leader participation in the making of policies. Decisions about organizational matters are arrived at after due consultation and communication with various people in the organization. The leader attempt as much as possible to make each individual feels that he is an important member of the organization. The laissez faire style allows complete freedom to group decision without the leader's participation. Thus, subordinates are free to do what they like. The role of the leader is just to supply materials. The leader does not interfere with or participate in the course of events determined by the group. Thus, this leadership is weak and leads to no meaningful progress within an organization (Obilade, 1998).

Consequently, school administrators who have the knowledge of theories and concepts of educational administration will not administer a school on trial and error but on a solid administrative foundation rooted on theoretical facts and empirical procedures. Dare (2014)

suggest that the laissez-faire leadership style should never be an option in the administration of schools but rather, the democratic and autocratic as the need arises. School administrators should be more transformational, transactional, charismatic and visionary in character because school is a bureaucratic organization. In similar opinion of Maina (2015) stated that people who take up educational administrative roles should be selfless, efficient and effective individuals who have good leadership skills and the interest of the sector at heart. Not because of the political or economic gains but rather the overall achievement of the educational goals, institutional stability and national development.

Burns (1978) introduced the concepts of transformational and transactional leadership. Transformational leadership was considered to be more complex than transactional leadership Bass (1985). Bass & Avolio (1994) it involved raising leaders and followers to higher levels of motivation and values. The transactional leadership theory was founded upon the idea that leader- follower relations were based on negotiation, exchange and contractual dimensions (Bass, 1985; Bass & Steidlmeier, 1998). Therefore, transactional leadership satisfied, generally, only the followers' lower level or extrinsic needs (Sergiovanni, 1990). Transactional and transformational leaders are both active leaders (Bass & Avolio, 1994; Bass & Avolio, 2000; Bass & Steidlmeier, 1998).

The school environment must be a supportive and non-threatening one in which both the students and the teacher are comfortable. This is critical for the child's cognitive, physical, social and emotional growth. Within the classroom, teachers need to be sensitive to values which are promoted by family, peers, religious and cultural backgrounds.

Throughout the teaching and learning process instruction should be guided by the goals and objectives of the programme. Students must be actively involved and provided with the opportunity to experience success in quest of academic performance. Academic performance has been described as the scholastic standing of a student at a given moment which refers to how an

individual is able to demonstrate his or her intellectual abilities (Adeyemi & Bolarinwa 2013). This scholastic standing could be explained as the grades obtained in a course or groups of courses taken (Daniels & Schouten, 1970, Owoyemi, 2000). Performance has been regarded as a measure of educational output (Adeyemi, 2006). Educational output is only achieved through a well coordinated teaching and learning process.

Teaching and learning involves the use of strategies which maximize opportunities for interaction. Abdellatif (2014) opined that teaching and learning are integrated circles which focuses on the instructor and the students but however sometimes could happen without the other. The principal leadership style is very significant in developing teacher leadership in classroom matters. Leadership in the classroom cannot be overemphasized in teaching and learning because it goes a long way in determining performance of both the teachers and the student or learner. Adeshina (1980) stated that leadership connotes the ability of getting things done with assistance and cooperation of the people within the institution or system. The principal should define teacher leadership and encourage them positively because reasonable part of a teacher's life is spent in building peoples' knowledge, influencing the feelings and behaviours of students toward goal achievement. According to Duze (2012) quoting the works of (Okoro, 2009; NUC, 2004; WAEC, 2002), facts from studies and observations have shown that some of the products of today's secondary schools in Nigeria can neither move into higher institutions nor enjoy useful lives in the society because of poor academic performance. Some of them are not articulate and have become a nuisance to the society with involvement in secret cults, armed robbery, assassination, kidnapping, drug abuse, assaults, burglaries, and pocket-picking. Some others have become motor-park touts, political thugs, and reckless motorbike riders. Some of the products of secondary schools do not have respect for the dignity of labour but have become engulfed in the get-rich-quick syndrome at all costs. Omoregie (2006) submitted that the secondary schools are no longer effective in Nigeria arguing that the secondary schools are

haven of criminals where future thugs are bred and people are beginning to query the leadership capabilities of principals.

Therefore, the principal's leadership styles and role model will influence the activities of the school in terms of how teachers implement the school curriculum, handles classroom assessments and students' disciplinary issues. Many scholars have attributed to a large extent the success of schools to those in the leadership position (principals). It is on the basis of the above that this research was carried out to examine the impact of principals' leadership styles on teaching and learning in Secondary schools in Ilorin metropolis, Kwara State, Nigeria.

1.2 Statement of the Problem

The issues of leadership styles in teaching and learning have been raised in many instances by trying to find out the causes of poor standard of education in Nigeria. There is problem of management of classroom discipline which is one of the moral and ethical activities that enable students to improve their social and interactive skills. Classroom discipline management is tied to the principal's leadership ability and is an important but difficult aspect of teachers work. This interaction between the principal, teachers and students is the most important aspect of educational process but most neglected. It is assumed that the principal's leadership behaviour influences teachers' engagement with students which results in a measured impact on student performance. Also, the leadership styles of principals are interpreted and defined through their teachers. Teachers react in diverse ways in the classroom when the principal is seen to be autocratic, transformational or people oriented.

However, the major concern of school organization is the success or effectiveness of teaching and learning process. Though, performance is determined by many factors, leadership style plays a very significant role in its quality (Orodho, 2015). Poor leadership handling of a school by a principal could lead to students and teacher academic laxity, indiscipline behaviour and irresponsible acts which in turn affect the school's overall performance. Some leadership

styles enhance principals, teachers and students relationship why some impose dissatisfaction. It is necessary to determine how each of these leadership styles affects teaching and learning. Principal's leadership style in the school enhances teaching and learning activities which is an outstanding determinant of students' academic performance.

Hence, government and individuals insists on appointment of credible, experienced, cultured, disciplined and qualified persons to man the position of principal as to promote better teaching and learning outcomes in schools. Experiences and records have also shown that principals' leadership style have direct bearing on the overall effectiveness of school because both teacher and students are to perform under the leadership of school principal. This among others has motivated the researcher to carry out the present research on the "impact of principals' leadership styles on teaching and learning in secondary schools in Ilorin metropolis Kwara state, Nigeria".

1.3 Objectives of the Study

The study was set to:

1. determine the impact of principals' situational leadership style on teaching and learning in secondary schools in Ilorin metropolis, Kwara State;
2. ascertain the impact of principals' transactional leadership style on teaching and learning in secondary schools in Ilorin metropolis, Kwara State;
3. assess the impact of principals' transformational leadership style on teaching and learning in secondary schools in Ilorin metropolis, Kwara State;
4. examine the impact of principals' democratic leadership style on teaching and learning in secondary schools in Ilorin metropolis, Kwara State;
5. ascertain the impact of principals' autocratic leadership style on teaching and learning in secondary schools in Ilorin metropolis, Kwara State; and

6. find out the impact of principals' charismatic leadership style on teaching and learning in secondary schools in Ilorin metropolis, Kwara State.

1.4 Research Questions

For a direction and a good result to be reached, the following research questions were raised:

1. What is the impact of principals' situational leadership style on teaching and learning in secondary schools in Ilorin metropolis, Kwara State?
2. What is the impact of principals' transactional leadership style on teaching and learning in secondary schools in Ilorin metropolis, Kwara State?
3. What is the impact of principals' transformational leadership style on teaching and learning in secondary schools in Ilorin metropolis, Kwara State?
4. What is the impact of principals' democratic leadership style on teaching and learning in secondary schools in Ilorin metropolis, Kwara State?
5. What is the impact of principals' autocratic leadership style on teaching and learning in secondary schools in Ilorin metropolis, Kwara State? and
6. What is the impact of principals' charismatic leadership style on teaching and learning in secondary schools in Ilorin metropolis, Kwara State?

1.5 Research Hypotheses

The following hypotheses were formulated for this study based on the research questions:

1. There is no significant difference in the opinions of the principals, vice principals, teachers and officials of ministry of education on the impact of principals' situational leadership style on teaching and learning in secondary schools in Ilorin metropolis, Kwara State.

2. There is no significant difference in opinions of the principals, vice principals, teachers and officials of ministry of education on the impact of principals' transactional leadership style on teaching and learning in secondary schools in Ilorin metropolis, Kwara State.
3. There is no significant difference in opinions of the principals, vice principals, teachers and officials of ministry of education on the impact of principals' transformational leadership style on teaching and learning in secondary schools in Ilorin metropolis, Kwara State.
4. There is no significant difference in opinions of the principals, vice principals, teachers and officials of ministry of education on the impact of principal's democratic leadership style on teaching and learning in secondary schools in Ilorin metropolis, Kwara State.
5. There is no significant difference in opinions of the principals, vice principals, teachers and officials of ministry of education on the impact of principals' autocratic leadership style on teaching and learning in secondary schools in Ilorin metropolis, Kwara State.
6. There is no significant difference in opinions of the principals, vice principals, teachers and officials of ministry of education on the impact of principals' charismatic leadership style on teaching and learning in secondary schools in Ilorin metropolis, Kwara State.

1.6 Basic Assumptions

This study was carried out on the following assumptions:

1. Principals' situational leadership style if well applied in a school will create an enabling environment which will in turn enhance the students' academic performance;
2. Principals' transactional leadership style when properly used in a school will motivate the staff to work and thereby increase the quality of teaching and learning activities;
3. Principals' transformational leadership style if well utilized in a school will make the subordinates to insert more confidence in their work to pursue new directions for success;

4. Principals' democratic leadership style if effectively practiced in a school will enhance team work and effective collaborations in the workforce and students;
5. Principals' autocratic leadership style if rigidly applied in a school will lower the school's academic effectiveness and staff initiative; and
6. Principals' charismatic leadership style if properly used in a school will enhance positively on the students' academic performance.

1.7 Significance of the Study:

This research work would be useful to all education stakeholders.

Principals and Teachers: Findings from this study are expected to help school principals and teachers to adjust positively in discovering the enormous task confronting them as parents, teachers, counselors, supervisors, and leaders. It will also enable the principals and teachers to understand more the management concept which is based on the belief that the most effective way of getting organizational result is to work with people rather than through them.

Government: Government and other stakeholders in education sector will also through this study find a yardstick for assessment and evaluation of principals' impact. It will also expose government to being conscious and curious on the placing/appointment of school administrators whose leadership style will enhance effective teaching and learning outcome. It will also help to motivate teachers who may be aspiring for school leadership positions to identify the need for good knowledge in theories of educational administration and work professionalism.

Students and Individuals: For the students, this study will expose them to different strategic leadership styles principals use in administering schools for excellent teaching and learning activities. Individuals will also find this study relevant in determining the impact of the school in the progress and behaviour of their wards or family members.

Finally, Suggestions and measures stated in this research work will promote overall schools performance and stimulate further research.

1.8 Scope of the Study

The research essentially focused on six leadership styles principals can adapt to in their schools to impact on teaching and learning which leads to students' academic performance. The leadership styles are situational, transactional, transformational, democratic, autocratic and charismatic. The scope of the study covered the secondary schools in Ilorin metropolis, Kwara State. However, due to some constraints the scope of the study was restricted to the public senior secondary schools. This reason is because senior secondary school (SSS) is the general standard for admission into any tertiary institution of learning and serves as a base for assessment of school's leadership abilities and students' performance. The study used sampling techniques to select principals, vice principals, teachers and zonal education inspectors whose opinions were used to determine the impact of principals' leadership styles on teaching and learning outcomes. The researcher used questionnaire titled Impact of Principals' Leadership Styles on Teaching and Learning (IPLSTL) to gather relevant information.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter focuses on review of the literature related to this study, impact of principals' leadership styles on teaching and learning in secondary schools in Ilorin Metropolis, Kwara State. The review was done based on the following sub-headings:

- Conceptual Framework;
- Theoretical framework;
- Leadership in School System;
- Principals' Situational Leadership Style and Teaching and Learning;
- Principals' Transactional Leadership Style and Teaching and Learning;
- Principals' Transformational Leadership Style and Teaching and Learning;
- Principals' Democratic Leadership Style and Teaching and Learning;
- Principals' Autocratic Leadership Style and Teaching and Learning;
- Principals' Charismatic Leadership Style and Teaching and Learning;
- Impact of Principals' Leadership Style on Teaching and Learning;
- Empirical Studies; and
- Summary

2.2 Conceptual Framework

This conceptual framework discussed leadership, leadership style, teaching and learning, situational leadership style, transactional leadership style, transformational leadership style, democratic leadership style, autocratic leadership style, and charismatic leadership style.

2.2.1 Leadership

Leadership is a broad concept that has been described and defined variously by philosophers, scholars, researchers, and even by laymen. It is as old as man and his interactions in the universe with both simple and complex ramifications. Leadership is the process of influencing the activities of a group of people by a leader in efforts towards goal achievement (Nworgu, 1991). It involves a force that initiates actions in people and the leader (Nwadiani, 1998). It could be described as the ability to get things done with the assistance and cooperation of other people within the school system (Aghenta, 2001). It is inspiring people to bring out their best in the pursuit of desired results (Armstrong, 2001). Yukl (1989) and Omar (2005) described the study of leadership as both daunting and enticing. It is daunting because it is regarded as one of the most important and pervasive concepts argued across a multitude of disciplines including educational, political, legal and psychological ones. It is actually difficult to achieve only one definition that is acceptable to all (Bass, 1985; Cheng, 2003).

A study in leadership is enticing and has been a preoccupation of human beings since the beginning of life (Bass, 1990). Because it provides a springboard for aspiring leaders to be able to rate themselves against great individuals who have worn the title of being great leaders. According to Burns (1978) in Nsubuga (2008) leadership is one of the most observed phenomena on earth and one of the least understood. Different scholars, who have attempted to define, categorize, and attribute the study of leadership to particular situations, have only added to its confusion and incomprehensibility. According to Adlam (2003), leadership is a rather complex

concept. This is due to the fact that several approaches have been employed to provide meaning to the term leadership and its effectiveness.

The following are some of the definitions that have been rendered; leadership is the process of influencing the activities of an organized group towards goal setting and goal achievement (Stogdill, 1986). Lipman and Blumen (1994) define leadership as the initiation of a new structure or procedure for accomplishing an organization's goals and objectives. According to Kenzevich (1975), leadership is a force that can initiate action among people, guide activities in a given direction, maintain such activities and unify efforts towards common goals. Jacques and Clement (1991) define leadership as a process in which an individual provides direction for other people and carries them along in that direction with competence and full commitment.

2.2.2 Leadership Style

Leadership styles are as many and diverse as there are definitions and concepts of leadership. Different researchers have come up with different leadership styles. Every leader in every organization performs certain roles or tasks for the smooth operation of the organization and improvement of organizational performance. The manner in which the leader performs these roles and directs the affairs of the organization is referred to as his/her leadership style. According to Oyetunyi (2006), leadership style therefore is the way a leader leads. Some leaders are more interested in the work to be done than in the people they work with, whilst others pay more attention to their relationship with subordinates than the job. The leader's emphasis on either the task or human relations approach is usually considered central to leadership style.

Ball (1987) identified the following leadership styles: interpersonal, managerial style, adversarial and the political style or authoritarian style. Interpersonal head teachers are being typically mobile and visible with a preference for consulting with individuals rather than holding meetings. On the other hand, head teachers with managerial styles adopt a leadership style that parallels that of a manager in industry. The managerial head or principal is the chief executive of

the school, normally surrounded by a Senior Management Team. The adversarial leadership style is typified by confrontational dialogue between the head teacher and the teachers. Here headship emphasizes persuasion and commitment. Teachers' response to this style of leadership during a focus group discussion as follows. Furthermore, Ball (1987) depicted authoritarian leadership as being distinct from adversarial leadership by its focus on asserting rather than persuading. Such a head takes no chances by recognizing the possibility of competing views and interests. Opposition is avoided, disabled or simply ignored.

2.2.3 Teaching and Learning

Teaching and learning are causally tightly bound activities, so questioning "what learning is" might lead to a closer look about what precisely are the components of teaching—and their underlying principles as well that can cause efficient learning. Teaching and learning involves the use of strategies which maximize opportunities for interaction. Abdellatif (2014) opined that teaching and learning are integrated circles which focuses on the instructor and the students but however sometimes could happen without the other. Teaching means imparting knowledge or skill while learning refers to acquisition of knowledge by updating his/her data and the learner's feedbacks (Judeh, 2014). The principal's leadership ability shapes a reasonable part of a teacher's life in building peoples' knowledge, influencing the feelings and behaviours of students toward goal achievement. The goal achievement of students in the school is reflected in excellent performance. Performance in this study encompasses the full range of activities that would characterize a school as being successful. This would, in addition to students' academic performance furthermore include well motivated and committed teachers, learner satisfaction and involvement, parental involvement, a clean orderly school environment, qualitative teaching and learning process and strong principal leadership ability. Nzuve (1999) stressed that an effective principal pays more attention to planning work and special tasks and permits teachers to participate in decision-making processes in an effort to achieve school goals. Using this style is

of mutual benefit to the school because it allows teachers to become part of the team and allows the principal to make better decisions.

Moorthy (1992) separates managerial functions into planning, organizing, controlling and motivating while instructional leadership functions involve all the beliefs, decisions, strategies, and tactics that principals use to generate instructional effectiveness in the classroom. These roles are not isolated entities; they go together, because principals cannot be effective instructional leaders if they are not good managers. Successful school leaders influence student achievement in several important ways, through their influence on other people in their organizations which strongly affects student learning. Staff in this study comprises the teaching staff called teachers and the non-teaching staff called supportive staff. These categories of staff are expected to work with the principals to deliver the goals and objectives of education at this level effectively and efficiently. The supportive staff includes the bursars, librarians, laboratory and workshop attendants, clerical staff (personal secretaries, typists, and computer operators), security staff, cleaning staff, maintenance staff, and medical staff. How effective the principal is in performing the administrative tasks of organizing and coordinating human and material resources towards the attainment of predetermined school objectives has been a matter of concern to many educational stakeholders in Nigeria (Duze, 2008; Adeyemi, 2006; 2006; Aghenta, 2001).

2.2.4 Situational Leadership Style

The situational leadership style presupposes that leadership not only involves the individual traits and behavioural approaches to leadership, but also focuses on the situation. The focus is often on the situation and not the leader. Different kinds of situations demand different characteristics and behaviour, because each type of leader faces different situations (Chandan, 2004). A successful head teacher under one set of circumstances may be unsuccessful and/or a failure in another. Chandan (2004) asserted that leadership is the leader's ability to handle a

given situation and is based upon the leader's skill in that particular area that is pertinent to the situation. The nature of the situation dictates the style of leadership, because leadership success is dependent on the ability of a leader to fit in the prevailing situation.

2.2.5 Transactional Leadership Style

Transactional leadership style is that which the leader is involved in an exchange process of rewards for work with followers (Burns, 1978). Transactional leader can be described as leadership that occurs when one person takes the initiative in making contact with the others for the purpose of exchanging ideas (Bass & Avolio, 1993). This type of leader motivates the staff by attracting or appealing to their self-interest, the focus is on rewards as an external motivating factor. In this case, performance and target are achieved through the use of rewards. This type of leader follows standard and task-based goals. (Rehman, Shareef, Mahmood & Ishaque, 2012). Transactional leadership is an exchange relationship that involves the reward of effort, productivity and loyalty.

2.2.6 Transformational Leadership Style

Transformational leadership style is geared towards motivating or transforming followers to do more than they originally expected to do through consensus building (Bass & Avolio, 1994). Transformational leadership is aimed at finding the current energy in the followers by creating an active environment in the organization and mobilizing this energy in the direction of the organization's objectives (Cemaloglu, Sezgin & Kiling, 2012). Furthermore, Gul et al (2012) described transformational leadership as a process of motivating subordinates in fulfilling their self-interest in order to achieve the organization's goals and pursue new directions for success. Therefore, it is the role of the transformational leader to create a new vision and direction for the organizational renewal. The principal in the schooling system is expected to construct a road map leading towards better scholastic performance, and ensure that all teaching staffs share the same vision with the leader.

2.2.7 Democratic Leadership Style

The democratic leadership style emphasizes group and leader participation in the making of policies. Decisions about organizational matters are arrived at after due consultation and communication with various people in the organization. The leader attempt as much as possible to make each individual feels that he is an important member of the organization. Communication is multidirectional while ideas are exchanged between employees and the leader (Okeniyi, 1995; Adeyemi, 2007). This type of leadership is viewed as an important aspect of empowerment, teamwork and collaboration. It has been observed by the researcher that a school is more effective when those who are affected by the organization's decisions are fully involved in the decision-making process.

2.2.8 Autocratic Leadership Style

Autocratic leadership style is authoritarian in nature. This leader directs group members on the way things should be done and gives orders which are to be obeyed whether or not the members of staff have initiatives. All powers are concentrated in his hand such that when he is away, it would be difficult for the staff to know what to do (Adeyemi, 2004). Autocratic leaders create a situation where subordinates who do not want to realize the importance of work are forcefully led to work. They supervise subordinates very closely to ensure compliance and completion of work in the designated time (Mullins, 2002).

2.2.9 Charismatic Leadership Style

Charismatic leadership style sees leaders as being highly esteemed persons, who are gifted with exemplary qualities. They have qualities which include confidence, dominance, a sense of purpose, and the ability to articulate goals and ideas. Oyetunyi (2006) defined charisma as the process of influencing major changes in the attitudes and assumptions of organizational members and building commitment for the organization's objectives. Lawler (1982) viewed charismatic leaders as those with vision and concerned more with people doing the right things.

The charismatic leader is often domineering, self-confident, and has a strong need for power. His ability to articulate a vision and engage his followers in his viewpoint makes him a transforming leader. The charismatic leader is also able to communicate to followers' ideological goals that are readily accepted by them.

2.3 Theoretical Framework

According to Nkata (2006), leadership theories recognize that effective leadership depends on the interaction of three factors namely: the traits and behaviours of the followers, the characteristics of the followers and the nature of the situation in which leadership occurs. Hoy and Miskel (2001) categorized trait, behavioural and situational or contingency theories under traditional leadership perspectives, and charismatic and transformational leadership theories under the new leadership perspectives. However, most leadership theories are explored on the trait, behavioural, and contingency approaches (Balunywa, 2000; Mullins, 2002; Armstrong, 2001).

Hence, the following leadership theories provide scholars with a vision and introduce leadership behaviors that may assist principals and educational administrators to better manage their institutions in different situations. The psychoanalytic theory reveals that leaders in various fields have patterned leadership style. Therefore, the principals' leadership styles are seen in the following theories:

2.3.1 Traits theory: The Trait Theory of leadership focused on different personality traits with which leaders might be endowed. Traits such as height, weight, appearance, intelligence, knowledge, dominance, and initiative were studied (Green, 1994). Trait theories are part of the traditional leadership theories that focus on the transactional process in which a leader gives something to followers in exchange for their satisfactory effort and performance in the task (Cheng, 2002). Researchers viewed leadership as a trait that could be measured and designated as distinguishable from non-leaders (Gray & Smeltzer, 1989).

Stogdill (1948) reviewed 124 studies grounded upon the Trait Theory. Although, he ultimately concluded that the Trait Theory studies were weak and inconclusive, he did determine that leaders exceeded others in several traits. These are: intelligence; scholarship; dependability; social participation; and social and economic status. While these determinations were thought provoking, and later applicable to other leadership studies, Leadership could not be adequately defined by the axioms of Trait Theory. Effective leadership is dependent upon situation as well as the leader's personal characteristics. A person does not become a leader by virtue of the possession of some combination of traits led to the eventual reduction of trait leadership research. More recently, leadership theorists have still not found traits as an effective way in explaining leadership (Yukl & Van Fleet, 1992).

2.3.2 Lewin's theory: The earliest studies of leadership styles (defined as the manner by which individuals in a position of authority influenced group activity) were conducted by Lewin, Lippitt & White in (1939). In these experiments, there was little concern about personal characteristics and attributes; the focus was on how leaders influenced followers and directed group activities. Three unique leadership styles were identified: an autocratic style (directing group activity through unilateral decision making and personal control), a democratic style (involving group members in decision making processes), and a laissez-faire style (passive and exerting little influence).

- ***Autocratic*** **-** An autocratic style works when there is no need for input on the decision, where the decision would not change as a result of input, and 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. In other words, authoritarian, built upon obedience, in which interactions provide order without freedom (Ferguson, 2004)
- ***Democratic*** **-** The democratic leadership style, which is also participative by nature, is popular among the leaders because it is people-centered. If there is a decision to make, all

matters are discussed by the entire group. Then the leader gives the members an opportunity to make their input especially if issues affect their work. The leader only facilitates input. He uses the decisions of the members to enrich his own. The participative leader establishes trust; hence, close supervision of the staff is not necessary (Grossman & Ross 1991; Allais 1995).

- ***Delegative (Laissez-Faire)*** **-** Laissez-faire works best when people are capable and motivated in making their own decisions, and where there is no requirement for a central coordination. Consistent with the tenets of scientific management, these researchers sought the most effective style and concluded that the democratic style leads to higher member satisfaction and involvement. However, no one style was the best (Bass, 1990).

2.3.3 Contingency theory: Contingency theory is an approach to leadership in which leadership effectiveness is determined by the interaction between the leader's personal characteristics and aspects of the situation. In other words, contingency theories assume that the relationship between leadership style and organizational outcomes is moderated by situational factors, and therefore the outcomes cannot be predicted by leadership style, unless the situational variables are known (Cheng & Chan, 2002). Control is contingent on three factors namely the relationship between the leader and followers, the degree of the task structure and the leaders' authority, and position or power. From this approach, effective leadership requires adapting one's style of leadership to situational factors. Situational variables in Fiedler's (1967) contingency model and in House's (1971) path-goal theory prescribed a task-oriented leader who would do whatever is necessary to help staff to achieve a desired goal. According to the theory, the task-oriented leader will be more effective in extremely favourable or extremely unfavorable situations. When the situation is moderately favorable, the person-oriented leader will be more effective. Balancing work concerns and human concerns is difficult under ideal circumstances.

Fiedler (1967) called these dimensions task-orientation and relationship-orientation and believed that leaders would be able to focus on either one or the other, but not both simultaneously. Fiedler (1967) saw task-orientation and relationship-orientation as two ends of a continuum, and believed it logically impossible to be at both ends of the continuum. His research on contingency theory ascertained that leaders who described their least preferred co-worker in positive terms were human relations oriented, whereas those who described the least preferred co-workers in negative terms were task-oriented (Mazzarella & Smith, 1989). Fiedler (1967) opined that leadership styles are constant. Thus, leaders do not change styles, but they change the situation. Dubrin (1998) elucidated that a good relationship between the leader and follower is the most important factor that makes life easy for the leader in terms of influencing and exercising control over his/her situation.

2.3.4 Behavioural theory: The underlying assumption of the behavioural theories is that the leader's behaviour will evoke a specific behaviour in the followers. The follower's resulting behaviour, or action, will cause the leader to interpret his original action and either reinforce or extinguish subsequent similar behaviour (Davis & Luthans, 1979). This behaviour approach to leadership explained that what leaders did on the job related to their effectiveness as leaders. Behavioural theory examines whether the leader is task oriented (initiating structure), people oriented (consideration), or both. Studies conducted at the University of Michigan and Ohio State University in 1945, established two major forms of leader behaviour namely employee centered consideration and production centered initiating structure (Hersey & Blanchard, 1988). The study intended to explore whether this exists amongst leaders in schools. Hoy and Miskel (2001) asserted that it may be difficult to match a leader's behaviour with effectiveness if appropriate behaviour cannot be linked to different situations, as situational factors affect the effectiveness of the leader's behavioural thinking. It is the bid to give consideration to situational factors that led to the birth of situational/contingency theories.

Under the behavioural theories are leadership styles expounded in Blake and Mouton's leadership grid and Likert's Management System. Likert's research in Oyetunyi (2006) which studied various firms and organizations, including schools and universities, involving many managers and employees, head teachers and teachers; revealed four basic styles of management on a continuum from system one to four: System I: Authoritative-Coercive; System II: Authoritative-Benevolent; System III: Consultative; and System IV: Participative. The managerial grid also known as leadership grid (Oyetunyi, 2006) was developed to clarify the dynamics of the three dimensions of organizational leadership.

2.4 Leadership in the School System

Simkins (2005) stated that Leadership is one of the major factors or sometimes it seems the only factor that will determine whether an educational organization, be it a school, a college or a university, will succeed or fail". This generally accepted notion is supported by significant initiatives undertaken for the development of educational leadership (Bush and Middlewood, 2005). As leadership is considered very significant for improvement for individuals and school performance, it has attracted the attention of researchers, theorists and educational institutions, where programmes in leadership studies have been started, throughout the world (Northouse, 2010). Some theorists conceptualize leadership as an attribute or behavior, whilst other researchers consider it the relational point of view (Northouse, 2010). School leadership is crucial to creating an environment in which teaching and learning can take place. Leithwood (2003) posited that educational leaders must guide their schools through the challenges posed by an increasingly complex environment. Curriculum standards, achievement benchmarks, programmatic requirements, and other policy directives from many sources generate complicated and unpredictable requirements for schools. Principals must respond to increasing diversity in student characteristics, including cultural background and immigration status, income disparities, physical and mental disabilities, and variation in learning capacities.

Principals need strong leadership skills to successfully lead the schools of the twenty-first century and address school improvement pressures. Current educational reform has focused a great on the influence of leadership behavior on school progress (Harris, 2005). Ibukun (2008) observed that secondary schools have derailed in the provision of qualitative education expected of them. A lot of problems seem to bedevil the system thereby making it ineffective; hence schools need to be provided with good leadership in order to meet the yearnings and aspirations of the people. Koontz & Weibrich (1980) opined that leadership is the art or process of influencing people so that they work willingly toward the achievement of group goals". In this definition, the important thing is that leadership is a collective action. Both the leaders and the subordinates are involved. The leader's action must be judged by the extent to which it contributes to the achievement of the goals of the organization. The leader in an organization persuades, influences and coordinates the members in the group so that they can willingly strive with maximum energy to discharge their allotted duties; and responsibilities for high level productivity in the organization. Leadership therefore, is the ability of a leader in employ strategies to inspire and induce subordinates to achieved organizational goals.

2.4.1 Importance of Leadership in School System

Leadership can be used for good or ill. It is applied in all phases of life endeavour as in government, military, business, home, school administration, among others. Educational practitioners have recognized leadership as vitally important for educational institutions, since it is the engine of survival for the institutions. This recognition has come at a time when the challenges of education development worldwide are more demanding than ever before (Nkata, 2005). The rapid growth of educational institutions and the ever-increasing enrolment will require improved management. Mass education at different levels will also require new leadership approaches in order to enhance efficiency and effectiveness (Nsubuga, 2008).

Schermerhorn, Hunt and Osborn (2000) maintained that leadership is the heart of any organization, because it determines the success or failure of the organization.

Blazing the trail and dominating the field in this direction, scholars and researchers like Mullins (2002), Steyn (2005) and Maicibi (2005) noted that the study of school leadership is necessary to make school activities effective. This study therefore seeks to analyze the different leadership styles of principals with a view to determining the most impact in terms of enhancing a favourable teaching and learning outcome. According to Leithwood and Riehl (2005), "leaders engage in three kinds of activities that promote achievement. The first is setting direction that includes, but not limited to, establishing a shared vision and fostering the acceptance of group goals. The second is changing the organization by strengthening the culture, modifying organizational processes and changing structures. Finally, leaders can develop people by offering intellectual stimulation and offering individual support". Teacher leaders may engage in any of these activities through adopting any of the leadership styles.

2.4.2 Nature of Leadership

True leadership is special, subtle, and complex. Too often we confuse things like personal style and a position of authority with leadership. Leadership is not primarily a particular personality trait. A trait closely linked to leadership is charisma, but many people who have charisma (for example, movie actors and sports figures) are not leaders. Leadership is not primarily a set of important objectives. It involves getting things done. Leadership is not primarily a formal position (Mills, 2005). There have been great leaders who did not hold high positions. For example, Martin Luther King, and there are people who hold high positions who are not leaders at all, but administrators who don't want to rock the boat. Leadership is not primarily a set of behaviors. Many leadership manuals suggest that what define leadership as things such as delegating and providing inspiration and vision; but people who are not leaders can do these things, but some effective leaders do not do them (Kotler, 1999).

2.4.3 The School Principal as a Leader

Harvey (2012) in Wallace's work 2000 suggested that principal as a leader exhibits five key responsibilities in the effective administration of a school.

1. Shaping a vision of academic success for all students: Although they say it in different ways, researchers who have examined education leadership agree that effective principals are responsible for establishing a school-wide vision of commitment to high standards and the success of all students. For years public school principals were seen as school managers, and as recently as two decades ago, high standards were thought to be the province of the college bound.

2. Creating a climate hospitable to education: Effective principals ensure that their schools allow both adults and children to put learning at the center of their daily activities. The most effective principals focus on building a sense of school community, with the attendant characteristics. These include respect for every member of the school community; welcoming, solution-oriented, no-blame, professional environment; and efforts to involve staff and students in a variety of activities, many of them school-wide.

3. Cultivating leadership in Others: A broad and long standing consensus in leadership theory holds that leaders in all walks of life and all kinds of organizations, public and private, need to depend on others to accomplish the group's purpose and need to encourage the development of leadership across the organization. Schools are no different. Principals who get high marks from teachers for creating a strong climate for instruction in their schools also receive higher marks than other principals for spurring leadership in their school.

4. Improving instruction: Effective principals work relentlessly to improve achievement by focusing on the quality of instruction. They help define and promote high expectations; they attack teacher isolation and fragmented effort; and they connect directly with teachers and the classroom. In practice, this all means that leaders must become intimately familiar with the

"technical core" of schooling and leadership styles which are required to improve the quality of teaching and learning.

5. Managing people, data and processes: In the great scheme of things, schools may be relatively small organizations, but their leadership challenges are far from small, or simple. To get the job done, effective leaders need to make good use of the resources at hand. In other words, they have to be good managers.

2.4.4 Qualities of a Principal as a Leader

Leadership is an essential component of a school's successes or failure. The best schools will have an effective school leader or group of leaders. In a school setting, a leader must be multifaceted as they deal with other administrators, teachers, support staff, students, and parents on a daily basis (Yukl, 1998). This is not an easy job, but many administrators are experts at leading the various sub-groups. They can effectively work with and support every person at the school. There is no single answer to what makes a school administrator an effective school leader. It is a blend of qualities and characteristics that the individual possesses that yield an effective leader (Meador, 2007). The researcher will examine twelve of the most critical aspects necessary to be an effective school leader according to Meador, (2007).

1. **An effective school leader leads by example.** A leader understands that others are continuously watching them to see what they are doing and how they respond to certain situations. They arrive early and stay late. A leader remains calm in times where there may be chaos. A leader volunteers to help and assist in areas where they are needed. They carry themselves inside and outside of the school with professionalism and dignity. They do their best to make informed decisions that will benefit their school. They are able to admit when a mistake is made.

2. An effective school leader has a shared vision. A leader has a continuous vision for improvement that guides how they operate. They are never satisfied and always believe they can

do more. They are passionate about what they do. They are able to get those around them to buy into their vision and to become as enthusiastic about it as they are. A leader is not afraid to expand or to scale back their vision when appropriate. They actively seek input from those around them.

3. An effective school leader is well respected. A leader understands that respect is something that is earned naturally over time. They do not force others around them to respect them. Instead, they earn others respect by giving respect. Leaders give others around them the opportunities to be their best. Highly respected leaders may not always be agreed with, but people almost always listen to them.

4. An effective school leader is a problem solver. School administrators face unique situations every day. This ensures that the job is never boring. A leader is an efficient problem solver. They are able to find the effective solutions that benefit all parties involved. They are not afraid to think outside the box. They understand that each situation is unique and that there is not a cookie cutter approach for how to do things. A leader finds a way to make things happen when no one believes that it can be done.

5. An effective school leader is selfless. A leader puts others before themselves. They make humble decisions that may not necessarily benefit themselves, but instead is the best decision for the majority. These decisions may instead make their job increasingly difficult. A leader sacrifices personal time to help where and when they are needed. They are not worried about how they look as long as it is benefiting their school or school community.

6. An effective school leader is an exceptional listener. A leader has an open door policy. They do not dismiss anyone that feels that they need to talk to them. They listen to others fervently and whole heartedly. They make them feel that they are important. They work with all parties to create a solution and keep them informed throughout the process. A leader understands that

others around them have potentially brilliant ideas. They continuously solicit input and feedback from them. When someone else has a valuable idea, a leader gives them credit.

7. An effective school leader adapts. A leader understands that situations change and are not afraid to change with them. They quickly assess any situation and adapt appropriately. They are not afraid to change their approach when something is not working. They will make subtle adjustments or scrap a plan entirely and start from scratch. A leader uses the resources they have available and makes them work in any situation.

8. An effective school leader understands individual strengths and weaknesses. A leader understands that it is the individual parts in a machine that keeps the entire machine running. They know which of those parts are fined tuned, which are in need of a little repair, and which could potentially need replaced. A leader knows each teacher's individual strengths and weaknesses. They show them how to use their strengths to make an impact on and create personal development plans to improve their weaknesses. A leader also evaluates the entire faculty as a whole and provides professional development and training in areas where improvement is needed.

9. An effective school leader makes those around them better. A leader works hard to make every teacher better. They encourage them to grow continuously and improve. They challenge their teachers, create goals, and provide ongoing support for them. They schedule meaningful professional development and training for their staff. A leader creates an atmosphere where distractions are minimized. They encourage their teachers to be positive, fun, and spontaneous.

10. An effective school leader admits when they make a mistake. A leader strives for perfection with the understanding that they are not perfect. They know that they are going to make mistakes. When they do make a mistake they own up to that mistake. A leader works hard to rectify any issues that arise as a result of a mistake. The most important thing that a leader learns from their mistake is that it should not be repeated.

11. An effective school leader holds others accountable. A leader does not allow others to get away with mediocrity. They hold them accountable for their actions and reprimand them when necessary. Everyone including students has a specific job to do at school. A leader will ensure that everyone understands what is expected of them while they are at school. They create specific policies that address each situation and enforce them when they are broken.

12. An effective school leader makes difficult decisions. Leaders are always under the microscope. They are praised for their school's successes and scrutinized for their failures. A leader will make difficult decisions that can lead to scrutiny. They understand that not every decision is the same and even cases with similarities may need to be handled differently. A leader evaluates each one thoroughly and makes the decision they believe will be the most beneficial for the entire school.

2.4.5 Characteristics of a Good Principal

Being a school principal is balanced between being rewarding and being challenging. It is a difficult job, and like any job there are people that are just not cut out to handle it. There are certain characteristics of a principal that some people do not possess. Each of these characteristics manifests themselves in the daily duties of a principal. The best principals possess each of these seven qualities according to Meador (2007):

1. **A principal must exhibit leadership.** This is a characteristic that every principal must possess. The principal is the instructional leader of their building. A good leader has to take responsibility both in the successes and the failures of their school. A good leader puts the needs of others before his. A good leader is always looks to improve their school and then figures out how to make those improvements no matter how difficult it might be. Good leadership defines how successful any school can be.

2. **A principal must be adept at people.** If you don't like people you should not be a principal. You have to be able to connect with each person that you deal with on a daily basis. You have to

find common ground and earn their trust. There are so many groups of people that principals deal with daily including their superintendent, teachers, support staff, parents, students, and community members. People come in with a variety of emotions including happiness, sadness, and anger. Every group requires a different approach and individuals within a group are unique in their own right.

3. **A principal must balance tough love with earned praise.** This is especially true with your students and your teachers. You can't be a push over, meaning that you let people get away with mediocrity. You have to set expectations high and hold those you are in charge of to those same standards. This means that there will be times when you have to reprimand people and likely hurt their feelings. It is a part of the job that isn't pleasant, but it is necessary if you want to run an effective school. At the same time, you must offer praise when it is appropriate. An outstanding principal can motivate using a combination of both of those approaches.

4. **A principal must be fair and consistent.** Nothing can take away your credibility faster than being inconsistent in how you handle similar situations. While no two cases are exactly the same, you have to think about how you have handled other similar situations and continue on that same track. Students in particular know how you handle student discipline, and they make comparisons from one case to the next.. Think all your decisions through, document your reasoning, and be prepared when someone questions or disagrees with it.

5. **A principal must be organized and prepared.** Each day presents a unique set of challenges and being organized and prepared is essential to meeting those challenges. No day is predictable. This is why being organized and prepared is helpful. Each day you still have to come in with a plan or a to-do list with the understanding that you will probably only get about one-third of those things done. You have to be prepared for just about anything. Organization and preparation will help reduce stress when you are dealing with difficult or unique situations.

6. **A principal must be an excellent listener.** You never know when an angry student, a disgruntled parent, or an upset teacher is going to walk into your office. You have to be prepared to deal with those situations and that starts with being an exceptional listener. You can disarm most difficult situations simply by showing them that you care enough to listen to what they want to say. When someone wants to meet with you because they feel wronged in some way, you need to hear them out. Be willing to go the next step in helping them resolve their issue.

7. **A principal must be a visionary.** Education is ever-evolving. There is always something bigger and better available. If you are not attempting to improve your school, you simply are not doing your job. This will always be an on-going process. Even if you have been at a school for fifteen years, there are still things you can do to improve the overall quality of your school. You never want to be stale. Even your best teachers can get better. It is your job to see that no one gets uncomfortable and that everyone is working to improve continuously.

2.4.6 The Principal's Role in School Administration

The role of the principal covers many different areas including leadership, teacher evaluation, student discipline, and several others. Being an effective principal is hard work and is time consuming. A good principal is balanced within all their roles and works hard to ensure that that they are doing what they feel is best for all constituents involved. These stated nine roles are some out of the many required of a principal as stated by Meador (2007) and asserted by Zakky (1998).

1. **School leader:** A school principal is the primary leader in a school. A good leader always leads by example. A principal should be positive, enthusiastic, have their hand in the day to day activities of the school, and listen to what their constituents are saying. An effective leader steps up to fill in holes as needed, even if it isn't a part of their daily routine.

2. **Student discipline:** A large part of any school principal's job is to handle student discipline. The first step of having effective student discipline is to make sure that your teachers know what

you are expecting when it comes to student discipline. Once they understand how you want them to handle it, then your job becomes easier. An effective principal always documents discipline issues, makes fair decisions, and informs parents when necessary.

3. **Teacher evaluator:** Most principals also are responsible for evaluating their teachers' performance following zonal and state guidelines. An effective school has to have effective teachers and the teacher evaluation process is in place to make sure that the teachers in your building are effective. A good evaluator always lets their teachers know what their expectations are and then offers suggestions for improvement if those expectations are not being met.

4. **Develop, implement, & evaluate programmes:** Developing, implementing, and evaluating the programmes within your school is another large part of a school principal's role. A principal should always be looking for ways to improve the students' experience at school. Developing effective programmes that cover a variety of areas is one way to ensure this. It is acceptable to look at other schools in your area and to implement those programmes within your own school that have proved to be effective elsewhere. Programmes within your school should be evaluated every year or term as necessary.

5. **Review policies & procedures:** An individual school's governing document is their student handbook. A principal should have their stamp on the handbook. A principal should review, remove, re-write, or write policies and procedures every year as needed. Having an effective student handbook can improve the quality of education your students receive. It can also make a principal's job a little easier. The principal's role is to make sure students, teachers, and parents know what these policies and procedures are and to hold each individual accountable to following them.

6. Schedule setting: Creating schedules every year can be a daunting task. It can take some time to get everything to fall into its proper place. There are many different schedules in which a principal may be required to create; including a bell schedule, duty schedule, computer lab

schedule, library schedule, and the likes. You need to be flexible because there are times that there are conflicts you did not foresee that need to be changed.

7. Hiring new teachers: A vital part of any school administrator's job is to hire teachers and staff that are going to do their job correctly. Hiring the wrong person can cause you huge headaches down the line, while hiring the right person makes your job all the more easier. Always be sure to let candidates you did not hire know that the position has been filled.

8. Parent & community relations: Having good relations with parents and community members can benefit you in a variety of areas. If you have built trusting relationships with a parent whose child has a discipline issue, then it makes it easier to deal with the situation if the parent supports the school and your decision. The same holds true with the community. Building relationships with individuals and businesses in the community can help your school out tremendously. Benefits include donations, personal time, and overall positive support for your school. It is a vital part of any principal's job to nurture their relationships with parents and community members.

9. Delegating: Many leaders by nature have a hard time putting things in others hands without their direct stamp on it. However, there is so much that has to be done, that it is vital that a school principal delegates some duties as necessary. Having people around you that you trust implicitly will make this easier. An effective school principal simply does not have enough time to do everything that needs done by themselves. They must rely on other people to assist them in getting things done and trust that they will to do the job well.

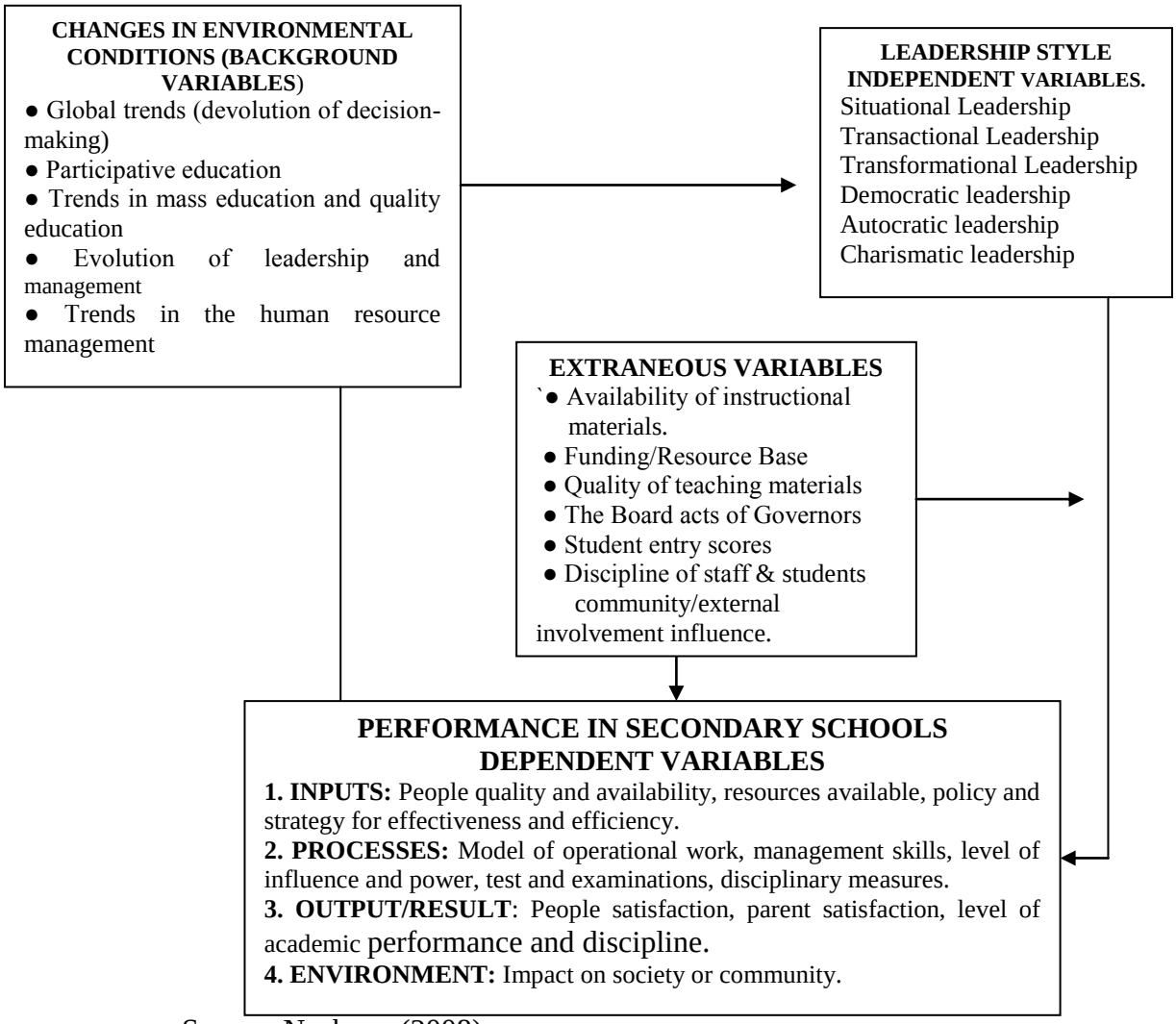
2.4.7 The Principal as an Instructional Leader

The principal's skills in school management influence the activities of the school in terms of how teachers teach, how much students learn and the overall performance. This is because the significant proportions of key decisions made with the schools are made with the consent of the principals. Teachers play a crucial role in ascertaining whether or not the desired educational

objectives are achieved. However, they are expected to be provided with proper conditions for good teaching and learning outcome. Many scholars have attributed to a large extent the success of schools to those in the leadership position (principals). Obilade (1996) posited that instructional supervision is a helping relationship whereby the supervisor guides and assists the teachers to meet the set targets. The point stressed here is that helping relationship must be established with a school system for the purpose of achieving the set goals. Instructional supervision is an internal mechanism adopted by principals for self evaluation, geared towards helping teachers and students to improve on their teaching learning activities for the purpose of achieving educational objectives.

Schools require good leaders to organize the process of teaching and learning to ensure that the mission of the school is achieved (Lydiah & Nasongo, 2009). The core role of the instructional leader is to ensure the achievement of the established mission through creating a good environment for the schools (Lezotte, 2001). A study by Musungu and Nasongo (2008) on the instructional leadership role of secondary school head teachers revealed that they supervised teachers' work by inspecting records such as schemes of work, lesson books, records of work covered, class attendance records, and clock in/clock out book. This research established that head teachers' frequency of internal supervision contributed towards better performance. This involved proper tuition and revision, thorough supervision of teachers and students' work, proper testing policy, syllabus coverage, teacher induction courses and team building. According to Ackers and Hardman, (2001), poor performance in secondary school examinations is a function of poor administration and leadership practices.

2.5 Figure 1: Model of Leadership and School Performance in Secondary Schools



Source: Nsubuga (2008)

Leadership and school Performance Model is built on the idea that leadership is power and influence that directs people to effectively perform (Nsubuga, 2008).

2.5.1 Background variables

The conceptual framework on leadership and performance comprises background variables, which denote the changes in the environmental conditions that affect leadership. These environmental conditions are globalization, privatization and the liberalization of education, education reforms and participation and the involvement of other stakeholders. In addition, the amount of school resources available and disciplinary problems may also influence the leadership styles of school head teachers. School discipline influences changes in leadership

strategies, because a school where learners are undisciplined requires stricter leadership compared to a school where discipline is good. The evolution of leadership throughout history has led to the advancement of a series of leadership styles. The characteristics of the school and its environment influence the kind of styles adopted. Parental participation, community involvement, partnership with other sectors like business, and accountability to the public are a necessity in educational management and leadership. In the new millennium there are potentially many types of stakeholders involved in the education management and leadership process, externally and internally, locally and globally in the new millennium (Cheng, 2002).

2.5.2 Extraneous variables

In attempting to investigate the impact of principals' leadership styles on students' academic performance in secondary schools in Ilorin, there are, however other intervening variables that affect school performance. These extraneous variables are inter-alia: the availability of instructional materials, funding, teaching methods, government legislation and the students' entry scores. The intention of identifying these possible extraneous variables is to control them so that they do not affect the study.

2.5.3 Dependent variables

The dependent variable in this study is school performance in secondary schools measured according to the school output delivered. For example, the outcome of student academic performance which is part of the overall school performance, can be in the form of passing examinations, tests, exercises, what the students can practically do, and how the society perceives the student in terms of the satisfaction they derive from the education obtained by the learners.

2.6 Principals' Situational Leadership Style and Teaching and Learning

The situational theory of leadership presupposes that an analysis of leadership not only involves the individual traits and behavioral approaches to leadership, but also focuses on the

situation (Chandan, 2004). The focus is often on the situation and not the leader. Different kinds of situations demand different characteristics and behaviours, because each type of leader faces different situations. The principal is required to size up the situation and choose the appropriate leadership style that will be effective for a situation, rather than try to manipulate situations to fit a particular leadership style. Nsubuga (2008) in the works of Oyetunyi 2006 and Dunklee 2004) claimed that leadership in schools is a situational phenomenon as it is based on the collective perception of people working in the schools, linked to the norms and is affected by the rate of interaction among members of the school. A successful head teacher under one set of circumstances may be unsuccessful and/or a failure in another. Chandan (2004) asserts that leadership is the leader's ability to handle a given situation and is based upon the leader's skill in that particular area that is pertinent to the situation. The person most likely to act as a leader is the one who is most competent for the situation of a given group as the case may be. The nature of the situation dictates the style of leadership, because leadership success is dependent on the ability of a leader to fit in the prevailing situation.

Moreso, Fiedler (1967) developed the Contingency Model of situational leadership. The model was designed to incorporate situational parameters into the leadership equation. Fiedler developed a scale of "situational control" based on three features determined to be present in any situation. These were: leader member relations, or the degree of trust and support which exists between followers and leaders; task structure, which is the extent to which the goals and procedures for accomplishing the group's task are defined; and position power, the degree to which the leader has authority to reward and punish followers. Okumbe (1998) observed that different situations breed different staff personalities and traits. The gimmicks of the situational leader require that a particular situation may require an authoritarian leader whilst another may require a totally democratic leader. Furthermore, the Management Training Manual (2006) noted that the kind of situation needed to define the leader may depend on the school culture in terms

of the vision, mission, openness, participation, group atmosphere, values and norms. It is imperative to note that school heads need to understand the values and norms of the schools which they are leading and the level of participation of members. Therefore, to exercise effective leadership the head of the school will need to influence the teachers, parents, students and the community. For the principal to choose the most appropriate style, he/she needs to consider certain forces in the staff, the students and the situation (Oyetunyi, 2006). The effectiveness of the school principal largely depends on the environmental forces operating in the organization which dictates his/her leadership style.

2.7 Principals' Transactional Leadership Style and Teaching and Learning

Beginning in the 1970s, some majority of leadership researches began to emphasize transactional leadership theory. During the 1980s, this framework was expanded to also include the transformational theory of leadership (House, Woycke, & Fodor, 1988). Burns first described the concepts of transactional and transformational leadership in his study of political leaders. Bass (1985) expanded transactional and transformational leadership theory. Currently, these leadership theories are widely researched (Avolio & Bass, 1988; Bass, 1990; Bass & Avolio, 1990; Hater & Bass, 1988; Kuhnert & Lewis, 1987; Yammarino & Bass, 1990; Keller, 1992).

The transactional leadership behaviour is a hybrid between the nomothetic and idiographic leadership behaviours and it is situation-oriented. But unlike the idiographic leadership behaviour which emphasizes individual's needs, the transactional leadership behavior recognizes the importance of institutional roles and expectations. The leader assumes that pursuing institutional goals could result in the fulfillment of individual personality drives. Transactional leadership behaviour thus allows for the practices of good human relationships (Bidwell, 2001).

Transactional leadership theory is based on the premise that a transaction takes place between the leader and followers that benefits both parties. While describing transactional

leadership, Burns (1978) theorized that leaders derive their power by identifying and satisfying the motives and needs of their followers. The motives and needs of the leader must also be identified and fulfilled in order for a transactional relationship to develop. This exchange of needs fulfillment was described by Hollander (1978) as a social exchange in which the leader and followers give and receive benefits. Hollander clarified this definition of exchange as leaders giving followers a sense of direction, values, and recognition, and followers providing leaders with esteem and responsiveness in return. Levine (2000) described several underlying assumptions which are pertinent to the transactional theory of leadership. First, individuals engage in actions to obtain personal goals. Second, individuals pursue goals with the least amount of input possible for the greatest return. Third, behaviours that are successful in obtaining goals are continued, while unrewarded behaviour is usually terminated. Finally, social exchanges create debts that have to be repaid at some time, and so reciprocity between individuals becomes an important aspect of their relationship. Majority of leaders and followers develop this kind of transactional association, but leadership of this nature does not provide motivation, inspiration, and intellectual stimulation for the leader or the follower (Burns, 1978). Bass (1985) suggested that transactional leadership would ultimately fail because these leaders lacked the reputation of delivering appropriate rewards, and are therefore viewed as ineffective. Thus, a transactional leader is one who is involved in an exchange process of rewards for work with followers (Burns, 1978).

2.8 Principals' Transformational Leadership Style and Teaching and Learning

According to Bass & Avolio (1994) transformational leaders motivates or transforms followers to do more than they originally expected to do utilizing one or all of the following methods: stimulates interest among followers to view their work from new perspectives; generates awareness of mission or vision of the organization; develops followers to higher levels

of ability and potential; and motivates followers to work for the group benefit as well as their own.

Transformational leadership according to Burns (1978) occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher level of motivation and morality. Their purposes, which might have started out as separate but related, as in the case of transactional leadership, become fused. However transforming leadership ultimately becomes moral in that it raises the level of human conduct and ethical aspiration of both leader and led; and thus it has a transforming effect on both. Transformational leaders will go beyond the simple transactional relationship of action-reward to satisfy the higher needs of the follower. This results in a relationship of mutual stimulation. The theoretical basis for transformational leadership is dependent upon Abraham Maslow's hierarchy of needs theory, developed in 1954, which later became one of the most frequently acknowledged motivation theories among managers (Mosley, Megginson, & Pietri, 1989). One underlying principle of Maslow's theory is that people's needs may be arranged in a hierarchy, ranked from basic or physiological needs at the lower level to self-fulfillment or actualization needs at the highest level.

Burns (1978) determined that the utilization of transformational leadership skills satisfied the higher level needs of subordinates while transactional leadership satisfied the lower order needs. The primary difference between transactional and transformational leadership is that transactional leadership involves an exchange of meeting lower level needs, such as work for compensation, and that transformational leadership engages people. Burns perceived leaders as being either transactional or transformational, but Bass (1985) proposed that transformational leadership augments the effects of transactional leadership on the efforts, satisfaction, and effectiveness of followers. Leithwood (2003) holds that educational leaders must guide their schools through the challenges posed by an increasingly complex environment. Curriculum

standards, achievement benchmarks, programmatic requirements, and other policy directives from many sources generate complicated and unpredictable requirements for schools. Principals must respond to increasing diversity in students' characteristics, including cultural background and immigration status, income disparities, physical and mental disabilities, and variation in learning capacities.

Transformational leadership occurs more conspicuously in situations of organizational crisis and change, while transactional leadership style represents a method by which to accomplish daily routine management issues (Yukl, 1989). The typical environment in which transformational leadership occurs is when four variables are present according to Willner (1984). These variables are: a crisis situation; emotional distress among organization members; a clearly defined leader; and an inspirational message.

Individuals involved in a crisis event are prepared to make changes (Beaven, 1989), and the emotional distress experienced by the individuals in an organization encourages them to look towards a leader to resolve the situation. The transformational leader will appear in times of crisis, and create success (Weber, 1952). However, one important aspect of these leadership models is that they depend on specific factors that can be quantified and measured. Bass (1985) originally presented conceptualization of the transactional and transformational leadership model which included the following measurable leadership factors: charisma; inspirational leadership; intellectual stimulation; individualized consideration; contingent reward; management-by exception; and laissez-faire.

Of these factors, transformational leaders were defined by charisma, inspirational leadership, individual consideration, and intellectual stimulation. Therefore, principals need strong transformational leadership skills to successfully lead the schools of the twenty-first century and address school improvement pressures. Current educational reform has focused a great on the influence of leadership behaviour on school progress (Harris, 2005). Leithwood (2004) argued

that affective principal behaviour in terms of transformational and transactional leadership styles. Influence of principal on teachers' teamwork has an effect on the behavior of principals and teachers regarding students and school overall improvement. Transformational leaders affect the teaching staff in such a way that they develop trust, promote admiration towards leadership, and exhibit loyalty to the organisation (Mester, Visser, Roodt & Kellerman, 2003)

2.9 Principals' Democratic Leadership Style and Teaching and Learning

The democratic style of leadership emphasizes group and leader participation in the making of policies. Decisions about organizational matters are arrived at, after due consultation and communication with various people in the organization. The leader attempt as much as possible to make each individual feels that he is an important member of the organization. Communication is multidirectional while ideas are exchanged between employees and the leader (Okeniyi, 1995; Adeyemi, 2007). This type of leadership is viewed as an important aspect of empowerment, teamwork and collaboration. It has been observed that a school is more effective when those who are affected by the organization's decisions are fully involved in the decision-making process. Good as it is, the concern expressed by Dubrin (1998) is that the participative style of leadership wastes time due to endless meetings and may lead to confusion and lack of direction. By implication, it is not appropriate for use in times of crisis when the situation demands on-the-spot decision (Oyetunyi, 2006).

However, unlike the laissez-faire style, the leader adopting this style maintains the final decision making authority. Using this style is not a sign of weakness; rather it is a sign of strength that one respects the employees' ways of doing things. Using this style is of mutual benefit as it allows staff to become part of the team and allows one to make better decisions (Nsubuga, 2008). Democratic leadership is part of participative leadership style.

Participative leadership is categorized into three sub-types: consultative, consensual and democratic. A consultative leader solicits opinions from the group before making a decision yet

does not feel obliged to accept the group thinking. An acceptable way to practice consultative leadership would be to call a group meeting to discuss an issue before making a decision. A consensual leader also encourages group discussions about an issue and then makes a decision that reflects the consensus (general agreement) of group members. Consensual leaders thus turn out more authority to the group than do consultative leaders. The consensus leadership style results in long delays in decision making because every party involved provides input. Yet, consensus often leads to commitment to the decision. The democratic or distributed leadership recognizes individuals in formal and informal positions to take responsibility for leadership activities by a network of interactions (Wood, 2004; Harris, 2005).

Based on empirical studies, Harris (2005) found that distributed leadership has contributed to a sustainable improvement of schools in term of achieving higher level of both students' attainment and achievements. In this context, distributed leadership was characterized by a form of collective leadership in which teachers developed expertise by working together, concluding that engaging many people in leadership activity was the core of distributed leadership in action. Day (2000) asserted that distributed leadership enhances teacher participation and commitment while Duignan (2006) asserted that transparency and effectiveness of team management leads to improvement of the processes, content, and outcomes of teaching and learning. A democratic leader confers final authority on the group. He or she functions as a collector of opinions and takes a vote before making a decision. Democratic leaders turn over so much authority to the group that they are sometimes classified as free-rein leaders.

In order for a school to provide quality education, those who have been empowered to lead the transformation of the schools to address the challenges of the new millennium should carefully nurture democratic leadership. Democratic leadership can be effectively utilized to extract the best from people and the most effective and efficient educational climate can be created in a school when democracy is employed. The democratic leadership practices in

secondary schools outline procedures to develop and use the potential of all the stakeholders of a school in order to create and foster quality education. The democratic leader promotes a sense of belongingness, thereby making every individual feel an important member of the organization. In this style of leadership, a high degree of staff morale, motivation, and job satisfaction is always enhanced (Heenan & Bennis, 1999; Weindling, 1990; Hersey & Blanchard, 1988).

The principles of democratic leadership are flexibly applied in order to create a climate in which all stakeholders are able to express themselves freely and hence feel that they are part of the democratic decision-making process. Stakeholders need to feel that they are able to have an influence over what should happen at the school rather than to be subjected to the decisions of those placed in positions of hierarchical power (Nsubuga 2008).

2.10 Principals' Autocratic Leadership Style and Teaching and Learning

Dubrin (1998) described the autocratic leadership style as a style where the manager retains most authority for him/herself and makes decisions with a view to ensuring that the staffs implement it. He/she is not bothered about attitudes of the staff towards a decision. He/she is rather concerned about getting the task done. He/she tells the staff what to do and how to do it, Adeyemi (2004) supporting the view argued that the autocratic leader is an authoritarian. This leader directs group members on the way things should be done. He also gives orders which are to be obeyed whether or not the members of staff have initiatives. All powers are concentrated in his hand such that when he is away, it would be difficult for the staff to know what to do. Power and decision-making reside in the autocratic leader. The researcher concurred with both opinions by observing that autocratic leadership does not encourage team spirit in the school but brews discord. Autocratic leaders are generally disliked, as there is no scope for initiative, consideration, and self-development on the part of followers. Teachers and students, for example, whose principals employ the autocratic leadership style, remain insecure and afraid of the leadership authority. This eventually reduces their ability to explore their potential. This style

is typical of a leader who tells his employees what he wants done and how he wants it done, without requesting the input/advice of his subordinates. Nsubuga (2008) asserted that some people tend to perceive this style as a vehicle for yelling, using demeaning language, and leading by threats and abusing their power. However, under certain conditions, the autocratic leadership style is appropriate, especially when one has all the information to solve the problem, when one has little time, and when employees are well motivated.

Autocratic leaders create a situation where subordinates who do not want to realize the importance of work are forcefully led to work. They supervise subordinates very closely to ensure compliance and the completion of work in the designated time (Mullins, 2002). Principals who use authority to get things done are too strict in the formality by which things are done. This hinders teacher creativity especially in instances where creativity and planning are imperative to anchor the academic programme in schools. Burns (1978) stated that an autocratic leader maintains most of the authority by issuing orders and telling group members what to do without consulting them. To the autocrat (or authoritarian), the basis for leadership is formal authority. Autocratic leaders may have a few favorite subordinates but they usually regard close interpersonal relations with group members as superfluous. Charlton (2000) suggested that principals who use strict control measures are likely to face student and teacher resistance and an increase in indiscipline because the teachers and students tend to protest against dictatorial measures used. But as with any leadership style, there are some situations in which an autocratic style is appropriate. Many autocratic leaders have been successful as high level leaders in the private and public sectors.

2.11 Principals' Charismatic Leadership Style and Teaching and Learning

Past theorists have defined charismatic leaders in a variety of ways. Weber (1952) saw charismatic leaders as being highly esteemed persons, who are gifted with exemplary qualities.

These qualities include confidence, dominance, a sense of purpose, and the ability to articulate goals and ideas. Oyetunyi (2006) defined charisma as the process of influencing major changes in the attitudes and assumptions of organizational members and building commitment for the organization's objectives. In the same vein, Lussier and Achua (2001) described charismatic leaders as leaders who have distinguished qualities to inspire and motivate subordinates more than they would in a normal situation.

Lawler (1982) viewed charismatic leaders as those with vision and concerned more with people doing the right things. Bass (1990) characterized the charismatic in a number of ways. Charisma is dependent upon the follower as well as the leader. The follower must accept the charismatic leader's vision in order for charisma to be realized. Under times of stress within an organization, charismatic leaders are much more likely to appear. Once an individual is identified as a charismatic person, such definition is likely to persist. The charismatic leader is often domineering, self-confident, and has a strong need for power. His ability to articulate a vision and engage his followers in his viewpoint makes him a transforming leader. The charismatic leader is also able to communicate to followers' ideological goals that are readily accepted by them. To achieve this, the leader must have a deep understanding of the needs of the subordinates. Once these goals are communicated, the charismatic leader demonstrates great confidence in the followers' ability to reach the goals. This increases the likelihood of the followers internalizing the goals and ultimately realizing them. However, leaders who are personally charismatic, yet retain their own goals as separate from their followers are not considered true transformational leaders. These charismatic leaders will resist empowering and developing their followers (Howell & Avolio, 1993).

Charismatic leaders are not concerned about the followers and the organization but about themselves, and so many of them make life unbearable for those who deal with them (Oyetunyi, 2006). In schools, principals who may wish to apply the charismatic leadership styles with the

aim to spur others to action, improve the school's position, or raise team morale, should be weary of its impact on others such as creating risk that a project or group will flounder if principal leaves, leader's feeling of invincibility that can ruin a team by taking on too much risk, and or team success seen as directly connected to the leader's presence.

2.12 Impact of Principals' Leadership Styles on Teaching and Learning

Research studies have shown that administrative support is associated with job satisfaction and teacher motivation. Lack of principal's support on the other hand can create an atmosphere of helplessness and ill-will and leads teachers to feel unimportant and frustrated (Lipham, 1981). Yukl (2006) affirmed that the essence of transformational leadership is to inspire commitment of the followers to share objectives, increase their social identification even to the extent of developing their skills and collective efficacy. The principal is probably the most essential element in a highly successful school. The principal is necessary to set change into motion, to establish the culture of change and a learning organization, and to provide the support and energy to maintain the change over time until it becomes a way of life in the school. Over time, the principal's leadership will shape the school, positively or negatively. Without high-quality leadership, high-quality schools cannot exist (Valentine, Clark, Hackman, & Petzko, 2004).

Principal support not only affects commitment directly. It also influences commitment indirectly through peer support. It is presumed that when principals foster shared goals, values and professional growth, solidarity and supportive learning community gives maximum support. This is to say that when a principal's leadership style is perceived strong and positive, teachers are more likely to work cooperatively and share a common sense of purpose. Therefore the principal not only exerts a direct influence on teacher's commitment, but also enhances commitment through fostering a collegial environment (Harvey, 2012). The commitment of

effective followers bridges the gap between what is possible for a leader as an individual and what is possible through the combined efforts of followers. The main duty of the principal is to enhance teaching and learning in the school. Adetona (2003) noted that the task of the principal is to produce well educated boys and girls through effective teaching and learning. Positive school cultures are associated with higher student motivation, good academic performance, and improved attitudes of teachers towards their job. This implies that the leadership style of the principal as an organizational leader in the school plays an important role in bringing about outstanding scholastic performance. Then, the principals' systematic application of any of the leadership style covered in this study will in no small measure enhance teaching and learning in secondary schools in Ilorin metropolis and increase students' academic performance.

2.13 Empirical Studies

The impact of principals' leadership styles on teaching and learning in secondary schools in Ilorin metropolis, Kwara State, Nigeria was what the researcher worked on. In the course of this study some related studies were examined. These studies are related to this work in one way or the other but are different from the present study. These include:

The study conducted by Adeyemi and Bolarinwa (2013) on the topic, "Principals' Leadership Styles on Teaching and Learning in Secondary Schools in Ekiti State, Nigeria". To achieve the purpose of the study, research questions raised were answered and hypotheses formulated were tested. The research design used for the study was descriptive survey. The population of the study comprised 175 public secondary schools in Ekiti State with 7,284 teachers including principals out of which 140 schools and 2,560 teachers including principals were sampled. The method of data analysis used was frequency counts, percentages, mean and Pearson product moment correlation statistic. The study found out that democratic style of leadership was the prevalent leadership style used by school principals in the State. The autocratic leadership style was found to be significantly related with students' academic

performance and it was recommended that principals should try to use it in enhancing better academic performance of students in their schools.

The similarity between the above empirical study and this research is that both were based on principals' leadership styles. However, the difference is that the former research work was done in Ekiti State and the dependent variable was students' academic performance while this study was carried out in Kwara State and the dependent variables teaching and learning. Another gap is that the former made use of only three traditional leadership styles while the latter used six leadership styles.

The study conducted by Yusuf (2012) on the topic, "Influence of Principals' Leadership Styles on Students' Academic Achievement in Secondary Schools". The purpose of the study includes three objectives such as: determine the influence of democratic leadership style on students' academic achievement in secondary schools and find out the influence of laissez-faire leadership style on students' academic achievement in secondary schools. These objectives were related to the research questions and tested by hypotheses. The research designed used for the study was descriptive survey. The population of the study comprised all the principals of secondary schools in Osun State. The sample used for the study was 50 principals and method of data analysis used was Pearson product moment correlation coefficient and Chi-square. The findings of the study include among other things; that democratic leadership style influences students' academic performance positively; laissez-faire leadership style has no significant influence on students' academic performance. The study recommended that; education inspectors should regularly monitor the administrative works of Principals; and the teaching service commission in collaboration with state ministry of Education should be organizing seminars and workshops for school principals on school management.

The similarity between the above empirical study and this research is that both were based on principals' leadership styles. The difference was that the former assessed the principals'

leadership influence on students' academic achievement; the latter assessed the principals' leadership impact on teaching and learning. More difference is that the former research work was done in Osun State while the latter's work was carried out in Kwara State. Another gap is that the former made use of only three conventional leadership styles while the latter used six leadership styles.

The study conducted by Duze (2012) on the topic, "Leadership Styles of Principals and Job Performance of Staff in Secondary Schools in Delta State of Nigeria". To achieve the purpose of the study, three objectives were formulated as well related to the research questions such as: ascertain the leadership style most commonly used by school principals in senior secondary schools in Delta State of Nigeria; determine the level of job performance of teachers in senior secondary schools in Delta State of Nigeria. The research design used for the study is descriptive survey. The population of the study consisted of 358 senior secondary schools out of which 120 schools and 1,748 respondents were sampled. This sample included principals, teachers and supportive staff. The method of data analysis used is frequency counts, percentages, one-way Analysis of Variance (ANOVA) and regression statistic. The findings of the study showed that the democratic leadership style was up ahead of laissez-faire and laissez-faire ahead of autocratic as having a more significant positive relationship with staff job performance in Delta State secondary schools. This implied that the leadership style that is least effective in bringing about high job performance was the one that was most commonly adopted by principals in secondary schools in Delta State. This obviously has serious implications for the attainment of educational goals and objectives in Delta State. The study recommended that principals of secondary schools in Delta State should adopt democratic leadership style in their school administration in order to enhance job performance among teachers and supportive staff which will in turn boost the desired productivity of students and staff. Also, the use of the autocratic

and laissez-faire leadership styles which also showed low level of job performance should be discouraged in the administration of schools.

The similarity between the above empirical study and this research is that both were based on principals' leadership styles however it differs on the dependent variable. The former focused on Job performance of staff while the latter is on teaching and learning. Another area of difference is that the former was carried out in Delta State while the latter was done in Kwara State. Further gap is that, the former used of only three leadership styles the latter assessed six leadership styles on teaching and learning outcome which is the base for overall school's effectiveness.

The study conducted by Oyegoke (2012) on the topic, "Principals' Leadership Style as a Catalyst to Effectiveness of Secondary School Education in Ondo State, Nigeria". To achieve the purpose of the study, two objectives were formulated as well related to the research questions and tested by the hypotheses such as: to ascertain the type of leadership styles exhibited by principals of secondary schools in Ondo state, Nigeria; to determine the level of effectiveness of secondary schools in Ondo State, Nigeria. The research design used for the study was descriptive survey. The population of the study consisted of all the teachers and principals of secondary schools in Ondo State out of which 1200 teachers, 60 principals and 60 secondary schools were sampled. The method of data analysis used was frequency counts, percentage scores and Pearson product moment correlation statistic. The study revealed that the Principals' Leadership style in the area covered was very encouraging. The study also showed that secondary schools were effective in the effective and psychomotor domains, but need to improve on the cognitive domain of the students. Based on the findings, it was recommended that school principals should evolve the transformational leadership style and should be situational and government should support schools with all necessary resources to support the effort of the principals in improving the performances of the students in both internal and external examinations.

The similarity between the above empirical study and this research is that both were based on principals' leadership styles, however, the former focused on the effectiveness of secondary education while the latter was on teaching and learning. The difference was that the former was done in Ondo State while the latter was carried out in Kwara State. Another gap is that the former used of only two objectives to assess the principals' leadership effectiveness on the schools while the latter used six objectives to determine the principals' leadership impact on teaching and learning.

From all the studies reviewed, the researcher observed that none of the former used more than three leadership styles in assessing the effectiveness of school leadership.

2.14 Summary

This chapter was a presentation of the review of the literatures relating to the impact of principals' leadership styles on teaching and learning. In this review, the researcher traced the trends of leadership in recent times. An analysis of leadership approaches, models and theories was also presented. From the different models and theories, several leadership styles relevant to this study were examined. The review of the literature showed that empowering, enabling, informing, inspiring and sharing of vision between the leader and his/her subordinates enhances organizational performance. Although there are many ways of examining leadership styles, and there are many leadership styles, for the purpose of this study, the focus was on the impact of these six leadership styles: Situational, Transactional, Transformational, democratic, autocratic and charismatic on teaching and learning.

The situational leadership style of the principals in the review, explains how he/she is able to adapt despite changes in the academic environment to impact on the overall school performance. Also, transformational and transactional leadership styles of the principal are aimed at making subordinates apparent leaders with high levels of motivation and values which encourage efficiency and effectiveness. Transactional leadership theory is based on the premise

that a transaction takes place between the leader and followers that benefits both parties while a transformational leader motivates or "transforms" followers to do more than they originally expected to. Furthermore, the democratic and autocratic leadership styles can be used in Nigerian schools to impact outcomes. While the democratic style of leadership emphasizes group and leader participation in the making of policies, the later is autocratic in nature and expects that every order given must be strictly adhered to whether favourable or not. Finally, the charismatic leadership style includes confidence, dominance, a sense of purpose, and the ability to articulate goals and ideas. The leader's charisma influences major changes in the attitudes and assumptions of organizational members and building commitment for the organization's objectives.

It is also imperative to note that the theories of leadership have built around themselves a series of assumptions and biases. This chapter also carried out empirical study on four previous researches related to this study and found uniqueness in the leadership styles used.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This research work focused predominantly on the impact of principals' leadership styles on teaching and learning in Secondary Schools in Ilorin Metropolis, Kwara State, Nigeria. It is quite indisputable that behind every good and viable research work, there must be a good methodology which acts as the mainframe of such project. It was based on this, that the researcher has arranged this chapter under the following headings:

Research Design;

Population of the Study;

Sample and Sampling Procedure;

Instrumentation;

Validity of Instrument;

Pilot of the Study;

Reliability of Instrument;

Procedure for Data Collection; and

Procedure for Data Analysis

3.2 Research Design

This study employed descriptive survey method. This method allows for investigations of the opinion and behaviour of a particular group of people, which is usually done through collection of data by a relatively large number of people considered to be representative of the entire group. Descriptive data are typically collected through a questionnaire, an interview,

observation and recorded events and documents (Gay, 1976). Therefore, survey design method is best for this research work due to the population of this study and its variant opinions.

3.3 Population of the Study

The population for this research consisted of all the teaching staff and inspectors for the 51 public senior secondary schools in Ilorin metropolis, Kwara State (Ilorin East, 19; Ilorin South, 15; Ilorin West, 16). This involved 51 principals, 51 vice principals, 1,596 teachers and 38 officials of ministry of education giving a total of 1736. The schools were tagged area 'A' for Ilorin East, area 'B' for Ilorin South, and area 'C' for Ilorin West. Ilorin metropolis consists of three educational zones with a total of 38 zonal inspectors. Breakdown as follows: (Area A, 14; Area B, 12; and Area C, 12).

3.4 Sample and Sampling Procedure

The sampling procedure used in this research work was random sampling technique which gave every element in the population equal chance of being selected. All names of the research population were written on pieces of papers, rolled, and picked as lucky dip as stratified. The population was first stratified into areas A, B, and C. From the groups, 16 secondary schools were randomly selected; six was from basket A and five 5 each from baskets B and C representing 31% of the research population. Also 32 zonal inspectors were sampled through purposive picking, two each per school from the three educational zones being 84%. Aderounmu (1985) suggested that thirty percent and above is adequate for any research sample. Find distribution of sampling below:

Table 1: Population and Sample of the Study

Education Zones	Population of Schools	Schools Sample size
Ilorin East	19	6
Ilorin South	15	5
Ilorin West	16	5
Total	51	16

Table 2: Population and Study Respondents

S/N	Zones	Schools	Population of Teaching Staff	Sample Size of Teachers	Sample Size of Principals	Sample Size of M.O.E Officials	Total Sampled Size
1	A	GDSS Fate	44	12	1		
2	A	GSS Ilorin	64	18	1		
3	A	ADSS Sobi	42	12	1		
4	A	GDSS Oja-gboro	37	10	1		
5	A	CSS Agbeyangi	40	11	1		
6	A	CSC Ilorin	50	14	1	12	
7	B	GDSS Tanke	47	13	1		
8	B	GDSS Oke-aluko	46	13	1		
9	B	BSMC Ilorin	54	15	1		
10	B	SSSS Kulende	36	10	1		
11	B	UCSS Ilorin	45	13	1	10	
12	C	SAC Ilorin	40	11	1		
13	C	GGDSS Oko-erin	42	12	1		
14	C	IGS Ilorin	54	15	1		
15	C	GHS Adeta	36	10	1		
16	C	QES Ilorin	60	17	1	10	
	Total		**737**	**206**	**16**	**32**	**254**

Source: Kwara State Teaching Service Commission/Ministry of Education Ilorin (2015)

From the sampled 16 schools 254 respondents were chosen for the research work. It includes all the 16 principals purposively picked, 206 teachers; vice principals amongst and 32 zonal inspectors all randomly selected for the research work. Purposive and random sampling technique was used. Proportional technique was also employed for the teachers' selections.

Instrumentation

The instrument the researcher used for the purpose of data collection was the questionnaire titled "impact of principals' leadership styles on teaching and learning" (IPLSTL). The instrument was constructed and structured by the researcher. The questionnaire was divided into three sections, A to G. Section A contains the bio-data of the respondents while sections B to G contains 60 items capable of eliciting responses from the respondents, useful for making comparison on the impact of principals' leadership styles on teaching and learning in secondary schools in Ilorin metropolis, Kwara State, Nigeria. The 60 items covers the six leadership styles in the study objectives. Each item on the questionnaire is subjected a five Likert rating scale from 1-5 point scale answer.

Table 3: Likert Five Points Rating Scale

S/n	Parameters	Representation	Points or marks
A	Strongly agree	SA	5
B	Agree	A	4
C	Undecided	UD	3
D	Disagree	D	2
E	Strongly Disagree	SD	1

3.5.1 Validity of the Instrument

The instrument which was constructed by the researcher was validated by specialists/experts in the Department of Educational Administration and Planning, Ahmadu Bello University, Zaria. They included the supervisors and lecturers. Karlinger (1986) holds the view that the validation of the content of research instruments by experts is an important and acceptable technique. Therefore, the experts chosen to validate this instrument gave valuable guidelines and constructive criticisms which gave this study a qualitative base. Their inputs helped to ensure that the items are relevant, clear and unambiguous.

3.5.2 Pilot Study

In order to validate the instrument, pilot study was carried out in Shao, Moro Local Government area of Kwara State where twenty 22 copies of the questionnaire were administered to four Secondary School principals, 16 teachers, and two officials of zonal education. This area was not part of the study area but they shared common characteristics with the study area. However, out of the twenty 22 copies of the questionnaire administered, 17 copies were retrieved, and analyzed.

3.5.3 Reliability of the Instrument

The reliability of the instrument was determined using test re-test procedure done twice with a week interval. Twenty two respondents who were not part of the study sample were selected for the pilot study. The researcher administered the questionnaire to the respondents with the support of research assistants and same were retrieved on the same day. The data of the pilot study was analyzed using a statistical technique, Cronbach's Alpha correlation matrix at 0.05 significance level and a reliability coefficient index of 0.88 was obtained. Therefore, the instrument was very reliable for use.

3.6 Procedure for Data Collection

The procedure used for data collection was the distribution and retrieval of copies of the questionnaire after completion through the help of two trained research assistants. Two hundred and fifty four copies of the questionnaire were distributed to the respondents with the belief that all would be duly filled and returned.

3.7 Procedure for Data Analysis

The statistical technique used by the researcher includes percentage and frequency count, mean and one way Analysis of Variance (ANOVA). The choice of percentage method is for easy tabulation and clarity in analyzing the information collected, likewise is that of mean. The ANOVA was used to test the hypotheses at 0.05 level of significance and confidence level to know whether to accept or reject the null hypotheses. For this study, the ANOVA procedure was

used to compare the means of the comparison groups (Principals, Vice Principals Teachers and M.O.E Officials) which were more than two groups. The Statistical Package for the Social Sciences (SPSS 17.0) was used to run the analysis.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

In this chapter, the researcher presented and interpreted data collected from the field work. Also presented in this chapter are discussions of research findings. Out of the 254 copies of questionnaire administered, 250 were completed and returned. The 250 copies returned being (98%), now constitute 100 percent and formed the basis for this presentation and analysis. Results of analyzed data were presented in frequency distribution tables, percentages, mean scores and standard deviations. A mean score of 3.0 and above was considered to be in agreement to the statement on test, while mean score of 2.99 and below was considered to be a disagreement to the statement on test. The formulated hypotheses were tested using Analysis of Variance (ANOVA) and the analysis of data was done using statistical package for the social sciences (SPSS 17.0 package) and test was based on 0.05 level of significance.

4.2 Bio Data of Respondents

The researcher here tabulated and explained the personal information of the respondents as follows:

Table 4: Status of Respondents

Category	Frequency	Percentage
Principal	16	6.4
Vice principal	11	4.4
Teacher	191	76.4
Officials of M.O.E	32	12.8
Total	250	100

Source: Field work 2016

Table 4 shows that 16 of the respondents being (6.4%) were principals of the secondary schools in Ilorin metropolis Kwara State, Nigeria, 11 respondents representing (4.4%) were vice

principals, 191 respondents being (76.4%) were teachers, while 32 being (12.8%) were officials of Ministry of Education.

Table 5: Gender of Respondents

Gender	Frequency	Percentage
Male	150	60
Female	100	40
Total	250	100

Source: Field work 2016

Table 5 shows that 150 of the respondents were male representing (60%) while 100 respondents were female and represented (40%).

Table 6: Age Distribution of Respondents

Age	Frequency	Percentage
21-30 yrs	89	35.6
31-40 yrs	89	35.6
41-50 yrs	55	22
51-60	17	6.8
Total	250	100

Source: Field work 2016

Table 6 indicates that 89 respondents fall within the age brackets of 21-30 and 31-40 representing (35.6%) respectively, 55 falls within 41-50 representing (22%), while 17 respondents fall within the ages of 51-60 representing (6.8%).

Table 7: Respondents Years of Working Experience

Experience	Frequency	Percentage
0-5 yrs	89	35.6
6-10 yrs	70	28.0
11-15 yrs	37	14.8

16-20 yrs	10	4.0
21-25 yrs	22	8.8
26-30 yrs	13	5.2
31-35 yrs	9	3.6
Total	250	100

Source: Field work 2016

Table 7 presentation shows that 89 respondents being the highest have worked for 5years and below representing (35.6%), another 70 worked between 6-10years representing (28.0%), 37 respondents worked between 11-15years being (14.8%), 10 falls within 16-20years representing (4%), another 22 have worked between 21-25years being (8.8%) of the respondents, 13 have worked for 26-30years representing (5.2%), while 9 respondents being (3.6%) were within the years of 31-35.

Table 8: Educational Qualification of Respondents

Qualification	Frequency	Percentage
Masters	71	28.4
Bachelor	118	47.2
Diploma	37	14.8
Others specify	24	9.6
Total	250	100

Source: Field work 2016

Table 8 indicates that 71 respondents representing (28.43%) had masters' degree in different academic field, 118 respondents being (47.2%) were graduates with relevant degrees, another 37 being (14.8) had their diploma certificates, while 24 respondents representing (9.6%) specified other qualifications such as NCE and doctorate.

Table 9: Respondents' Type of School

School Type	Frequency	Percentage
No result	28	11.2
Day	134	53.6
Boarding	36	14.4
Day/Boarding	52	20.8
Total	250	100

Source: Field work 2016

Table 9 indicates that 28 respondents had no result on type of school represents (11.2%), 134 representing 53.6% were in day school, another 36 being (14.4%) in boarding school, while 52 respondents were in day/boarding school represents (20.8%).

Table 10: School Location of Respondents

Location	Frequency	Percentage
No result	28	11.2
Rural	58	23.2
Urban	164	65.6
Total	250	100

Source: Field work 2016

Table 10 presentation shows that 28 respondents who had no result on location of school represent (11.2%), 58 representing (23.2%) had their school located in the rural area, while 164 respondents being (65.6%) had their schools located in the urban area.

4.3 Opinions of Respondents on Research Questions

The researcher here tabulated and answered the research questions based on the opinions of the principals, vice principals, teachers and officials of ministry of education on the impact of principals' leadership styles on teaching and learning in secondary schools in Ilorin metropolis, Kwara State. Mean score was used to determine acceptance or rejection of each item as grouped below tables.

Table 11: Opinion of Respondents on Impact of Principals' Situational Leadership Style on Teaching and Learning in Secondary Schools in Ilorin Metropolis, Kwara State, Nigeria

s/n	Item Statement	Category of Respondents	Response										Mean	Std. D
			SA		A		U		D		SD			
			F	%	F	%	F	%	F	%	F	%		

1	When the principal supervises teachers' lesson notes/scheme of work in this school, it enhance quality in teaching and learning outcome	Principals V. Principals Teachers Officials of M.O.E	16 8 125 24	100 73 65 75	- 3 60 8	- 27 32 25	- - 3 -	- - 1.5 -	- - 3 -	 1.5 -	- - - -		4.514 4.727 4.607 4.750	.354 .467 .605 .439
2	In this school, when the principal inspects student's progress report, it makes them to sit up, thereby improving their academic output	Principals V. Principals Teachers Officials of M.O.E	16 6 87 25	100 55 45 78	- 5 95 7	- 45 48 22	- - 9 -	- - 7 -	- - - -	 	- - - -		4.216 4.545 4.408 4.781	.515 .522 .581 .420
3	When the principal of this school visits the classroom, it keeps students on check and improves teaching and learning process.	Principals V. Principals Teachers Officials of M.O.E	13 7 88 24	81 64 46 75	3 4 94 8	19 36 49 25	- - 8 -	- - 4 -	- - 1 -	- - 1 -	- - - -		4.812 4.636 4.408 4.750	.403 .504 .598 .439
4	When the principal of this school adapts to the level of maturity of the teachers by soliciting their inputs, it galvanizes their class work	Principals V. Principals Teachers Officials of M.O.E	13 3 61 15	81 27 32 47	2 3 94 16	13 27 49 50	1 1 12 1	6 10 6 3	- 4 19 -	- 36 10 	- - 5 -	 3 	4.750 3.454 3.979 4.437	.577 1.29 1.01 .564
5	Academic performance is enhanced in this school when the principal allows subordinates to take routine decision and participate actively	Principals V. Principals Teachers Officials of M.O.E	11 3 62 11	69 28 32 34	4 4 75 17	25 36 39 53	1 - 24 3	6 - 13 9	- 4 19 1	- 36 10 4	- - 11 -	- - 6 	4.625 3.545 3.827 4.187	.619 1.29 1.15 .737
6	When the principal uses delegation and consensus building in the administration of this school, students learning process is enhanced.	Principals V. Principals Teachers Officials of M.O.E	13 - 44 15	81 - 23 47	3 8 108 15	19 72 57 47	- 3 20 2	- 28 10 6	- - 9 -	 5 	- - 10 -	 5 	4.812 3.727 3.874 4.406	.403 .467 .992 .614
7	When the principal displays great integrity in his/her handling of challenging issues in this school, students gain more academically	Principals V. Principals Teachers Officials of M.O.E	12 1 64 17	75 9 34 53	4 8 100 13	25 73 52 40	- 1 15 2	- 9 8 7	- 1 6 -	- 9 3 -	- - 6 -	- - 3 -	4.750 3.818 4.099 4.468	.447 .750 .903 .621
8	When the principal in this school takes courage to adapt to a radically different style as the need arises, students are always up and doing	Principals V. Principals Teachers Officials of M.O.E	12 4 45 20	75 36 24 63	4 6 115 11	25 55 60 34	- 1 27 1	- 9 14 3	- - 4 -	- - 2 -	- - - 	 	4.750 4.272 4.052 4.568	.447 .646 .678 .559
9	When the principal is humble and has a clear vision of the school goals, the students are effectively taught which improves their output	Principals V. Principals Teachers Officials of M.O.E	13 2 77 19	81 18 40 59	3 7 83 11	19 64 43 35	- 1 26 1	- 9 14 3	- 1 4 1	- 9 2 3	- - 1 -	- - 1 -	4.812 3.909 4.209 4.500	.403 .831 .793 .718
10	In this school, students achieve more when the principal supervises teaching and learning activities.	Principals V. Principals Teachers Officials of M.O.E	12 6 70 26	75 55 37 81	4 4 104 6	25 36 54 19	- 1 9 -	- 9 5 -	- - 3 -	- - 1 -	- - 5 -	- - 3 -	4.750 4.454 4.209 4.812	.516 .687 .819 .396

Source: Fieldwork 2016

Table 11 revealed the opinion of principals, vice principals, teachers and officials of ministry of education on the impact of principals' situational leadership style in secondary schools in Ilorin metropolis Kwara State, Nigeria. In item 1, the respondents agreed with the statement that there is quality in teaching and learning outcome when the principal supervises

teacher's lesson notes/scheme of work as reflected in the mean score of 4.514, 4.727, 4.607 and 4.750 response of principals, vice principal, teachers and officials of M.O.E respectively. In item 2, responses of the stakeholders on whether principal's inspection of student's progress report impacts on the students' academic output were generally accepted as shown in mean score of 4.216, 4.545, 4.408 and 4.781. Item 3 revealed mean scores of 4.812, 4.636, 4.408 and 4.750 suggesting principals, vice principals, teachers and ministry officials responses accepting to the statement that students are kept to check when the principal visits the classroom intermittently.

Similarly, item 4 was accepted by the stakeholders that when the principal adapts to the maturity level of the teachers it spurs them up and galvanizes classroom activities which impacts on the students' academic performance with mean scores of 4.750, 3.454, 3.979 and 4.437 respectively. In item 5, the statement that academic performance is enhanced when the principal allows his/her subordinates to take routine decisions derived mean score of 4.625, 3.545, 3.827 and 4.187. Item 6 was also accepted by the respondents that learning process is enhanced when the principal uses delegation and consensus building in the administration of school with mean scores 4.812, 3.727, 3.874 and 4.406. In item 7 the stakeholders affirmed to the statement as revealed in mean scores 4.750, 3.818, 4.099 and 4.468 that students gain more academically when the principal displays great integrity in handling the school's challenging situations. Equally, Item 8 was accepted by all with mean scores of principals, 4.750; vice principals, 4.272; teachers, 4.052; and officials of M.O.E 4.568 that students are up and doing when the principal adapts to a radically different leadership style as the need arises. In item 9, mean scores of 4.812, 3.909, 4.209 and 4.500 respectively revealed the respondents' acceptance that students are effectively taught when the principal is humble and has a clear vision for the school. Item 10 revealed that all stakeholders agreed to the statement that students achieved more when the principal directly supervises teaching and learning activities in the school as shown in the mean scores of 4.750, 4.454, 4.209 and 4.812 respectively.

Table 12: Opinion of Respondents on Impact of Principals' Transactional Leadership Style on Teaching and Learning in Secondary Schools in Ilorin Metropolis, Kwara State, Nigeria

s/n	Item Statement	Category of Respondents	Response										Mean	Std. D
			SA		A		U		D		SD			
			F	%	F	%	F	%	F	%	F	%		
1	Students achieve in this school when the principal extrinsically motivates his/her staff to elicit desired performance.	Principals V. Principals Teachers Officials of M.O.E	8 3 71 18	50 27 37 56	8 5 89 12	50 45 46 38	- 2 24 2	- 18 13 6	- 1 6 -	- 10 3 -	- - 1 -	- - - -	4.500 3.909 4.167 4.500	.516 .943 .803 .622
2	When the principal applies practicality in his/her approach to solving problems in this school, students gain from the teaching process	Principals V. Principals Teachers Officials of M.O.E	10 8 67 14	62 73 35 44	6 3 111 18	38 27 58 56	- - 11 -	- - 5 -	- - 2 -	- - - -	- - - -		4.625 4.272 4.272 4.437	.500 .467 .614 .504

3	When the principal is resistant to change by not improving on teachers' working conditions, the students in this school do not achieve more	Principals V. Principals Teachers Officials of M.O.E	7 2 51 9	45 18 26 28	8 6 107 20	50 54 56 63	- 3 12 2	- - 6 6	- - 21 1	- - 12 3	1 - - -	5 - - -	4.250 3.909 3.984 4.156	1.00 .700 .879 .677
4	When the principal discourages independent thinking of the teachers to act creatively in this school, students are not dynamically exposed	Principals V. Principals Teachers Officials of M.O.E	10 6 74 14	63 55 39 44	5 4 91 15	31 36 47 46	- - 15 2	- - 7 6	- 1 10 1	- 9 5 4	1 - 1 -	6 - 2 -	4.437 4.363 4.188 4.312	1.03 .924 .831 .737
5	In this school, when the principal rewards performance for specific goals and targets that have been achieved, students excel more.	Principals V. Principals Teachers Officials of M.O.E	8 4 105 17	50 36 54 53	8 7 78 15	50 64 40 47	- - 8 -	- - 6 -	- - - -		- - - -		4.500 4.363 4.507 4.531	.516 .504 .579 .507
6	When the principal has a constrained thinking and prefers to work within existing rules in this school, it affects students' learning outcome.	Principals V. Principals Teachers Officials of M.O.E	11 1 47 15	68 9 24 46	5 5 101 13	32 45 52 40	- 4 31 2	- 37 16 6	- 1 12 1	- 9 8 4	- - - 1	- - - 4	4.687 3.545 3.958 4.250	.478 .820 .813 .950
7	In this school when the leadership is passive and does not take proactive steps to prevent problems, students suffer from poor teaching	Principals V. Principals Teachers Officials of M.O.E	14 3 64 16	86 27 34 50	2 7 105 15	14 64 54 47	- - 14 1	- - 7 3	- 1 8 -	- 9 5 -	- - - -		4.875 4.090 4.178 4.468	.341 .831 .739 .567
8	In this school when the principal schedules work and emphasizes on meeting the deadline, students tremendously improve in their learning	Principals V. Principals Teachers Officials of M.O.E	13 2 42 17	81 18 22 54	3 7 120 15	19 64 63 46	- 2 21 -	- 18 11 -	- - 8 -	- - 4 -	- - - -		4.812 4.000 4.026 4.531	.403 .632 .706 .507
9	When the principal emphasizes on group and teamwork, it enhances the level of the students' intelligence in this school.	Principals V. Principals Teachers Officials of M.O.E	10 6 69 19	62 55 36 59	6 4 92 12	48 36 47 37	- 1 28 1	- 9 14	- - 2 -	- - 3 -	- - - -		4.625 4.454 4.193 4.562	.500 .687 .717 .564
10	When the principal gives advanced notice of changes in this school, it helps to enhance teaching and learning process for students.	Principals V. Principals Teachers Officials of M.O.E	11 5 56 16	68 45 29 50	4 5 111 13	25 45 58 40	- 1 19 2	- 10 9 6	1 - 4 1	7 - 2 4	- - 2 -	- - 	4.562 4.363 4.136 4.375	.813 .674 .712 .751

Source: Fieldwork 2016

Table 12 revealed the opinion of principals, vice principals, teachers and officials of ministry of education on the impact of principals' transactional leadership style in secondary schools in Ilorin metropolis Kwara State, Nigeria. In item 1, the respondents accepted the statement that the students achieve more when teachers/staff are fully motivated by the principal as shown in the mean scores of 4.500, 3.909, 4.167 and 4.500 response of principals, vice principals, teachers and officials of M.O.E; respectively. In item 2, response of the stakeholders generally accepted that when the principal applies practicality in his approach to solving the school's problem the students' gain more is reflected in mean scores 4.625, 4.272, 4.272 and

4.437. Item 3 revealed mean scores of 4.250, 3.909, 3.984 and 4.156 suggested that principals, vice principals, teachers and ministry of education officials' response accepted the statement that students do not achieve more when the principal is resistant to change.

Also, item 4 was accepted by the stakeholders that students are well exposed when the principal discourages teachers' independent thinking with mean score 4.437, 4.363, 4.188 and 4.312 respectively. In item 5, the statement that students when excel when principals rewards performance for specific goals achievement with mean scores of 4.500, 4.363, 4.507 and 4.531. Item 6 was also accepted by the respondents that students learning outcome is affected when the principal has a constrained thinking and prefers to work within existing rules with mean scores of 4.687, 3.545, 3.958 and 4.250. In item 7, the stakeholders accepted the statement as revealed in mean scores of 4.875, 4.090, 4.178 and 4.468 that students suffer poor teaching when leadership is passive and does not take proactive steps to prevent problems. Again, Item 8 was accepted by all with mean scores of 4.812, 4.000, 4.026 and 4.531 for principals, vice principals, teachers and officials of M.O.E that students improve tremendously in their learning when principal schedules work and emphasizes on meeting with deadline. In item 9, mean scores of 4.625, 4.454, 4.193 and 4.562 respectively showed the respondents' acceptance that the level of student's intelligence is enhanced when the principal emphasizes on group and teamwork. Lastly, item 10 revealed that all stakeholders agreed to the statement that students' teaching and learning process is enhanced when the principal gives advanced notice of assumed changes as reflected in the mean scores of 4.562, 4.363, 4.136 and 4.375 respectively.

Table 13: Opinion of Respondents on Impact of Principals' Transformational Leadership Style on Teaching and Learning in Secondary Schools in Ilorin Metropolis, Kwara State, Nigeria

s/n	Item Statement	Category of Respondents	Response										Mean	Std. D
			SA		A		U		D		SD			
			F	%	F	%	F	%	F	%	F	%		
1	In this school, when the principal keeps his/her ego by exhibiting great trust in all the teachers, students excel in the learning process	Principals	7	44	8	50	1	6	-		-		4.375	.619
		V. Principals	2	18	8	73	1	9	-		-		4.090	.539
		Teachers	74	38	72	37	11	5	24		10		3.921	1.19
		Officials of M.O.E	11	34	17	53	1	4	2	5	1	4	4.093	.962
2	Students in this school achieve more, when the teachers have high commitment to the principal due to his/her style of self-management ability	Principals	8	50	8	50	-	-	-	-	-		4.500	.516
		V. Principals	1	9	6	55	3	27	1	9	-		3.636	.809
		Teachers	49	25	105	54	15	7	22	14	-		3.947	.892
		Officials of M.O.E	9	28	22	68	-	-	1	4	-		4.218	.608
3	In this school, when the principal attends promptly to the teacher welfare, teaching and learning is enhanced and the students perform.	Principals	7	44	9	56	-	-	-		-		4.437	.512
		V. Principals	4	36	5	46	1	4	1	4	-		4.090	.943
		Teachers	62	32	111	58	9	5	9	5	-		4.183	.727
		Officials of M.O.E	9	28	22	68	-	-	1	4	-		4.218	.608
4	When the principal makes difficult decisions with a clear focus on values, vision and goals of this school, the students excel tremendously	Principals	10	63	6	37	-	-	-		-		4.625	.500
		V. Principals	3	27	8	73	-	-	-		-		4.272	.467
		Teachers	51	27	110	58	21	10	8	4	1	1	4.057	.769
		Officials of M.O.E	12	38	15	46	5	6	-		-		4.218	.706

5	When the principal inspires and communicates regularly the goals of the school to teachers, students achieve academic excellence.	Principals V. Principals Teachers Officials of M.O.E	10 6 55 15	63 55 28 46	6 4 108 13	37 36 56 40	- 1 24 4	- 9 12 -	- - 4 -	- - 2 -	- - 4 -	- - 2 -	4.625 4.454 4.120 4.343	.500 .687 .696 .700
6	When the principal takes risk that is necessary in order to promote change and innovation in this school, students learn more	Principals V. Principals Teachers Officials of M.O.E	8 1 63 13	50 9 32 40	8 9 105 15	50 82 54 46	- 1 17 3	- 9 8 9	- - 5 1	 2 5	- - 1 -	 4 	4.500 4.000 4.172 4.250	.516 .447 .737 .762
7	In this school, when the principal provides emotional support to the teachers during difficulties, the students gain immensely.	Principals V. Principals Teachers Officials of M.O.E	8 2 56 13	50 19 30 40	8 4 97 18	50 36 51 56	- 4 23 -	- 36 12 -	- 1 11 1	- 9 5 4	- - 4 -	 2 	4.500 3.636 3.994 4.312	.516 .924 .914 .780
8	When the principal shares the collective organizational consciousness of this school, it elicits desired students' performance.	Principals V. Principals Teachers Officials of M.O.E	12 1 42 15	76 9 22 46	2 9 114 17	12 82 60 54	2 1 24 -	12 9 12	- - 9 -	 4 	- - 1 -	 2 	4.625 4.000 4.005 4.468	.718 .447 .817 .507
9	In this school when the principal maintains definite standard for teachers and entertain new ideas, it enhances students' performance.	Principals V. Principals Teachers Officials of M.O.E	7 4 65 15	43 36 34 46	9 7 110 14	57 64 57 44	- - 15 3	- - 7 5	- - - 3	 5	- - 1 -	 2 	4.537 4.363 4.246 4.375	.512 .504 .638 .659
10	When the principal sets a realistic and achievable vision for this school, it brings effectiveness in the students' learning outcome	Principals V. Principals Teachers Officials of M.O.E	10 5 88 15	63 45 47 46	6 5 83 17	27 45 43 54	- 1 12 -	- 10 6 -	- - 4 -	 3 	- - 4 -	 3 	4.625 4.363 4.293 4.468	.500 .674 .844 .507

Source: Fieldwork 2016

Table 13 revealed the opinion of principals, vice principals, teachers and officials of ministry of education on the impact of principals' transformational leadership style in secondary schools in Ilorin metropolis Kwara State, Nigeria. In item 1, the respondents accepted the statement that students excel in the learning process when the principal exhibits great trust in all the teachers as reflected in the mean scores of 4.375, 4.090, 3.921 and 4.093 of respective respondents. In item 2, the stakeholders accepted that students achieve more when teachers have high commitment to the principal's management style as reflected in mean scores 4.500, 3.636, 3.947 and 4.218. Item 3 revealed mean scores of 4.437, 4.090, 4.183 and 4.218 showing principals, vice principals, teachers and ministry officials responses which accepted the statement that students perform through improved teaching when the principal attends promptly to teacher welfare. In item 4, it was accepted by the stakeholders that when the principal makes difficult decisions with a clear

focus on values, vision and goals of the school students excel tremendously with mean scores of 4.625, 4.272, 4.057 and 4.218 respectively.

In item 5, the statement that students achieve academic excellence when the principal communicates regularly the school's goals to teachers has mean scores of 4.625, 4.454, 4.120 and 4.343. Item 6 was also accepted by the respondents that students learn more when the principal takes risk necessary to promote change and innovation with mean scores 4.500, 4.000, 4.172 and 4.250. In item 7, the stakeholders affirmed to the statement as revealed in mean score 4.500, 3.636, 3.994 and 4.312 that students gain immensely when the principal provides emotional supports for teachers during difficulties Equally, Item 8 was accepted as the mean scores of principals, vice principals, teachers and officials M.O.E 4.625, 4.000, 4.005 and 4.468 revealed that students get desired performance when the principal shared the collective organizational consciousness. In item 9, a mean score of 4.537, 4.363, 4.246 and 4.375 respectively showed the respondents' acceptance that students' performance is enhanced when the principal maintains definite standard for teachers. Item 10 revealed that all stakeholders accepted the statement that there is effectiveness in students learning outcome when the principal sets a realistic and achievable vision as shown in the mean scores of 4.625, 4.363, 4.293 and 4.468 respectively.

Table 14: Opinion of Respondents on Impact of Principals' Democratic Leadership Style on Teaching and Learning in Secondary Schools in Ilorin Metropolis, Kwara State, Nigeria

s/n	Item Statement	Category of Respondents	Response										Mean	Std. D
			SA		A		U		D		SD			
			F	%	F	%	F	%	F	%	F	%		
1	When the principal encourages teachers to participate in decision making process of this school, it reflects on students' performance	Principals V. Principals Teachers Officials of M.O.E	5 3 71 15	31 27 37 47	11 5 84 15	68 45 43 46	- - 7 1	- - 3 3	- 3 26 -	- 28 13 -	- - 3 1	- - 4 4	4.312 3.727 4.015 4.343	.478 1.19 1.04 .827
2	In this school, when the principal invites the teachers to help in addressing the school administrative problems, the students benefit	Principals V. Principals Teachers Officials of M.O.E	8 1 63 16	50 4 32 50	7 5 90 16	43 45 47 50	1 1 12 -	7 4 6	- 4 25 -	 37 13 	- - 1 -	 2 	4.437 3.272 3.989 4.468	.629 1.10 .984 .507
3	In this school, when the principal supports teachers' involvement in designing learning programmes, the students excel more	Principals V. Principals Teachers Officials of M.O.E	3 3 67 13	18 27 35 40	13 6 102 18	82 54 53 56	- - 9 1	- - 4 4	- 2 13 -	- 19 18 -	- - - -	 	4.187 3.909 4.167 4.375	.403 1.04 .803 .553
4	When the principal allows the teachers to be part in determining the resource allocation and utilization in this school, students learn more	Principals V. Principals Teachers Officials of M.O.E	6 1 45 9	37 10 24 28	8 7 112 22	50 63 59 68	2 - 13 -	13 - 6 -	- 3 21 1	 27 11 4	- - - -	 	4.250 3.545 3.947 4.218	.683 1.03 .862 .608
5	When the principal delegates responsibilities and duties freely to both staff and students in this school, academic progress is attained.	Principals V. Principals Teachers Officials of M.O.E	7 7 80 14	43 64 41 44	9 1 81 18	57 4 42 56	- 1 18 -	 4 9 	- - 11 -	 6 	- 2 1 -	 18 2 	4.437 4.000 4.193 4.437	.512 1.61 .870 .504

6	In this school when the principal's leadership approach is predicted, teachers exhibit laxity in the classroom which affects students' outcome	Principals V. Principals Teachers Officials of M.O.E	7 1 59 16	43 10 30 50	8 6 88 14	50 54 45 44	1 2 35 2	17 18 18 6	- 2 6 -	18 - 3 -	- - 3 -	4	4.375 3.545 4.015 4.437	.619 .934 .873 .618
7	In this school when the principal respects both the teachers' and students' opinion, it favours the students' learning outcome.	Principals V. Principals Teachers Officials of M.O.E	8 2 66 15	50 18 35 47	8 5 83 16	50 45 43 50	- 1 22 1	- 10 12 3	- 3 15 -	27 7 -	- - 5 -	3	4.500 3.545 3.994 4.437	.516 1.12 1.00 .564
8	When the principal delegates duties and assignment to those who have the skills in the school, students achieve from the work	Principals V. Principals Teachers Officials of M.O.E	10 4 78 15	63 36 41 46	5 7 69 16	31 64 36 47	1 - 27 1	6 - 14 7	- - 10 -	5	- - 7 -	4	4.562 4.363 4.052 4.437	.629 .504 1.04 .564
9	When the principal delegates power to his/her subordinates in this school, based on sentiments or ethnicity, students suffer from it	Principals V. Principals Teachers Officials of M.O.E	6 6 95 14	38 54 50 43	9 5 61 17	56 45 32 57	- - 24 -	12	1 - 4 -	6 - 2 -	- - 7 -	4	4.250 4.545 4.219 4.375	.774 .522 .996 .659
10	When the principal of this school operates an open door and all inclusive policy, the students achieve more from the teachers	Principals V. Principals Teachers Officials of M.O.E	9 5 59 17	56 45 31 53	5 6 115 14	30 54 60 44	1 - 13 -	2 - 6 -	1 - 4 1	2 - 2 3	- - - -		4.375 4.454 4.199 4.468	.885 .522 .650 .671

Source: Fieldwork 2016

Table 14 revealed the opinion of principals, vice principals, teachers and officials of ministry of education on the impact of principals' democratic leadership style in secondary schools in Ilorin metropolis Kwara State, Nigeria. In item 1, the respondents accepted the statement that when the principal encourages teachers to participate in decision making process it reflects on students' performance with mean scores of 4.312, 3.727, 4.015 and 4.343 respectively. In item 2, the stakeholders accepted that students benefit when the principal involves teachers to help in addressing the school administrative problems as seen in mean scores of 4.437, 3.272, 3.989 and 4.468. Item 3 revealed mean scores of 4.187, 3.909, 4.167 and 4.375 meant that the stakeholders accepted when the principal supports teachers' involvement in designing learning programmes student excel more.

Also in item 4, with mean scores of 4.250, 3.545, 3.947 and 4.218, the respondents accepted that students learn more when the principal allows the teachers to be part in determining the resource allocation and utilization. In item 5, the statement that academic progress is attained when the principal delegates responsibilities and duties freely to both staff

and students with mean scores of 4.437, 4.000, 4.193 and 4.437. Item 6 was generally accepted by the respondents that when the principal's leadership approach is predicted teachers exhibit laxity in the classroom and it affects students outcome as revealed by the mean scores 4.375, 3.545, 4.015 and 4.437. In item 7, the stakeholders accepted that when the principal respects both the teachers and students opinion it favours the students' learning outcome as revealed in mean scores of 4.500, 3.545, 3.994 and 4.437. In item 8 as was accepted by the respondents with a mean scores of 4.562, 4.363, 4.052 and 4.437, that students achieve when the principal delegates duties and assignment to those who have the skills. In item 9, mean scores of 4.250, 4.545, 4.219 and 4.375 respectively revealed that respondents accepted that when the principal delegate power to subordinates based on ethnicity students suffer from it. Item 10 revealed that all stakeholders accepted that students achieve more from the teachers when the principal operates an open door policy with mean scores of 4.375, 4.454, 4.199 and 4.468 respectively.

Table 15: Opinion of Respondents on Impact of Principals' Autocratic Leadership Style on Teaching and Learning in Secondary Schools in Ilorin Metropolis, Kwara State, Nigeria

s/n	Item Statement	Category of Respondents	Response										Mean	Std. D
			SA		A		U		D		SD			
			F	%	F	%	F	%	F	%	F	%		
1	When the principal and senior management team solely make decisions regarding this school, students suffer	Principals V.P Teachers Officials of M.O.E	3 - 45 11	18 - 23 35	5 6 82 19	31 55 43 59	2 - 14 1	4 - 7 3	6 5 35 -	37 45 18 -	- - 15 1	- - 7 3	3.312 3.090 3.560 4.218	1.19 1.04 1.25 .792
2	In this school, when the principal's system of administration is strictly order from above, the students do not enjoy conducive atmosphere	Principals V.P Teachers Officials of M.O.E	2 4 53 6	12 36 27 18	9 2 87 23	56 9 45 71	1 - 17 -	2 - 8 -	3 5 26 3	18 45 13 -	1 - 8 -	2 - 7 -	3.500 3.454 3.790 4.000	1.15 1.13 1.11 .762
3	When the principal enjoys teachers' counting on his/her ideas and suggestions regarding the progress of the school, students do not gain	Principals V.P Teachers Officials of M.O.E	3 3 42 6	18 22 21 18	4 5 102 26	25 46 53 81	4 - 17 -	25 - 8 -	4 3 25 -	25 22 13 -	1 - 5 -	7 - 5 -	3.250 3.727 3.790 4.187	1.23 1.19 1.01 .396
4	When the principal's leadership style creates lack of prospects among teachers and students in this school, there is no school effectiveness	Principals V.P Teachers Officials of M.O.E	6 3 43 13	37 22 22 41	3 7 108 19	4 64 56 59	3 - 29 -	4 - 15 -	4 1 9 -	25 4 4 -	- - 2 -	- - 3	3.687 4.090 3.947 4.406	1.25 .831 .812 .498
5	When the principal's style frustrates and discomforts most of the teachers and students in this school, teaching and learning are affected	Principals V. Principals Teachers Officials of M.O.E	4 2 75 11	25 18 39 35	8 6 91 21	50 55 47 65	2 1 22 -	13 9 11	1 2 1 -	2 18 1	1 - 2 -	2 - 2	3.812 3.727 4.235 4.343	1.10 1.00 .755 .482
6	In this school when the principal leadership nature is hard, the teachers and students tend to perform below expectation.	Principals V. Principals Teachers Officials of M.O.E	6 1 46 15	37 10 24 46	4 5 104 12	25 45 54 37	1 2 25 4	7 18 13 12	5 3 15 1	31 27 7 5	- - 1 -	- - 2	3.687 3.363 3.937 4.281	1.30 1.02 .856 .812
7	When the principal's actions result in passive resistance from teachers and students in the school, it leads to school ineffectiveness	Principals V. Principals Teachers Officials of M.O.E	4 2 50 11	25 18 26 35	6 4 99 19	37 36 51 59	5 3 27 1	31 28 14 3	1 2 11 -	7 18 5 -	- - 4 1	- - 2 3	3.812 3.545 3.942 4.218	.910 1.03 .907 .792

8	When the principal of this school is task person oriented, it does not reflect positively on the students' overall performance.	Principals V. Principals Teachers Officials of M.O.E	3 3 42 9	18 27 22 28	7 6 89 19	44 55 47 60	4 1 40 1	25 4 20 3	2 1 18 1	13 4 9 3	- - 2 2	 2 6	3.687 4.000 3.790 4.000	.946 .894 .927 1.01
9	When the principal of this school is full of personal pride and self aggrandizement, it brews dislike and poor students' outcome	Principals V. Principals Teachers Officials of M.O.E	5 3 77 14	31 27 40 43	8 7 81 15	50 63 42 46	2 1 20 3	13 10 10 11	- - 7 -	 3 	1 - 6 -	 5 	4.000 4.181 4.130 4.343	1.03 .603 .961 .653
10	Sometimes, when the principal of this school exact his/her leadership style on certain issues, it enhances students' output	Principals V. Principals Teachers Officials of M.O.E	9 5 49 13	56 46 25 40	7 4 107 16	34 36 56 50	- 1 15 2	- 4 7 6	- 1 19 1	- 4 10 4	- - 1 -	 2 	4.562 4.181 3.963 4.281	.512 .981 .884 .728

Source: Fieldwork 2016

Table 15 revealed the opinion of principals, vice principals, teachers and officials of ministry of education on the impact of principals' autocratic leadership style in secondary schools in Ilorin metropolis Kwara State, Nigeria. In item 1, the stakeholders agreed with the statement that when the principal and senior management team solely makes decisions regarding the school students suffer as represented in their mean scores 3.312, 3.090, 3.560 and 4.218. In item 2, the respondents accepted that students do not enjoy conducive atmosphere when the principal system of administration is strictly order from above as shown in mean scores of 3.500, 3.454, 3.790 and 4.000. In item 3 as revealed in mean scores 3.250, 3.727, 3.790 and 4.187; the principals, vice principals, teachers and ministry officials accepted that students do not gain when the principal enjoys teachers counting on their ideas and suggestion regarding the school's progress.

Similarly, in item 4, the stakeholders accepted that there is no school effectiveness when the principal's leadership style creates lack of prospect among teachers and students with mean scores of 3.687, 4.090, 3.947 and 4.406 respectively. In item 5, the statement that teaching and learning is affected when the principal's style frustrates and discomforts most of the teachers/students was accepted by the respondents with mean scores of 3.812, 3.727, 4.235 and 4.343. Item 6 was also accepted by the respondents that teachers and students tend to perform below expectation when the principal leadership nature is hard with mean score 3.687, 3.363,

3.937 and 4.281. In item 7 the stakeholders affirmed to the statement as shown in mean scores of 3.812, 3.545, 3.942 and 4.218 that when the principal's action results in passive resistance from teachers and students it leads to school ineffectiveness. Also, item 8 was accepted by all with mean scores of 3.687, 4.000, 3.790 and 4.000 that when the principal is task/person oriented, it does not reflect positively on the students' overall performance. In item 9, mean scores of 4.000, 4.181, 4.130 and 4.343 respectively revealed that respondents accepted that when the principal is full of personal pride and self aggrandizement it brews dislike and poor students' outcome. Item 10 revealed that all stakeholders accepted that sometimes when the principal exerts his/her leadership style on certain issues it enhances students, output as reflected in mean scores of 4.562, 4.181, 3.963 and 4.281.

Table 16: Opinion of Respondents on Impact of Principal's Charismatic Leadership Style on Teaching and Learning in Secondary Schools in Ilorin Metropolis, Kwara State, Nigeria

s/n	Item Statement	Category of Respondents	Response										Mean	Std. D
			SA		A		U		D		SD			
			F	%	F	%	F	%	F	%	F	%		
1	When the principal gives listening ears to the teachers and acts with empathy, the students benefits more in this school.	Principals V. Principals Teachers Officials of M.O.E	3 1 70 18	19 10 36 56	12 7 90 13	75 63 47 40	- 3 7 -	- 27 3 -	1 - 22 1	6 - 12 4	- - 2 -	 2	4.062 3.545 4.068 4.500	.680 1.03 .979 .672
2	In this school, when the principal continually improves himself /herself and mixes well with the teachers, students tend to achieve more	Principals V. Principals Teachers Officials of M.O.E	5 1 63 14	32 10 32 44	10 9 104 18	62 80 55 56	- - 17 -	- - 8	1 1 5	6 10 3	- - 2 -	 - 2	4.187 3.909 4.157 4.437	.750 .700 .772 .504
3	When the principal discusses in a simple language while getting across his/her points, the students excel greatly.	Principals V. Principals Teachers Officials of M.O.E	8 2 52 13	50 18 27 40	7 7 101 19	44 62 52 59	1 - 24 -	6 13 -	- 2 13 -	- 20 6	- - 1 -	 - 2	4.437 3.818 3.994 4.406	.629 .981 .849 .498
4	When the principal self- monitors his/her personality and actions in the school, it inspires the students to academic height.	Principals V. Principals Teachers Officials of M.O.E	7 1 51 15	43 10 26 46	9 9 105 16	57 80 54 50	- 1 24 1	- 10 12 4	- - 8 -	 - 4 -	- - 3 -	 - 4	4.437 4.000 4.010 4.437	.512 .447 .839 .564
5	When our principal exhibits confidence in a way that creates sense of purpose for the school, the students tend to study more.	Principals V. Principals Teachers Officials of M.O.E	9 3 63 12	57 27 33 37	6 6 96 16	37 53 50 50	- 2 27 4	- 20 14 13	1 - 4 -	6 - 2 	- - 1 -	- 1	4.437 4.090 4.130 4.250	.813 .700 .766 .672
6	The students achieve more in this school, when the principal displays humility and also places value on each member of the organization.	Principals V. Principals Teachers Officials of M.O.E	7 4 72 16	43 36 37 50	9 4 105 14	57 36 54 43	- 1 9 2	- 10 4 7	- 2 5 -	 18 5 -	- - - -	 	4.562 3.909 4.277 4.437	.512 1.13 .673 .618
7	When the principal shows compassion, honesty and fortitude in dealing with the teachers in this school, the students in turn benefits.	Principals V. Principals Teachers Officials of M.O.E	6 - 73 12	37 38 37	10 11 94 17	63 100 49 53	- - 21 3	 - 10 10	- - 3 -	 3 -	- - - -	 	4.375 4.000 4.240 4.281	.500 .000 .706 .634
8	In this school, when the principal shows substance in his/her leadership approach, the teachers diligently teach the students.	Principals V. Principals Teachers Officials of M.O.E	10 1 58 12	63 10 30 37	6 8 92 16	37 72 48 50	- 2 36 3	- 18 18 9	- - 4 1	 2 4	- - 1 -	 2	4.625 3.909 4.057 4.218	.500 .539 .789 .750

9	When the principal communicates well and finds time to listen to every group in this school, students achieve more in the class	Principals V. Principals Teachers Officials of M.O.E	7 3 87 15	43 27 45 46	9 5 86 16	57 46 45 50	- 3 14 -	- 27 7 -	- - 4 1	 3 4	- - - -	 	4.562 4.000 4.340 4.406	.512 .774 .736 .665
10	In this school, when the principal is matured, friendly and approachable, students achieve greatly	Principals V. Principals Teachers Officials of M.O.E	7 5 85 20	43 45 44 62	9 6 87 8	57 55 45 25	- - 13 3	 6 9	- - 6 1	 5 4	- - - -	 	4.437 4.454 4.314 4.468	.512 .522 .736 .802

Source: Fieldwork 2016

Table 16 revealed the opinion of principals, vice principals, teachers and officials of ministry of education on the impact of principals' charismatic leadership style in secondary schools in Ilorin metropolis kwara State, Nigeria. In item 1, the respondents accepted that students benefit more in the school when the principal gives listening ears to the teachers and acts with empathy shown in mean scores of 4.062, 3.545, 4.068 and 4.500. In item 2, the stakeholders accepted that students achieve more when the principal continues to improve self and mix well with teachers as shown in mean scores of 4.187, 3.909, 4.157 and 4.437. Item 3 which revealed mean scores of 4.437, 3.818, 3.994 and 4.406 suggested that the respondents' response accepted that when the principal discusses in a simple language while getting across points the students excel greatly.

Also in item 4, it was accepted by the stakeholders that when the principal self-monitors self personality and actions it inspires the students to academic height with mean scores of 4.437, 4.000, 4.010 and 4.437 respectively. In item 5, the statement that students tend to study more when the principal exhibits confidence in a way that creates sense of purpose for the school with mean scores of 4.437, 4.090, 4.130 and 4.250 was accepted. Item 6 was also accepted by the respondents that students achieve more when the principal displays humility and also places value on each member of the organization with mean scores of 4.562, 3.909, 4.277 and 4.437. In item 7, the stakeholders accepted the statement as shown in mean scores of 4.375, 4.000, 4.240 and 4.281 that students in turn benefit when the principal shows compassion, honesty and fortitude in dealing with the teachers. Equally, Item 8 was accepted with mean scores of 4.625,

3.909, 4.057 and 4.218 which stated that teachers diligently teach the students when the principal shows substance in his/her leadership approach. In item 9, mean scores of 4.562, 4.000, 4.340 and 4.406 respectively explained the stakeholders' acceptance that students achieve more when the principal communicates well and finds time to listen to every group in the school. In item 10, all respondent accepted that students achieve greatly when the principal is matured, friendly and approachable with mean scores of 4.437, 4.454, 4.314 and 4.468 respectively.

4.4 Hypotheses Testing

The hypotheses are related to variables identified in the research objectives. These included the six leadership styles principals used to impact on teaching and learning in secondary schools in Ilorin metropolis, Kwara state, Nigeria. The six hypotheses were tested using (ANOVA) at 0.05 level of significance. A hypothesis is rejected if p-value is less than the level of significance as set by the study.

Hypothesis 1: *There is no significant difference in the opinions of principals, teachers and M.O.E officials on the impact of principals' situational leadership style on teaching and learning in secondary schools in Ilorin metropolis, Kwara State.*

Table 17: Analysis of Variance Summary on the Impact of Principals' Situational Leadership Style on Teaching and Learning in Secondary Schools in Ilorin Metropolis, Kwara State

Status	Sum of Square	Df	Mean Square	F	Prob.	F.critical
Between groups	970.608	3	323.536			
Within groups	3532.596	246	14.360	22.530	.000	3.01
Total	4503.204	249				

Source: Fieldwork 2016

Table 17 shows the calculated f-ratio of 22.53 is greater than critical f-ratio of 3.01 while the p-value of 0.000 is less than level of significance of 0.05 at 3 df 246. This means that there is a significant difference in the opinion of principals, vice principals, teachers and inspectors on the impact of principals' situational leadership style on teaching and learning in secondary schools in Ilorin metropolis, Kwara State. Therefore, the null hypothesis was rejected

Table 18: Scheffe test Result showing the significant difference in the opinion of respondents on the impact of principals' Situational leadership style on teaching and learning in secondary schools in Ilorin metropolis, Kwara State, Nigeria

Dependent Variable	(I) Status	(J) Status	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
SectB1	Principal	Vice-principal	6.97159*	1.48424	.000	2.7935	11.1496
		Teacher	6.38711*	.98625	.000	3.6109	9.1633
		Officials of M.O.E	2.37500	1.16029	.244	-.8911	5.6411
	Vice-principal	Principal	-6.97159*	1.48424	.000	-11.1496	-2.7935
		Teacher	-.58448	1.17501	.970	-3.8921	2.7231
		Officials of M.O.E	-4.59659*	1.32447	.008	-8.3249	-.8683
	Teacher	Principal	-6.38711*	.98625	.000	-9.1633	-3.6109
		Vice-principal	.58448	1.17501	.970	-2.7231	3.8921
		Officials of M.O.E	-4.01211*	.72384	.000	-6.0497	-1.9746
	Officials of M.O.E	Principal	-2.37500	1.16029	.244	-5.6411	.8911
		Vice-principal	4.59659*	1.32447	.008	.8683	8.3249
		Teacher	4.01211*	.72384	.000	1.9746	6.0497

*. The mean difference is significant at the 0.05 level. Source: Field work 2016

Table 18 result indicated that the observed significant difference was between the principals, vice principals, teachers and officials of M.O.E on the impact of principal's leadership style on teaching and learning. The mean scores of the principals and vice principals agreed with each other, while that of officials of M.O.E agrees with teachers and vice principals.

Hypothesis 2: *There is no significant difference in the opinions of stakeholders on the impact of principals' transactional leadership style on teaching and learning in the secondary schools in Ilorin metropolis, Kwara State.*

Table 19: Analysis of Variance Summary on the Impact of Principals' Transactional Leadership Style on Teaching and Learning in Secondary Schools in Ilorin Metropolis, Kwara State

Status	Sum of Square	Df	Mean Square	F	Prob.	F.critical
Between groups	410.022	3	136.674			
Within groups	2804.762	246	11.401	11.987	.000	3.01
Total	3214.784	249				

Source: Fieldwork 2016

Table 19 shows the calculated f-ratio of 11.987 is greater than critical f-ratio of 3.01 while the p-value of 0.000 is less than level of significance of 0.05 at 3 df 246. This means that there is a significant difference in the opinion of principals, vice principals, teachers and inspectors on the impact of principals' situational leadership style on teaching and learning in secondary schools in Ilorin metropolis, Kwara State. Therefore, the null hypothesis was rejected

Table 20: Scheffe test Result showing the significant difference in the opinion of respondents on the impact of principals' Transactional leadership style on teaching and learning in secondary schools in Ilorin metropolis, Kwara State, Nigeria

SectC1	Principal	Vice-principal	4.60227*	1.32253	.008	.8794	8.3251
		Teacher	4.26243*	.87880	.000	1.7887	6.7362
		Officials of M.O.E	1.75000	1.03387	.415	-1.1603	4.6603
	Vice-principal	Principal	-4.60227*	1.32253	.008	-8.3251	-.8794
		Teacher	-.33984	1.04699	.991	-3.2871	2.6074

		Officials of M.O.E	-2.85227	1.18017	.123	-6.1744	.4698
	Teacher	Principal	-4.26243*	.87880	.000	-6.7362	-1.7887
		Vice-principal	.33984	1.04699	.991	-2.6074	3.2871
		Officials of M.O.E	-2.51243*	.64497	.002	-4.3280	-.6969
	Officials of M.O.E	Principal	-1.75000	1.03387	.415	-4.6603	1.1603
		Vice-principal	2.85227	1.18017	.123	-.4698	6.1744
		Teacher	2.51243*	.64497	.002	.6969	4.3280

*. The mean difference is significant at the 0.05 level. Source: Field work 2016

Table 20 revealed a significant difference in opinion of all stakeholders as shown in mean agreement between principals and vice principals, teachers and principals, and M.O.E officials and teachers.

Hypothesis 3: *There is no significant difference in the opinions of stakeholders on the impact of principals' transformational leadership style on teaching and learning in secondary schools in Ilorin metropolis, Kwara State.*

Table 21: Analysis of variance summary on the Impact of Principals' Transformational Leadership Style on Teaching and Learning in Secondary Schools in Ilorin Metropolis, Kwara State

Status	Sum of Square	Df	Mean Square	F	Prob.	F.critical
Between groups	357.112	3	119.037			
Within groups	3903.244	246	15.867	7.502	.000	3.01
Total	4260.356	249				

Source: Fieldwork 2016

Table 21 shows the calculated f-ratio of 7.502 is greater than critical f-ratio of 3.01 while the p-value of 0.000 is less than level of significance of 0.05 at 3 df 246. This means that there is a significant difference in the opinion of principals, vice principals, teachers and inspectors on the impact of principals' situational leadership style on teaching and learning in secondary schools in Ilorin metropolis, Kwara State. Therefore, the null hypothesis was rejected

Table 22: Scheffe test Result showing the significant difference in the opinion of respondents on the impact of principals' transformational leadership style on teaching and learning in secondary schools in Ilorin metropolis, Kwara State, Nigeria

SectD1	Principal	Vice-principal	4.34091	1.56017	.054	-.0509	8.7327
		Teacher	4.30759*	1.03670	.001	1.3893	7.2258
		Officials of M.O.E	2.28125	1.21964	.323	-1.1520	5.7145
	Vice-principal	Principal	-4.34091	1.56017	.054	-8.7327	.0509
		Teacher	-.03332	1.23512	1.000	-3.5101	3.4435
		Officials of M.O.E	-2.05966	1.39222	.535	-5.9787	1.8594
	Teacher	Principal	-4.30759*	1.03670	.001	-7.2258	-1.3893
		Vice-principal	.03332	1.23512	1.000	-3.4435	3.5101
		Officials of M.O.E	-2.02634	.76086	.072	-4.1681	.1154
	Officials of M.O.E	Principal	-2.28125	1.21964	.323	-5.7145	1.1520
		Vice-principal	2.05966	1.39222	.535	-1.8594	5.9787
		Teacher	2.02634	.76086	.072	-.1154	4.1681

*. The mean difference is significant at the 0.05 level. Source: Field work 2016

Table 22 revealed a significant difference in the mean scores of teachers and principals over officials of M.O.E and vice principals.

Hypothesis 4: *There is no significant difference in the opinions of stakeholders on the impact of principals' democratic leadership style on teaching and learning in the secondary schools in Ilorin metropolis, Kwara State.*

Table 23: Analysis of variance summary on the Impact of Principals' Democratic Leadership Style on Teaching and Learning in Secondary Schools in Ilorin Metropolis, Kwara State

Status	Sum of Square	Df	Mean Square	F	Prob.	F.critical
Between groups	435.901	3	145.300			
Within groups	5063.383	246	20.583	7.059	.000	3.01
Total	5499.284	249				

Source: Fieldwork 2016

Table 23 shows the calculated f-ratio of 7.059 is greater than critical f-ratio of 3.01 while the p-value of 0.000 is less than level of significance of 0.05 at 3 df 246. This means that there is a significant difference in the opinion of principals, vice principals, teachers and inspectors on the impact of principals' situational leadership style on teaching and learning in secondary schools in Ilorin metropolis, Kwara State. Therefore, the null hypothesis was rejected

Table 24: Scheffe test Result showing the significant difference in the opinion of respondents on the impact of principals' Democratic leadership style on teaching and learning in secondary schools in Ilorin metropolis, Kwara State, Nigeria

SectE1	Principal	Vice-principal	4.77841	1.77696	.068	-.2236	9.7805
		Teacher	2.89169	1.18076	.115	-.4321	6.2155
		Officials of M.O.E	-.31250	1.38912	.997	-4.2228	3.5978
	Vice-principal	Principal	-4.77841	1.77696	.068	-9.7805	.2236
		Teacher	-1.88672	1.40675	.616	-5.8466	2.0732
		Officials of M.O.E	-5.09091*	1.58568	.018	-9.5545	-.6273
	Teacher	Principal	-2.89169	1.18076	.115	-6.2155	.4321
		Vice-principal	1.88672	1.40675	.616	-2.0732	5.8466
		Officials of M.O.E	-3.20419*	.86659	.004	-5.6436	-.7648
	Officials of M.O.E	Principal	.31250	1.38912	.997	-3.5978	4.2228
		Vice-principal	5.09091*	1.58568	.018	.6273	9.5545
		Teacher	3.20419*	.86659	.004	.7648	5.6436

*. The mean difference is significant at the 0.05 level. Source: Field work 2016

Table 24 revealed a significant difference in the opinion of officials of M.O.E, vice principals and teachers. The mean score of M.O.E agrees with vice principals and teachers while the principal's is quiet.

Hypothesis 5: *There is no significant difference in the opinions of stakeholders on the impact of principals' autocratic leadership style and on teaching and learning in the secondary schools in Ilorin metropolis, Kwara State.*

Table 25: Analysis of variance summary on the Impact of Principals' Autocratic Leadership Style on Teaching and Learning in Secondary Schools in Ilorin Metropolis, Kwara State

Status	Sum of Square	Df	Mean Square	F	Prob.	F.critical
Between groups	397.345	3	132.448			
Within groups	5937.939	246	24.138	5.487	.000	3.01
Total	6335.284	249				

Source: Fieldwork 2016

Table 25 shows the calculated f-ratio of 5.487 is greater than critical f-ratio of 3.01 while the p-value of 0.000 is less than level of significance of 0.05 at 3 df 246. This means that there is a significant difference in the opinion of principals, vice principals, teachers and inspectors on the impact of principals' situational leadership style on teaching and learning in secondary schools in Ilorin metropolis, Kwara State. Therefore, the null hypothesis was rejected

Table 26: Scheffe test Result showing the significant difference in the opinion of respondents on the impact of principals' Autocratic leadership style on teaching and learning in secondary schools in Ilorin metropolis, Kwara State, Nigeria

SectF1	Principal	Vice-principal	-.05114	1.92431	1.000	-5.4680	5.3657
		Teacher	-1.77651	1.27867	.588	-5.3759	1.8229
		Officials of M.O.E	-4.96875*	1.50431	.013	-9.2033	-.7342
	Vice-principal	Principal	.05114	1.92431	1.000	-5.3657	5.4680
		Teacher	-1.72537	1.52340	.733	-6.0136	2.5629
		Officials of M.O.E	-4.91761*	1.71717	.044	-9.7513	-.0839
	Teacher	Principal	1.77651	1.27867	.588	-1.8229	5.3759
		Vice-principal	1.72537	1.52340	.733	-2.5629	6.0136

		Officials of M.O.E	-3.19224*	.93845	.010	-5.8339	-.5506
	Officials of M.O.E	Principal	4.96875*	1.50431	.013	.7342	9.2033
		Vice-principal	4.91761*	1.71717	.044	.0839	9.7513
		Teacher	3.19224*	.93845	.010	.5506	5.8339

*. The mean difference is significant at the 0.05 level. Source: Field work 2016

Table 26 showed a significant difference in opinion of all stakeholders. Officials of M.O.E mean score agrees with principals, with vice principals and teachers.

Hypothesis 6: *There is no significant difference in the opinions of stakeholders on the impact of principals' charismatic leadership style on teaching and learning in the secondary schools in Ilorin metropolis, Kwara State.*

Table 27: Analysis of variance summary on the Impact of Principals' Charismatic Leadership Style on Teaching and Learning in Secondary Schools in Ilorin Metropolis, Kwara State

Status	Sum of Square	Df	Mean Square	F	Prob.	F.critical
Between groups	273.855	3	91.285			
Within groups	3570.661	246	14.515	6.289	.000	3.01
Total	3844.516	249				

Source: Fieldwork 2016

Table 27 shows the calculated f-ratio 6.289 is greater than critical f-ratio of 3.01 while the p-value of 0.000 is less than level of significance of 0.05 at 3 df 246. This means that there is a significant difference in the opinion of principals, vice principals, teachers and inspectors on the impact of principals' situational leadership style on teaching and learning in secondary schools in Ilorin metropolis, Kwara State. Therefore, the null hypothesis was rejected

Table 28: Scheffe test Result showing the significant difference in the opinion of respondents on the impact of principals' Charismatic leadership style on teaching and learning in secondary schools in Ilorin metropolis, Kwara State, Nigeria

SectG1	Principal	Vice-principal	4.48864*	1.49222	.031	.2881	8.6891
		Teacher	2.53338	.99155	.091	-.2578	5.3245
		Officials of M.O.E	.28125	1.16652	.996	-3.0024	3.5649
	Vice-principal	Principal	-4.48864*	1.49222	.031	-8.6891	-.2881
		Teacher	-1.95526	1.18133	.435	-5.2806	1.3701
		Officials of M.O.E	-4.20739*	1.33159	.020	-7.9557	-.4590
	Teacher	Principal	-2.53338	.99155	.091	-5.3245	.2578
		Vice-principal	1.95526	1.18133	.435	-1.3701	5.2806
		Officials of M.O.E	-2.25213*	.72773	.024	-4.3006	-.2036
	Officials of M.O.E	Principal	-.28125	1.16652	.996	-3.5649	3.0024
		Vice-principal	4.20739*	1.33159	.020	.4590	7.9557
		Teacher	2.25213*	.72773	.024	.2036	4.3006

*. The mean difference is significant at the 0.05 level. Source: Field work 2016

Table 28 result indicated a significant difference between respondents of principals, vice principals, teachers and officials of Ministry of education. Vice principal's mean score agrees with principal, M.O.E to vice principal, and M.O.E to teachers

Table 29: Summary of Hypotheses Testing

S/N	Hypotheses Statement	Statistical Tool	Result	Significant Level	Decision
1	There is no significant difference in the opinions of stakeholders on the impact of Situational leadership style on teaching and learning in secondary Schools in Ilorin Metropolis, Kwara State	ANOVA	The observed value P=.000 is less than 0.05 and F-calculated value (22.530) is greater than F-critical (3.01)	0.05	Rejected
2	There is no significant difference in the opinions of stakeholders on the impact of Transactional leadership style on teaching and learning in secondary Schools in Ilorin Metropolis, Kwara State	ANOVA	The observed value P=.000 is less than 0.05 and F-calculated value (11.987) is greater than F-critical (3.01)	0.05	Rejected
3	There is no significant difference in the opinions of stakeholders on the impact of Transformational leadership style on teaching and learning in secondary Schools in Ilorin Metropolis, Kwara State	ANOVA	The observed value P=.000 is less than 0.05 and F-calculated value (7.502) is greater than F-critical (3.01)	0.05	Rejected
4	There is no significant difference in the opinions of stakeholders on the impact of Democratic leadership style on teaching and learning in secondary Schools in Ilorin Metropolis, Kwara State	ANOVA	The observed value P=.000 is less than 0.05 and F-calculated value (7.059) is greater than F-critical (3.01)	0.05	Rejected
5	There is no significant difference in the opinions of stakeholders on the impact of Autocratic leadership	ANOVA	The observed value P=.000 is less than 0.05 and F-calculated	0.05	Rejected

	style on teaching and learning in secondary Schools in Ilorin Metropolis, Kwara State		value (5.487) is greater than F-critical (3.01)		
6	There is no significant difference in the opinions of stakeholders on the impact of Charismatic leadership style on teaching and learning in secondary Schools in Ilorin Metropolis, Kwara State	ANOVA	The observed value P=.000 is less than 0.05 and F-calculated value (6.289) is greater than F-critical (3.01)	0.05	Rejected

4.5 Summary of Major Findings

The findings of the study were summarized as follows:

1. There is significant impact of the principals' situational leadership style on teaching and learning in secondary schools in Ilorin metropolis, Kwara State;
2. There is significant impact of principals' transactional leadership style on teaching and learning in secondary schools in Ilorin metropolis, Kwara State;
3. There is significant impact of principals' transformational leadership style on teaching and learning in secondary schools in Ilorin metropolis, Kwara State;
4. There is significant impact of principals' democratic leadership style on teaching and learning in secondary schools in Ilorin metropolis, Kwara State;
5. There is significant impact of principals' autocratic leadership style on teaching and learning in secondary schools in Ilorin metropolis, Kwara State; and
6. There is significant impact of principals' charismatic leadership style on teaching and learning in secondary schools in Ilorin metropolis, Kwara State

4.6 Discussion of the Findings

The main purpose of this study was to investigate the impact of principals' leadership styles (independent variable) on teaching and learning in secondary schools in Ilorin metropolis, Kwara State Nigeria (dependent variable). The six leadership styles investigated were

situational, transactional, transformational, democratic, autocratic and charismatic. Each of these leadership styles has consequences on teaching and learning outcomes.

The hypotheses formulated were tested using analysis of variance (ANOVA) and the opinions of the principals, vice principals, teachers and officials of M.O.E all agreed that there is significant difference in the impact of principals' leadership styles used in this study (situational, transactional, transformational, democratic, autocratic, charismatic) on teaching and learning in secondary schools in Ilorin metropolis Kwara state, Nigeria. This implies that the application of these styles of leadership at different times by the principals has significantly impacted on the school environment and overall performance both by teachers in the classroom and students in their exams.

The situational leadership style had a positive impact on teaching and learning outcomes in the secondary schools in Ilorin metropolis because the principals were dynamic in their leadership approach. This supported Okumbe (1998) who viewed that different situations breed different staff personalities and traits. And that the gimmicks of the situational leader require that a particular situation may require a particular style.

The transactional leadership style also had significant impact on teaching and learning outcome in secondary schools in Ilorin metropolis because teachers were rewarded in exchange for hard work. This supported Akinyemi (2004) who opined that transactional leaders allows for the practice of good relationship.

The transformational leadership style had significant impact on teaching and learning in secondary schools in Ilorin metropolis because the principal was able to motivate the staff to perform. This supported the findings of Oyegoke (2012) that a School where the principal provide a good working facilities in the school, sees to members of staff welfare, relates very well with both the teachers, students and the community; will facilitate conducive environment for teaching and learning to take place.

It was evident that whenever the principal adopts the use democratic leadership style in his/her administration of the school, teaching and learning outcomes were positively impacted because the teachers were highly motivated to work and felt the belongingness. This supported the findings of Yusuf (2012) that leadership styles especially democratic had significant impact on students' academic achievement because it motivated the teachers' classroom performance.

The autocratic leadership style also had impact on teaching and learning negatively because it frustrated and discomforted the teachers which brewed dislike for the school authority and poor classroom efforts. This supported the findings of Charlton (2000) that principals who use strict control measures are likely to face students and teachers resistance and increase indiscipline because the teachers and students tend to protest against dictatorial measures used.

Finally, the charismatic leadership style also had significant impact positively on teaching and learning outcomes in secondary schools in Ilorin metropolis. The principal was able to carry the subordinate along with charisma and influence. this supported the assertion of Lawler (1982) that the charismatic leader is able to communicate to followers, ideological goals that are readily accepted by them.

Therefore, it was concluded that this research work is result-oriented since there is a significant relationship between the principals' leadership styles and teaching and learning activities that enhanced academic performance.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter synthesizes the salient information of the previous chapters which thereby gives the reader a panoramic view of the general work that has been covered in the study. Conclusions were drawn and recommendations made based on the findings of impact of principals' leadership styles on teaching and learning in secondary schools in Ilorin Metropolis, Kwara State, Nigeria.

5.2 Summary

The study focused to on the impact of principals' leadership styles on teaching and learning in secondary schools in Ilorin metropolis, Kwara State, Nigeria.

In chapter one, the researcher relayed some background to the study, and highlighted problems that motivated the study. Also, the objectives of the study were stated, research questions directed and hypotheses formulated to achieve the purpose of the study. In addition, the significance and scope of the study were mentioned.

In chapter 2, literature related to the study was reviewed. The researcher had examined the various concepts of leadership, principals' leadership styles, and the six leadership styles to teaching and learning, and modals of school performance in relation to teaching and learning outcome.

The instrument used in chapter three was a five likert's scale questionnaire made up of section 'A': Bio-data, and sections 'B'-'G' containing 60 items ten on each leadership style (situational, transactional, transformational, democratic, autocratic and charismatic). The questions were designed and used to collect data for the study. It was tested for validity and reliability.

In chapter four, the SPSS 17.0 package was used to analyze data collected. Also the six research questions were hypothesized and tested using one way analysis of variance (ANOVA). The study established that there is a significant difference in all the principal's leadership styles on teaching and learning. The study indicated that it is only through democratic leadership that different views can be brought together, challenges identified and collective decisions reached.

5.3 Conclusion

Finally, based on the findings of this study, it was concluded that principals' leadership styles are critical variables to the realization of effective teaching and learning in secondary schools in Ilorin Metropolis, Kwara State, Nigeria. This was evident from the findings which concluded that teaching and learning outcomes were impacted significantly by the six leadership styles- situational, transactional, transformational, democratic, autocratic and charismatic depending probably on the prevailing circumstances in the schools. This was significant particularly on employees' morale, teachers' classroom behavior, students' academic performance and the overall school effectiveness.

5.4 Recommendations

Based on the research findings, the following recommendations were made:

1. Principals should adopt situational leadership style to eliminate predictable leadership approach in their administration of schools which affects teaching and learning outcomes;
2. Principals should be transactional in their leadership approach so as to raise the morale of the followers by setting up a reward system in exchange for good work. This will steer healthy competition in the classroom activities and enhance the teaching and learning process;
3. Principals should be more transformational in their leadership approach by trusting and believing in the abilities of their staff by raising them to higher level of motivation and morality. This will enhance the teaching and learning outcome;

4. Principals should be more democratic in their leadership style approach in order to encourage teamwork that boosts teachers' productivity and enhances teaching and learning outcomes in the school;
5. Principals should not use the autocratic leadership style except when the need arises to exert authority and quell disciplinary problems which mostly undermines teachers' classroom performance that affects teaching and learning outcomes; and
6. Principals should use charismatic leadership approach in order to get the support of their subordinates towards the achievement of his/her goals and vision for the school. The principal's charisma will spur followers to action.

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APPENDIX I:

DEPARTMENT OF EDUCATIONAL FOUNDATION AND CURRICULUM

Faculty of Education

AHMADU BELLO UNIVERSITY, ZARIA

Email: efceduc@abu.edu.ng

Vice-Chancellor: **Professor Abdullahi Mustapha,** *B.Sc (Hons) Pharm (ABU), Ph.D (London), FPSN*

Ag. Head of Department: **Dr. Bashir Maina,** *B.Ed (Unimaid), M.Ed,. Ph.D (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. Bashir Maina
Head of Department

Head of Department
Dept. of Educational Foundation & Curriculum
A.B.U. ZARIA

APPENDIX II:

Area 'A': ILORIN EAST PUBLIC SENIOR SECONDARY SCHOOLS

S/N	Names of schools	Principals	teachers	Total
1	Community Secondary School, Iponrin	1	30	31
2	Government day Secondary School, fate	1	43	44
3	Government day Secondary school, Oja-gboro	1	36	37
4	Government Secondary School, Lajiki	1	23	24
5	Government day Secondary School, Karuma	1	25	26
6	Okelele Secondary School, Ilorin	1	30	31
7	Government day Secondary School. Oke-Ogbe	1	28	29
8	Community Secondary School, Agbeyangi	1	39	40
9	Army day Secondary School, Sobi	1	41	42
10	Government day Sec School, T/ Aiyetoro- oja	1	35	36
11	Cherubim & Seraphim College, Ilorin	1	49	50
12	Community Secondary School, Okeoyi Oja	1	31	32
13	Community Grammar School, Ile apa	1	24	25
14	Government Secondary School, Amule	1	34	35
15	Government Secondary School, Ilorin	1	63	64
16	Saint Anthony Secondary School, Ilorin	1	40	41
17	Senior Secondary School, Oke Ose	1	32	33
18	Senior Secondary School, Panada Oja	1	28	29
19	St. Barnabas Senior Sec School, Sabo oke, Ilorin	1	42	43
	Total	19	673	692
	Zonal Education Inspectors			14

Area 'B': ILORIN SOUTH PUBLIC SENIOR SECONDARY SCHOOLS

S/N	Names of Schools	Principals	Teachers	Total
1	Government Technical College, Ilorin	1	34	35
2	Government Girls Day Sec. School, Okesuna	1	25	26
3	Government day Secondary School, Tanke	1	46	47
4	Government day Secondary School, Kulende	1	34	35
5	Government day Secondary School, Gaa-Akanbi	1	26	27
6	Government day Secondary School, Okekere	1	29	30
7	Government Secondary School, Omode	1	19	20
8	United community Secondary School, Ilorin	1	44	45
9	Bishop Smith Memorial College, Ilorin	1	53	54
10	Government day Secondary School, Oke-Aluko	1	45	46
11	Government day Secondary School, Agbabiaka	1	27	28
12	Sango Senior Secondary School, Kulende	1	35	36
13	Sheikh Abdulsalam Senior Sec. School, Ilorin	1	20	19
14	Senior Secondary School, Fate Basin	1	22	23
15	Ilorin South Local Govt. Sec. Sch. Oke Adini	1	21	22
	Total	15	480	495
	Zonal Education Inspectors			12

Area 'C': ILORIN WEST PUBLIC SENIOR SECONDARY SCHOOLS

S/N	Names of Schools	Principals	Teachers	Total

1	Sheikh Abdulkadir College, Ilorin	1	39	40
2	Queen Elizabeth School, Ilorin	1	59	60
3	Mount Carmel College, Ilorin	1	37	38
4	Ilorin Grammar School, Ilorin	1	53	54
5	Babokon Community Secondary School, Ilorin	1	25	26
6	Community Secondary School, Barakat	1	21	22
7	Government High School, Adeta	1	35	36
8	Government Day Secondary School, Alore	1	19	20
9	Local Government Secondary School, Odore	1	18	19
10	Government Girls Day Sec. School, Pakata	1	23	24
11	Government Girls day Sec. School, Oko-erin	1	41	42
12	Government day Secondary School, Airport	1	26	27
13	Government Day Secondary School, Adewole	1	26	27
14	Government Day Secondary School, Odo-okun	1	18	19
15	Government Day Secondary School, Adeta	1	25	26
16	Waziri Baboko Secondary School, Ilorin.	1	29	30
	Total	16	494	510
	Zonal Education Inspectors			12

IMPACT OF PRINCIPALS' LEADERSHIP STYLES ON TEACHING AND LEARNING IN SECONDARY SCHOOLS IN ILORIN METROPOLIS, KWARA STATE, NIGERIA

AHMADU BELLO UNIVERSITY, ZARIA
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM
(For Principals, Vice Principals, Teachers and Officials of M.O.E)

Dear Respondent,

I am Kelechi Tajudeen Saidu of the Department of Educational foundations and Curriculum of Ahmadu Bello University, Zaria. I am carrying out a study on "Impact of Principals' Leadership Styles on Teaching and Learning in Secondary Schools in Ilorin Metropolis, Kwara State, Nigeria".

You are to respond to the issues honestly, please. All the information provided by you will be treated confidentially and used strictly for the purpose of this research.

Thank you.

Yours sincerely,

Saidu, Kelechi Tajudeen

SECTION A: PERSON`AL DATA

Please tick in the column that corresponds with your opinion.

1. STATUS: (a) Principal (b) Vice Principal (c) Teacher (d) Official of MOE

2. GENDER: (a) Male (b) Female

3. AGE: (a) 21-30 (b) 31-40 (c) 41 - 50 (d) 51-60

4. YEARS OF WORKING EXPERIENCE: (a) 0-5 (b) 6-10 (c) 11-15 (d) 16-20

(e) 21-25 (f) 26-30 (g) 31-35

5. HIGHEST QUALIFICATION (a) Masters (b) Bachelors (c) Diploma

(d)Others specify_____

6. TYPE OF SCHOOL: (a) Day (b) Boarding (c) Day/Boarding

7. SCHOOL LOCATION: (a) Rural (b) Urban

SECTION B: IMPACT OF PRINCIPALS' SITUATIONAL LEADERSHIP STYLE ON TEACHING AND LEARNING IN SECONDARY SCHOOLS IN ILORIN METROPOLIS

	ITEM STATEMENT	**RESPONSES**
		Strongly agree, Agree, Undecided, Disagree, Strongly Disagree
1	When the principal supervises teachers' lesson notes/scheme of work in this school, it enhances quality in teaching and learning outcome	
2	In this school, when the principal inspects student's progress report, it makes them to sit up, thereby improving their academic output	
3	When the principal of this school visits the classroom, it keeps students on check and improves teaching and learning process.	
4	When the principal of this school adapts to the level of maturity of the teachers by soliciting their inputs, it galvanizes their class work	
5	Academic performance is enhanced in this school when the principal allows subordinates to take routine decision and participate actively	
6	When the principal uses delegation and consensus building in the administration of this school, students learning process is enhanced.	
7	When the principal displays great integrity in his/her handling of challenging issues in this school, students gain more academically.	
8	When the principal in this school takes courage to adopt to a radically different style as the need arises, students are always up and doing	

9 When the principal is humble and has a clear vision of the school goals, the students are effectively taught which improves their output

10 In this school, students achieve more when the principal supervises teaching and learning activities.

SECTION C: IMPACT OF PRINCIPALS' TRANSACTIONAL LEADERSHIP STYLE ON TACHING AND LEARNING IN SECONDARY SCHOOLS IN ILORIN METROPOLIS

ITEM STATEMENT **RESPONSES**

Strongly agree, Agree, Undecided, Disagree, Strongly Disagree

11 Students achieve in this school when the principal extrinsically motivates his/her staff to elicit desired performance.

12 When the principal applies practicality in his/her approach to solving problems in this school, students gain from the teaching process

13 When the principal is resistant to change by not improving on teachers' working conditions, the students in this school do not achieve more

14 When the principal discourages independent thinking of the teachers to act creatively in this school, students are not dynamically exposed

15 In this school, when the principal rewards performance for specific goals and targets that have been achieved, students excel more.

16 When the principal has a constrained thinking and prefers to work within existing rules in this school, it affects students' learning outcome.

17 In this school when the leadership is passive and does not take proactive steps to prevent problems, students suffer from poor teaching

18 In this school when the principal schedules work and emphasizes on meeting the deadline, students tremendously improve in their learning

19 When the principal emphasizes on group and teamwork, it enhances the level of the students' intelligence in this school.

20 When the principal gives advanced notice of changes in this school, it helps to enhance teaching and learning process for students.

SECTION D: IMPACT OF PRINCIPALS' TRANSFORMATIONAL LEADERSHIP STYLE ON TEACHING AND LEARNING IN SECONDARY SCHOOLS IN ILORIN METROPLIS

ITEM STATEMENT **RESPONSES**

Strongly agree, Agree, Undecided, Disagree, Strongly Disagree

21 In this school, when the principal keeps his/her ego by exhibiting great trust in all the teachers, students excel in the learning process

22 Students in this school achieve more, when the teachers have high commitment to the principal due to his/her style of self-management ability

23 In this school, when the principal attends promptly to the teachers' welfare, teaching and learning is enhanced and the students perform.

24 When the principal makes difficult decisions with a clear focus on values, vision and goals of this school, the students excel tremendously

25 When the principal inspires and communicates regularly the goals of the school to teachers, students achieve academic excellence.

26 When the principal takes risk that is necessary in order to promote change and innovation in this school, students learn more

27 In this school, when the principal provides emotional support to the teachers during difficulties, the students gain immensely.

28 When the principal shares the collective organizational consciousness of this school, it elicits desired students' performance.

29 In this school when the principal maintains definite standard for teachers and entertain new ideas, it enhances students' performance.

30 When the principal sets a realistic and achievable vision for this school, it brings effectiveness in the students' learning outcome

SECTION E: IMPACT OF PRINCIPALS' DEMOCRATIC LEADERSHIP STYLE ON TEACHING AND LEARNING IN SECONDARY SCHOOLS IN ILORIN METROPOLIS

ITEM STATEMENT **RESPONSES**

Strongly agree, Agree, Undecided, Disagree, Strongly Disagree

31 When the principal encourages teachers to participate in decision making process of this school, it reflects on students' performance

32 In this school, when the principal invites the teachers to help in addressing the school administrative problems, the students benefit

33 In this school, when the principal supports teachers' involvement in designing learning programmes, the students excel more

34 When the principal allows the teachers to be part in determining the resource allocation and utilization in this school, students learn more

35 When the principal delegates responsibilities and duties freely to both staff and students in this school, academic progress is attained.

36 In this school, when the principal's leadership approach is predicted, teachers exhibit laxity in the classroom which affects students' outcome

37 In this school, when the principal respects both the teachers' and students' opinion, it favours the students' learning outcome.

38 When the principal delegates duties and assignment to those who have the skills in the school, students achieve from the work

39 When the principal delegate power to his/her subordinates in this school, based on sentiments or ethnicity, students suffer from it

40 When the principal of this school operates an open door and all inclusive policy, the students achieve more from the teachers

SECTION F: IMPACT OF PRINCIPALS' AUTOCRATIC LEADERSHIP STYLE ON TEACHING AND LEARNING IN SECONDARY SCHOOLS IN ILORIN METROPOLIS

ITEM STATEMENT **RESPONSES**

Strongly agree, Agree, Undecided, Disagree, Strongly Disagree

41 When the principal and senior management team solely make decisions regarding this school, students suffer

42 In this school, when the principal's system of administration is strictly order from above, the students do not enjoy conducive atmosphere

43 When the principal enjoys teachers' counting on his/her ideas and suggestions regarding the progress of the school, students do not gain

44 When the principal's leadership style creates lack of prospects among teachers and students in this school, there is no school effectiveness

45 When the principal's style frustrates and discomforts most of the teachers and students in this school, teaching and learning are affected

46 In this school when the principal leadership nature is hard, the teachers and students tend to perform below expectation.

47 When the principal's actions result in passive resistance from teachers and students in the school, it leads to school ineffectiveness

48 When the principal of this school is task or person oriented, it does not reflect positively on the students' overall performance.

49 When the principal of this school is full of personal pride and self aggrandizement, it brews dislike and poor students' outcome

50 Sometimes, when the principal of this school exacts his/her leadership style on certain issues, it enhances students' output

SECTION G: IMPACT OF PRINCIPALS' CHARISMATIC LEADERSHIP STYLE ON TEACHING AND LEARNING IN SECONDARY SCHOOLS IN ILORIN METROPOLIS

ITEM STATEMENT **RESPONSES**

Strongly agree, Agree, Undecided, Disagree, Strongly Disagree

51 When the principal gives listening ears to the teachers and acts with empathy, the students benefits more in this school.

52 In this school, when the principal continually improves himself/herself and mixes well with the teachers, students tend to achieve more

53 When the principal discusses in a simple language while getting across his/her points, the students excel greatly.

54 When the principal self- monitors his/her personality and actions in the school, it inspires the students to academic height.

55 When our principal exhibits confidence in a way that creates sense of purpose for the school, the students tend to study more.

56 The students achieve more in this school, when the principal displays humility and also places value on each member of the organization.

57 When the principal shows compassion, honesty and fortitude in dealing with the teachers in this school, the students in turn benefits.

58 In this school, when the principal shows substance in his/her leadership approach, the teachers diligently teach the students.

59 When the principal communicates well and finds time to listen to every group in this school, students achieve more in the class

60 In this school, when the principal is matured, friendly and approachable, students achieve greatly