

**PERCEPTIONS OF STAKEHOLDERS ON PREVAILING LEADERSHIP
STYLES OF PRINCIPALS IN SECONDARY SCHOOLS IN ZARIA AND GIWA
EDUCATIONAL ZONES IN KADUNA STATE NIGERIA**

BY

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**A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES,
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ZARIA**

FEBRUARY, 2015

DECLARATION

I declare that this thesis entitled, “Perceptions of Stakeholders on Prevailing Leadership Styles of Principals in Secondary Schools in Zaria and Giwa Educational Zones in Kaduna State” has been carried out by me in the Department of Educational Foundations and Curriculum Studies. The information derived from the literature has been duly acknowledged in the text and a list of reference provided. No part of this thesis report was previously presented for another degree or diploma in this or any other institution.

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Sign & Date

CERTIFICATION

This thesis entitled, “Perceptions of Stakeholders on Prevailing Leadership Styles of Principals in Secondary Schools in Zaria and Giwa Educational Zones in Kaduna State” by Adebola Ademola meets the regulations governing the award of degree of Master’s in Educational Administration and Planning Ahmadu Bello University and is approved for contribution to knowledge and literary presentation.

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DEDICATION

This work is dedicated to God Almighty who gave the wisdom and knowledge to complete this work.

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My appreciation goes to God Almighty, the maker of heaven and earth for giving me life and success in my studies and my gratitude goes to my mother, Mrs. R. O. Ademola for her prayers and supports.

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ABSTRACT

This research work entitled “Perceptions of Stakeholders on Prevailing Leadership Styles of Principals in Secondary Schools in Zaria and Giwa Educational Zones in Kaduna State” was conducted using descriptive survey research design. Five hundred copies of questionnaire was used as a tool for gathering data. Research objectives include to examine the prevalence of laissez faire leadership styles of principals in secondary schools in Kaduna state and investigate the prevalence of democratic leadership styles of principals in secondary school in Kaduna State.. Six null hypotheses were formulated and tested using t-test at 0.05 level of significance. The hypotheses include: there is no significant difference in the perceptions of stakeholders on the prevalence of laissez faire leadership style in secondary schools in Kaduna State, there is no significant difference in the perception of stakeholders on the prevalence of democratic leadership styles in secondary schools in Kaduna State; there is no significant difference in the perceptions autocratic leadership style in secondary schools in Kaduna State, there is no significant difference in the perception of stakeholder's on transformational leadership style in secondary schools in Kaduna State, there is no significant difference in the perceptions of stakeholders on prevalence of facilitative leadership style in secondary schools in Kaduna State and there is no significant difference in the perceptions of stakeholders on prevalence of facilitative leadership style in secondary schools in Kaduna State. The data for the study were collected through the use of constructed questionnaire. In line with the findings, some conclusions were made which Staff/Teachers in Zaria and Giwa educational zones should be given opportunity to go for in-service training to obtain professional qualifications and also be empowered. The principals in secondary schools should adopt collaborative, democratic and facilitative leadership styles. The principals should give the teachers leadership roles and allow them to participate in decision making process. The principals should still improve on their supervisory roles, they should intensify on supervising the activities of teachers in secondary schools. The Ministry of Education should also organize regular supervision for principals and teachers in secondary schools in Zaria and Giwa educational zones in Kaduna state.

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OPERATIONAL DEFINITION OF TERMS

- MOE:** Ministry of Education Officials
- Management:** The extent to which the administrators organize the activities in their schools so as to ensure effective planning, controlling, budgeting and evaluation to ensure the attainment of educational goals in the school system.
- N.P.E.:** National Policy on Education
- Teachers:** Teacher is that professional man or woman who has been specially trained to teach at primary or secondary schools level. The teacher is expected to have received some professional to qualify him or her to stand in front of pupils or students and impart knowledge. Broadly, a professional teacher must have some qualities and character that differentiate him from others that are not professional teacher. He or she must have the ability to emphasize intelligent appreciation of the world around him and give qualitative teaching to pupils.
- School:** According to California Department Education (CDE). The term “school” is used to refer to all educational institutions having the following characteristics:
- One or more teachers to give instruction;
 - An assigned administrator;
 - Based in one or more buildings; and
 - Enrolled or prospectively enrolled students.
- A school can either be public or private school in Nigeria, public schools are founded by states while the private schools are owned and founded by individuals not by the government.
- Stakeholders:** The stakeholders are the parents and staff of the state and federal ministry of Education. They have access to both the privately owned as well as the public schools. The control and supervision of these schools rest on the state Ministry of Education that monitor and regulate the activities of all the schools in the state.
- School Principal:** The administrative head of secondary school is the school principal. He is saddled with the responsibility of controlling the affairs of the school. The principal of public schools are employed by the state ministry of Education and the ministry therefore controls his or her activities.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Leadership is very important to the progress of any organization. Leadership in a formal organization is regarded as an input into the organization and it is intended to influence the behavior of the members in order to attain the organizational objectives through initiating, motivating, directing and coordinating the functions of other members of the group (Neil (2004). An individual is seen as a leader when he contributes to the formulation and attainment of group goals. A school is a formal organization and as such it is a bureaucratic system (Nias, 1994). In a school system, the manager must use stipulated rules and regulations in his official dealings. There must also be division of labour based on specialization of the workers. In the school, there must be hierarchy of authority. Bureaucratic principles also require employment and promotion of workers based on technical expertise.

In management, there is the principle of change. The manager must realize that the world is changing rapidly and educational system and technology must also change. The school manager must ensure principle of change in line with contemporary world. The principle of change involves adaptability, that is, adapting practice to modern one, flexibility, that is, situational combining both new and old technologies and stability that is, ensuring gradual change effort not to create sudden disequilibrium. The use of these management principles in our prime schools will greatly depend on the leadership ability of the local school supervisors, heads of service and education secretaries.

Researchers have identified certain leadership behaviours used in organizations (Adewole and Laniyi, 1992; Nias, 1994). These are the nomothetic, idiographic and transactional leadership behaviours. The Nomothetic Leadership behaviour is the characteristic of a leader who follows the rules and regulations of an organization to the letter. Everything is by bureaucracy, that is, by official protocol. Hence, subordinates are expected to conform completely to bureaucratic processes. The leader perceives his office as a centre of authority and applied the same bureaucratic rules and procedures to all subordinates. This leadership behaviour is commonly used by autocratic leaders (Nworgu, 1991; Goldring and Sharon, 1993).

The idiographic leadership behaviour focuses on individual needs rather than organizational needs. The leader expects subordinates to work things out for themselves. Hence, organizational demands are minimized. Authority is delegated while the relationship to others is in line with individual's personal needs (Evan 1989).

The Authoritarian or autocratic leader is the one who imposes decisions on others. He makes the decisions and simply dictates what others must do. He does not encourage input by others. He is a tough battler and a strict disciplinarian.

The transactional leadership behaviour is a hybrid between the nomothetic and idiographic leadership behaviours. It is situation-oriented. However, 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 allows for the practices of good human relationship (Akinyemi, 1993; Bidwell, 2001).

Researchers have also identified three other styles of leadership (Wiles, 1990; Liberman *et al.*, 1994). These include the Autocratic, Democratic and Laissez-faire Leadership Styles. The autocratic leadership style is also known as the authoritarian style of leadership. Power and decision-making reside in the autocratic leader. The autocratic leader directs group members on the way things should be done. The leader does not maintain clear channel of communication between himself or herself and the subordinates. He or she does not delegate authority nor permit subordinates to participate in policy-making (Miskel, et al (1992).

The democratic style of leadership emphasizes group and leader participation in the making of policies. Decisions about organizational matters are arrived at after consultation and communication with various people in the organization. The leader attempts as much as possible to make each individual feel that he is an important member of the organization. Communication is multidirectional while ideas are exchanged between employees and the leader (Heenan and Bennis 1999). In this style of leadership, a high degree of staff morale is always enhanced (Mba, 2004).

Laissez-faire leadership 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 (Talbert and Milbrey, 1994). Performance could be described in various ways. It could be an act of accomplishing or executing a given task (Robert and Tim, 1998). It could also be described as the ability to combine skillfully the right behavior towards the achievement of organizational goals and objectives (Olaniyan, 1999).

Teachers' job performance could be described as the duties performed by a teacher at a particular period in the school system in achieving organizational goals (Obilade, 1999). It could also be described as the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes (Akinyemi 1993; Okeniyi, 1995). However, Meindl (1995) argued that job performance is determined by the worker's level of participation in the day to day running of the organization.

Laize faire cadet is that one who shows care-free attitude to members of the group. He allows others to take decisions and he only moderates. He is mostly seen as a loose leader and usually being led by his followers. He is "friendly helper" to his follower. He might easily run into problem of loss of control of his group and may end up achieving less in some cases.

1.1.1. Styles of Leadership in Education

With an eye for reform, many educationists have either supported or criticized certain leadership styles, however, which style suits and works best is subjected to a matter of opinion. Educational leadership styles are based on the understanding that certain characteristics, such as physical energy and/or social interaction play a part in the way education is imparted. Effective leadership is about strengthening the performance of education leaders, primarily the educators, to improve student achievement. Hence, effective leadership is crucial for teachers and students to enhance performance at the highest level.

There is no denying the fact, that there is no single best way to lead and inspire in the field of education. Each educator, as well as schools, view leadership strategies differently, as certain situations, features and actions seem far more favorable than others

at different levels and times. Jones, 2000), broadly stated that there are three leadership styles in education, which are used individually or as a versatile combination. They are hierarchical, transformational and facilitative.

- a. **Hierarchical:** Hierarchical leadership styles are based on the traditional method of education that lays more emphasis in a top-down approach in which all course of action is asserted and carried out with formal authority and has little scope for participatory analysis. Here, the administrative head, namely the principal, carries out all duties of a planner, supervisor, analyst, resource allocator, etc. It is a very straightforward, with major emphasis on efficiency, control and routines.
- b. **Transformational:** Transformational styles are based on the concept of working together to put in place a mechanism that will not only reap immediate benefits but future ones too. Although, most decisions are taken individually or by a small group of people, this leadership style opens the door wide for intellectual excitement, motivation through values and a shared vision by participation in leadership activities. A leader who follows transformational leadership fosters a sense of purpose and meaning to unite people for a better cause.
- c. **Facilitative:** Facilitative styles are very similar to the strategies used in transformational styles, but more democratic as well as interactive in practice. A facilitative educational leader works with the entire management, offering them partnership in preparing for the future, and by promoting collective ideas by being a part of the crowd, rather than being at the center. Empowering the entire education system is the primary goal of the leader practicing facilitative style.

What works best for which institution and how it needs to be, is based on careful strategic planning and consideration of its vision. Ideally, a leader should use strategies and options flexibly to balance both; short-term and long-term goals, and above all, must serve the institutional values. To ensure that leadership style is delivered in the best manner, and the way it has been designed to be imparted by the teachers and perceived by students, policy makers and educational leaders are providing state-of-the art programs for leadership courses that help in learning to do service towards the field of education.

It is noted that employees behave differently under different situations. Principal can therefore encourage effective performance of their teachers by identifying their needs and trying to satisfying or meeting them. Supporting this argument, Adepoju (1996) asserted that variables of job performance such as effective teaching, lesson note preparation, effective use of scheme of work, effective supervision, monitoring of students' work and disciplinary ability are virtues which teachers should uphold effectively in the school system. In this regard, the teachers' performance could be measured through annual report of his/ her activities in terms of performance in teaching, lesson preparation, and lesson presentation, mastery of subject matter, competence, teachers' commitment to job and extra-curricular activities. Other areas of assessment include effective leadership, effective supervision, effective monitoring of students' work, motivation, class control and disciplinary ability of the teachers. It is against this background that this study was set out to examine critically the perception of stakeholder on the prevailing leadership styles secondary schools in Zaria educational zone in Kaduna state. The concern of the study was to determine the best style of leadership out of the autocratic, democratic and laissez-faire leadership style that would enhance effective job performance and students academic achievement.

1.2 Statement of the Problem

Education in Nigeria is an instrument for effecting national development. The country's educational goals have been set out in the National Policy on Education in terms of their relevance to the needs of the individual and the society (FGN, 2004). Towards this end, the National Policy on Education set up certain aims and objectives, which were to facilitate educational development in the country. In fostering these aims and objectives, the school principal has important roles to play. Among these roles include providing effective leadership in secondary schools, thereby enhancing better job performance among teachers. How effective the principal is in performing these roles has been a matter of concern to many educationists (Aghenta, 2000; Ige, 2001). It needs to be mentioned that senior secondary education in Nigerian schools is for a period of 3-years and it is for students who had successfully completed the junior secondary. In view of the foregoing, leadership style could be described in various ways. It refers to the underlying needs of the leader that motivate his behaviour (Siskin, 1994; Okeniyi, 1995). It is the manifestation of the dominant pattern of behaviour of a leader (Olaniyan, 1999; Okurumeh, 2001). It is also a process through which persons or group influence others in the attainment of group goals (Akinwumiju and Olaniyan, 1996; Adeyemi, 2006). As such, Ibukun, (1997) argued that the main task of the principal is to create a conducive atmosphere for the teachers to be able to achieve desired changes in students. Supporting this argument Ijaiya (2000) remarked that teachers in Nigeria express a desire for more participation in decision-making. The way the principal relates with his or her staff could contribute immensely to their effectiveness or otherwise education programme.

The relationship between principals leadership style and teachers job performance as has been a subject of controversy by many researchers (Nwadian, 1998; Adeyemi, 2006). The controversy was centered on whether or not the style of leadership of principals influences the level of job performance among teachers. Common observation in the school system shows that the style of leadership of a principal could perhaps have serious impact on teachers' job performance. The problem of this study therefore was to assess the perception of stakeholders on the leadership style in secondary schools in Zaria educational zone of Kaduna state.

1.3 Objectives of the Study

The basic aim of this study is to examine the leadership styles of principals in secondary schools in Kaduna state. This aim will be achieved with the following specific objectives to:

1. Examine the prevalence of laissez faire leadership styles of principals in secondary schools in Kaduna state.
2. To investigate the prevalence of democratic leadership styles of principals in secondary schools in Kaduna state.
3. To determine the prevalence of autocratic leadership styles of principals in secondary schools in Kaduna state.
4. To discuss the prevalence of transformational leadership styles of principals in secondary schools in Kaduna state.
5. To investigate the prevalence of collaborative leadership styles of principals in secondary schools in Kaduna state.
6. Examine the prevalence of facilitative leadership styles of principals in secondary schools in Kaduna state.

1.4 Research Questions

The following questions guided the study:

1. What is the perception of stakeholders on prevalence of lassiez faire leadership styles in secondary schools in Kaduna state?
2. What is the perception of stakeholders on prevalence of democratic leadership styles in secondary schools in Kaduna state?
3. What is the perception of stakeholders on prevalence of autocratic leadership styles in secondary schools in Kaduna state?
4. What is the perception of stakeholders on prevalence of transformational leadership styles in Kaduna state?
5. What is the perception of stakeholders on prevalence of collaborative leadership styles in secondary schools in Kaduna state?
6. What is the perception of stakeholders on prevalence of facilitative leadership styles in secondary schools in Kaduna state?

1.5 Hypothesis

Based on the objectives of this study the following hypotheses are formulated for verification.

H₀₁: There is no significance difference in the perception of stakeholders on the prevalence of lassies faire leadership styles in secondary schools in Kaduna state.

H₀₂: There is no significance difference in the perception of stakeholders on the prevalence of democratic leadership styles in secondary schools in Kaduna state.

H₀₃: There is no significance difference in the perception of stakeholders on the prevalence of autocratic leadership styles in secondary schools in Kaduna state.

Ho₄: There is no significance difference in the in the perception of stakeholders on prevalence of transformational leadership styles in secondary schools in Kaduna state.

Ho₅: There is no significance difference in the perception of stakeholders on prevalence of collaborative leadership styles in secondary schools in Kaduna state.

Ho₆: There is no significance difference in the perception of stakeholders on prevalence of facilitative leadership styles in secondary schools in Kaduna state.

1.6 Significance of the Study

The study is significant in number of ways, firstly it will add to existing knowledge, thereby contributing in enhancing knowledge in the field of leadership, student's academic achievement and teacher's job performance. Secondly, recommendations offered at the end will serve as policy inputs to the stakeholder who are in school business and will help to boost the performance of school leadership in order to adopt the best leadership style for schools. It will further help school leaders to adopt styles that will enhance and motivate teachers and students towards better job performance and higher academic achievement. The finding of the research will help individual and organizations to achieve the goals as well as improving the quality of education in Kaduna state and the nation through leadership roles.

1.7 Scope of the Study

The research focused essentially on leadership styles, student's academic achievement and teacher's job performance in secondary schools. The study will only captured leadership styles, student's academic achievement and teacher's job

performance in selected private and public secondary schools in Zaria educational zone of Kaduna state. The research finds the relationships between leadership styles, student's academic achievement and teacher's job performance in secondary schools.

The major limitation of the study is from paucity of time, tight official schedule and engagement of the researcher as a classroom teacher in a private school of difference and also coupled with short time frame within which the research must be completed and submitted. All these challenge posed serious problems to the researcher in bid to accomplish the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

In this chapter, the researcher reviewed literature relevant to the study under the following headings: styles of leadership in education, empirical studies on leadership and theoretical framework.

Leadership style could be described in various ways. It refers to the underlying needs of the leader that motivate his behaviour (Siskin, 1994; Okeniyi, 1995). It is the manifestation of the dominant pattern of behaviour of a leader (Olaniyan, 1999; Okurumeh, 2001). It is also a process through which persons or group influences others in the attainment of group goals (Akinwumiju and Olaniyan, 1996; Adeyemi, 2006). As such, Ibukun, (1997) argued that the main task of the principal is to create a conducive atmosphere for the teachers to be able to achieve desired changes in students. Supporting this argument, Ijaiya (2000) remarked that teachers in Nigeria express a desire for more participation in decision-making. The way the principal relates with his or her staff could contribute immensely to their effectiveness or otherwise.

According to Dale and Beach (1980), Leadership is the process of influencing people to act for the accomplishment of specified objectives while, Sheikh (2001) described a leader as a person who motivates a group of people to achieve its tasks and maintain team unity throughout the process. "Leadership is the process of persuasion or example by which an individual (or leadership team) induces a group to pursue objectives held by the leader or shared by the leader and his or her followers." Many people tend to believe that a leader implies one person dominating another person or a group of people. Perfect leader unifies, embodies the opinion of the people to any desired goals.

Leadership thus, is not only a personality trait, but the way a superior or leader relates with his followers. It is the quality of bringing together the people of diversified opinions together with those of similar opinions. Leadership is a key factor to improve the condition of any department and also the same in school aspects. Functional schools and outstanding performance do not exist without effective leadership style. The mode in which schools are spiritual beliefs, ideas and attitudes that make learning more connected, value driven and meaningful (Dale and Beach, 1980).

Different experts have identified different leadership styles, for example (Avolio and Bass, 2002) presented full range leadership theory according to which three leadership styles known as transactional, transformational, laissez-fair were identified. A democratic style is characterized by co-ordination, co-operation and by collaboration. (Yulk, 2005), discovered that autocratic leadership style allows no participation in decision and laissez-fair which is also known as free-rein leadership style empowers subordinate to work with freedom and free-will.

In this view, it will be necessary to find the impact of principal leadership style on school performance. Brumach (1998), as quoted in Armstrong (2001), contends that performance refers to both behaviours and results and adjusting organization behaviours and actions of work to achieve results or outcomes. According to Yusuf (2008), in the school environment therefore, performance should not only be defined in terms of test scores, examination results and student's ability to apply what is learnt and the rate at which students move on to higher institution of learning but should consider the performance of school in area like equipping learners with requisite skills for survival.

Yusuf (2008) is of the view that performance of any school should not only be considered from the academic outcomes only, but should also focus on the other education outcomes such as the affective domains and psychomotor domains. In the same vein Meindl (1995) conducted a study to investigate principal leadership styles and influence on academic achievement in secondary school. In the study, he concluded that democratic leadership style affected student and general school performance positively and motivated teachers to work with principals towards the achievement of school objectives. The present fall in standard of education coupled with the saying “No school can be greater than their leaders” thus, it was considered suitable to have an insight into the leadership styles exhibited by school principals in secondary schools in Osun State.

2.2 Styles of Leadership in Education

Educational leadership has been studied over years to address long-standing concern of students, educators, and society as a whole. Educational leadership styles are based on the understanding that certain characteristics, such as physical energy and/or social interaction play a part in the way education is imparted. Effective leadership is about strengthening the performance of education leaders, primarily the educators, to improve student achievement. Hence, effective leadership is crucial for teachers and students to enhance performance at the highest level.

There is no denying the fact, that there is no single best way to lead and inspire in the field of education. Each educator, as well as schools, view leadership strategies differently, as certain situations, features and actions seem far more favorable than others at different levels and times. Broadly, there are three leadership styles in education, which are used individually or as a versatile combination. They are hierarchical, transformational and facilitative.

- a. **Hierarchical:** Hierarchical leadership styles are based on the traditional method of education that lays more emphasis in a top-down approach in which all course of action is asserted and carried out with formal authority and has little scope for participatory analysis. Here, the administrative head, namely the principal, carries out all duties of a planner, supervisor, analyst, resource allocator, etc. It is a very straightforward, with major emphasis on efficiency, control and routines.
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What works best for which institution and how it needs to be, is based on careful strategic planning and consideration of its vision. Ideally, a leader should use strategies and options flexibly to balance both; short-term and long-term goals, and above all, must serve the institutional values. To ensure that leadership style is delivered in the best

manner, and the way it has been designed to be impacted by the teachers and perceived by students, policy makers and educational leaders are providing state-of-the art programs for leadership courses that help in learning to do service towards in the field of education.

Four main types such as; leadership of autocratic, managerial, democratic and collaborative.

- i. **Autocratic:** Autocratic leaders insist on doing it all themselves. They have all the power, make all the decisions, and don't often tell anyone else about what they're doing. If you work for an autocratic leader, your job is usually to do what you're told. An autocratic leader often maintains his authority by force, intimidation, threats, reward and punishment, or position. Although he may or may not have a clear vision, and may or may not be steering the organization in the right direction, he's not concerned with whether anyone else agrees with what he's doing or not.

Autocratic leadership allows quick decision-making, and eliminates arguments over how and why things get done. At the same time, however, it may reduce the likelihood of getting a range of different ideas from different people, and can treat people badly, or as if they don't matter. If, as is often true, the leader is concerned with his own power and status, he'll be looking over his shoulder, and moving to squelch any opposition to him or his ideas and decisions. Innovation or the use of others' ideas is only permissible if it's part of the leader's plan.

The effect of autocratic style of leadership is fear and mistrust in their wake. Workers in the organization tend to their protection their position, and their distrust of others' ideas and motives. Often, autocratically -led organizations are not

particularly supportive of personal relationships, but much more keyed to chain-of-command. Everyone has her own sphere, and protects it at all costs. Communication tends to go in only one direction - up - as a result of which rumor can become the standard way of spreading news in the organization.

Many autocratic leaders are not hated and feared, but rather esteemed, and even loved. It depends on their own personalities - like anyone else, they can be nice people, or highly charismatic, or even willing to listen to and act on others' ideas - on the organization itself (in the military, most soldiers want someone firmly in charge), on the quality of their decisions, and on the needs of the people they lead. If they're generally decent and not abusive, make good decisions for the organization, and fulfill the parent-figure or authority -figure image that most people in the organization are looking for, they can be both effective and well-respected.

- ii. **Managerial:** The leader who sees herself /himself as a manager is concerned primarily with the running of the organization. Where it's going is not at issue, as long as it gets there in good shape. He may pay attention to relationships with and among staff members, but only in the service of keeping things running smoothly. Depending upon the nature and stability of the organization, his main focus may be on funding, on strengthening the organization's systems and infrastructure (policies, positions, equipment, etc.), or on making sure day-to-day operations go well (including making sure that everyone is doing what he's supposed to).

Democratic: A democratic leader understands that there is no organization without its people. He looks at his and others' positions in terms of responsibilities rather than status, and often consults in decision-making. While he solicits, values, and takes into account others' opinions, however, he sees the ultimate responsibility for decision-making as his own.. Although he sees the organization as a cooperative venture, he knows that he ultimately has to face the consequences of his decisions alone. Democratic leadership invites the participation of staff members and others, not only in decision-making, but in shaping the organization's vision. It allows everyone to express opinions about how things should be done, and where the organization should go. By bringing in everyone's ideas, it enriches the organization's possibilities. But it still leaves the final decisions about what to do with those ideas in the hands of a single person.

Democratic leadership, with its emphasis on equal status, can encourage friendships and good relationships throughout the organization. (In more hierarchical organizations, clerical staff and administrators are unlikely to socialize, for instance; in a democratically-led organization, such socialization often happens.) It helps people feel valued when their opinions are solicited, and even more so if those opinions are incorporated into a final decision or policy

- iii. **Collaborative:** A collaborative leader tries to involve everyone in the organization in leadership. She is truly first among equals, in that she may initiate discussion, pinpoint problems or issues that need to be addressed, and keep track of the organization as a whole, rather than of one particular job. But decisions are made through a collaborative process of discussion, and some form of either majority or consensus agreement. Toward that end, a collaborative leader tries to foster trust and teamwork among the staff as a whole.

A collaborative leader has to let go of the need for control or power or status if she is to be effective. Her goal is to foster the collaborative process, and to empower the group - whether the staff and others involved in an organization, or the individuals and organizations participating in a community initiative - to control the vision and the workings of the organization.

Collaborative leadership comes as close as possible to ensuring that members of the organization buy into its vision and decisions, since they are directly involved in creating them. It comes closest to the goal of servant leadership explored in the previous section, and it also comes closest to reflecting the concepts of equality and empowerment included in the philosophy and mission of so many grass roots and community-based organizations. It thus removes much of the distrust that often exists between line staff and administrators.

2.3 Empirical Studies

Although the principal's leadership seems to be related to the effectiveness of the school, some specific studies have found otherwise. Miskel (1992), Rowan et al. (1982), and Van de Grift (1990) found that the relationship depends on the theoretical and empirical model. For example, when the principal's leadership style/school effectiveness relationship was found to be weak, Model A (bi-variant design with and without controls) becomes invalid. When Model B (stronger research design and sophisticated statistical analysis) was used, the relationship was found more frequent and appears to be significant. These studies suggested that this cause and effect relationship is subject to the conditions of the school.

In the studies which used robust models to find the relationship between the style of the principal's leadership and their school's effectiveness shows an indirect relationship. These studies found that the principal's leadership affects the school's policies, which in turn enhances the school's effectiveness. School policies include academic expectation, school mission, and student learning opportunities, instructional organization, academic learning time and teacher practices. Among these variables, the school's goals and missions were the most frequent and the significant intermediate factor that linked the two constructs (i.e. principal leadership and school effectiveness) (Bewer, 1993; Bamburg and Andrews, 1990; Glasman and Fuller, 1992; Goldring and Pasternak, 1994; Hallinger et al., in press; Hallinger and Murphy, 1986; Heck et al., 1990; Leithwood, 1994; Silins, 1994). Hallinger and Heck (1996) reassessed the principal's role in school effectiveness. They based their study on data gathered from 1980 to 1995. Their investigation was not only empirical, but also theoretical due to the complexity of the relationship that could not be easily understood if only studied empirically. In their research they focused on the concepts underlying different potential theories that would be adopted to study the relationships between principal's role and school effectiveness. The overall objective of their study was to come up with a research agenda for the next generation of this study in which defined directions were set. In their research, they emphasized the fact that administrative leadership was among the factors that made the greatest difference in student understanding and learning. However, the nature of this relationship remained open to debate and research (Hallinger and Heck, 1996).

Educational policy makers are also convinced that the principal is the key variable in a student's scholastic achievement (Murphy, 1990). Hallinger et al. (1990) and Heck et al. (1990) viewed the influence of the principal on student achievement as the leader's role in the environmental, personal and in-school relationship aspects, which eventually lead to stronger organizational outcome.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter seeks to describe the research design, population, sample and sampling procedure, instrument used for data collection and the methods of data analysis.

3.2 Research Design

This research makes use of survey method of design. Survey research design is the type of design that deals with gathering information about relevant information because of its strength in measuring large sectional samples. The survey method focuses on population of teachers in secondary schools (private secondary schools in Zaria and Giwa Educational Zones of Kaduna State). The use of survey method in this study helped in the determination of the impact of leadership styles on students' academic achievement and teachers' job performance in private secondary schools.

3.3 Population of the Study

The populations used for this research study are principals and teachers from private secondary schools in Zaria and Giwa Educational zones and Ministry of Education officials which comprise 93, 323 and 4,1 respectively. The selected leaders in secondary schools and teachers were those that had spend 5 – 10 years in their present schools. This was to give a better assessment of the leadership styles in schools by teachers.

Table 3.2.1: **Kaduna State Private Secondary School Teachers and Vice Principals**

S/N	Zones	L.G.A	Schools	V/P	Teachers
1	Riga Chukun	Igabi	9	18	169
2	Zonkwa	Zango/K	8	16134	3
3	Zaria	Zaria	25	50	593
		S/Gari	24	24	
		Soba			
4	Lere	Lere			
		Kauru			
5	Kaduna	K/North	16	32	283
		K/South	22	44	411
6	Kafanchan	Jaba			57
		Jama'a	3	6	
		Kaura			
7	Godogodo	Sanga	2	4	26
8	Kachia	Kachia	3	6	43
		Kagarko			
9	Anchau	Ikara	2	4	48
		Kubau	1	2	15
		Makarfi			
10	Giwa	Giwa	3	6	115
		Kudan			
11	Birni-Gwari	B/Gwari			
12	Sabon-Tasha	Chikun	35		520
		Kajuru			
	Total		138	276	2560

Source: Private Schools Board (2013)

This table shows the population of private secondary school teachers and vice-principals in Kaduna state. The total number of teachers in private secondary school is 2560 while the total number of vice principals in private secondary schools are 276 in Kaduna state.

3.4 Sampling and Sampling Procedure

The teachers were randomly selected using the school attendance registers and seniority in the school. One- third of the total population of teachers in the schools were used as opined by some researchers such as Kerlinger (1973).

3.5 Instrumentation

The instrument used for this study is the structured questionnaires which were distributed among the selected teachers in the private secondary schools. The questionnaire intend to seek information on types and styles of leadership adopted in schools as well as student's academic achievement and teacher's job performance in schools.

The questionnaires were prepared for teachers, school leaders and bureau officials. The items of the questionnaires were classified under three basic research questions. The response category set was a likert type five point rating scaling ranging from Strongly agree to Strongly disagree (i.e.,5 = Strongly agree, 4= Agree, 3=Undecided, 2= Disagree and 1=Strongly disagree). The open-ended item was used to collect the qualitative data also. The contents of the questionnaire mainly focused on the perception of stakeholders towards educational leadership, the factors affecting in leadership styles and the possible solution for these problems.

3.6 Validity of the Instrument

Validity refers to the ability of an instrument to accurately measure. The content validity of the instrument was determined by experts in the department of administration and planning to ascertain its ability to measure what it is expected to measure with precision.

3.7 Pilot Study

A pilot study was conducted to test run the instrument. It covers some schools namely, Zaria Academy and Life-Line Academy, Zaria. A total of 50 copies of questionnaires were administered to teachers and principals.

3.8 Reliability of the Instrument

Reliability refers to the ability of an instrument to consistently measure what it is expected to measure. The reliability of the instrument for this study was determined using the test retest reliability through pilot study. This was done twice to the same sample giving an interval of two weeks. The Spearman-Brown statistic was used to adopt the test the correlation coefficient of the respondents. The reliability coefficient was found to be $r = 0.82$. This implies that the instrument adopted is valid and reliable. It shows that the r obtained is high, that means the instrument is reliable.

3.9 Procedure for Data Collection

The researcher collected an introductory letter from her department and send to private secondary schools in Giwa and Zaria Educational Zone of Kaduna state. The respondents were assured that the information obtained shall be used strictly for research purposes only.

3.10 Methods for Data Analysis

The data for this research study were analyzed using both inferential and descriptive statistics. It involves the use of frequency, percentages, pie and bar chart to show responses and the roles of motivation in teacher's productivity. The inferential statistics of students T-test were employed to show the relationship between leadership styles as stated hypothesis and objectives of the study.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF DATA

4.1 Introduction

This chapter presents and analyses data collected through the structured questionnaire which contains statement about leadership styles. Five hundred copies of questionnaire were administered among the principals, teachers and officials of the Ministry of Education to find out their perceptions on principals' leadership styles in secondary schools in Zaria and Giwa Educational Zones of Kaduna State. A total of 457(91.4%) copies of questionnaire was retrieved and analyzed for the study. The collected data were subjected to statistical analysis using frequencies and percentages. The formulated hypotheses were tested using the student T- test.

4.2 Personal Data of the Respondents

The status of the respondents was collected and computed and the scores are shown in the table 4.1:

Table 4:1 Highlight Status of the Respondents

Status	Frequency (F)	Percentages (%)
Principal	93	20.3%
Teachers	323	70.7%
M.O.E	41	9.0%
Total	457	100%

Source: Questionnaire survey, 2014.

Table 4.1 presented above shows the status of the respondents as obtained from the questionnaire. The data show that 93 (20.3%) of the respondents are principals of secondary schools in Zaria and Giwa Educational Zones of Kaduna State. A total of 323(70.7%) of the respondents are teachers in different secondary schools while 41(9%) are staff of Ministry of Education in Kaduna State. The selected respondents cut across

all the stakeholders within the Zaria and Giwa Educational Zones and they are familiar with the leadership styles of principals in the zones. The highest numbers of the respondent are the teachers 323 (70.7%), that works directly with the principals of the school and can give fair and adequate information about the principals' leadership styles.

The gender of the respondents was also computed to give better information about the respondents selected for the study in term of the ratio of males and females. The table 4:2 below shows the gender and Age distribution of the respondents.

Table 4.2: Gender and Age distributions of the Respondents

Gender	Frequency(F)	Percentage (%)
Male	229	50.4%
Female	225	49.6%
Total	454	100%
Age	Frequency(F)	Percentage (%)
25-34	61	13.3%
35-44	295	64.6%
45-54	71	15.5%
55-64	30	6.6%
Total	457	100%

Source: Questionnaire Survey, 2014.

The data presented in table 4:2 above shows the gender and age distribution of the respondents in the study area. As presented 229(50.4%) of the respondents are male teachers and 225 (49.6%) are female teachers in Giwa and Zaria Educational zones. This shows that the number of male teachers in Zaria and Giwa educational Zones is greater than the females; more males are involved in teaching and learning in the study area. The table also shows the age distribution of the respondents, the data shows that 331(72.4%) number of the teachers in Zaria and Giwa are within the ages of 35 - 44 years,

71(15.5%)within the ages of 45 – 54years while 61(13.3%) and 30(6.6%) are within the ages of 25 – 34 and 55 – 64years respectively.

The educational qualification of the respondents was also computed to show the percentage ratio of the trained teachers in Giwa and Zaria educational Zones. The table 4:3 shows the educational qualification of the respondents as depicted below.

4.3 Educational Qualifications of the Respondents

Table 4:3 Educational Qualifications of the Respondents

Educational	Frequency(F)	Percentage (%)
OND	23	5.0%
NCE	37	8.1%
HND	25	5.5%
B.ED	239	52.3%
MSC/M.ED	103	22.5%
OTHERS	30	6.6%
Total	457	100%

Source: Questionnaire survey, 2014.

The data presented above shows that 239(52.3%) of the teachers had B.Ed degree, 103 (22.5%) holds Masters Degree in their various field, 37 (8.1%) holds National certificate of education, 25(5.5%) with Higher National Diploma and 30 (6.6%) with other equivalent professional qualification in teaching and non teaching disciplines. The study area had higher number of qualified teachers in secondary schools in Giwa and Zaria educational zones.

4.4 The Responses of Stakeholders to Prevalence of Principal's Autocratic Leadership Style

4.4.1 Opinions of Respondents on Autocratic leadership Style of School Principals in Secondary Schools in Zaria and Giwa Educational Zone in Kaduna State

A set of questionnaires was designed for respondents to find out the autocratic leadership style of principal's in secondary schools within Giwa and Zaria educational zones. The data is presented in the table below.

Table 4.4: Responses of Stakeholders to Autocratic Leadership Style of School Principals

S/No	Statement	5 SA	4 A	3 UD	2 D	1 SD	Total
1	The principal imposes his decision on staff in secondary school of the group	140 30.6%	165 36.1%	25 5.5%	100 21.9%	27 5.9%	457 100%
2	The principal dictates all the work method and process without necessary seeking opinion from staff in secondary schools.	147 32.2%	153 33.5%	29 6.4%	75 16.4%	53 11.5%	457 100%
3	The principal really trusted staff with decision or important task in the school.	49 10.7%	53 11.6%	17 3.7%	233 51.0%	105 23%	457 100%
4	There is constant nagging and suspicious brooding on the part of the principal in secondary school	237 51.7%	101 22.1%	41 9.0%	33 7.2%	45 (9.8%)	457 100%
5	The principal is more particular about the productivities in the school than the welfare of its staffs in secondary schools.	233 51%	125 27.4%	55 12.0%	23 5.0%	21 4.6%	457 100%
6	There is little or no interactive section between the principal and staff in secondary schools.	233 51.0%	105 23%	49 10.7%	53 11.6%	17 3.7%	457 100%
7	The principal creates fear in the heart of the subordinates over job security in secondary school.	101 22.1%	237 51.6%	33 7.2%	45 9.8%	41 9.0%	457 100%
8	No room for dialogue between the principal and staff in secondary school.	147 32.2%	153 33.5%	29 6.4%	75 16.4%	53 11.5%	457 100%
9	No one challenges the decision of the principal in secondary school.	140 30.6%	165 36.1%	25 5.5%	100 21.9%	27 5.9%	457 100%
10	The principal are constantly coarse staff for maximum productivity in secondary school.	125 27.4%	233 51%	55 12.0%	23 50.0%	21 4.6%	457 100%

Source: Questionnaire Survey, 2014

From the table presented above responses by stakeholder on the item 1 shows that 165(36.1%) agreed with the statement that the principal in secondary school imposes his decisions on the staff, 140(30.6%) strongly agreed with the statement while 25(5.5%), 100(21.9%) and 27(5.9%) were undecided, disagreed and strongly disagreed with the statement. The second item stated that principal dictates all the work method and process without necessary seeking opinion from the staff in secondary school. The responses shows that 147(32.2%) strongly agreed, 153(33.5%) agreed, 29(6.4%) undecided, 75(16.4%) disagreed and 53(11.5%) strongly disagreed with the statement. The total agreed and strongly agreed is 65.7% while disagreed and strongly disagreed is 22.8%.

The item 3 indicated that the principal rarely trusted staff with decisions or important task in the school. The responses shows that 233(51.0%) disagreed, 105(23%) strongly disagreed with the statement while 17(3.7%) undecided, 49(10.7%) strongly disagreed and 53 (11.6%) agreed with the statement. Item 4 indicates that there is constant nagging and suspicious brooding on the part of the principals in schools. The responses shows that 237(51.7%) strongly agreed, 101(22.1%) agreed, 41(9.0%) undecided 33(7.2%) disagreed while 45(9.8%) strongly disagreed with the statement.

The principal is more particular about the productivity of the staff rather than the welfare of the staff is what item 5 considered. The statement was strongly agreed with by 233(51%) agreed by 125(27.4%), 55(12%) were undecided, 23(5.0%) disagreed while 21(4.6%) strongly disagreed with the statement.

Item 6 consider the level of interaction between the principal and the members of staff in secondary schools. The responses from the data shows that 233(51.0%) strongly agreed, 105(23%) agreed, 49(10.7%) undecided, 53(11.6%) disagreed and 17(3.7%) strongly disagreed with the statement.

The autocratic ruler creates fear of security of job for staff members in secondary schools is the item stated in number 7. The reaction of the respondent through the questionnaire show that 101(22.1%) strongly agreed, 237(51.6%) agreed, 33(7.2%) undecided, while 45(9.8%) and 41(9.0%) disagreed and strongly disagreed with the statement. The autocratic leadership does not give room for dialogue between staff was considered in item 8, respondents reactions to this item shows that 147(32.2%) strongly agreed, 153(33.5%) agreed, 29(6.4%) undecided, 75(16.4%) disagreed and 53(11.5%) strongly agreed with the statement .Decisions of the principal are not challenge by any member of the staff in secondary school is the item consider in 9, the responses shows that 140(30.6%) strongly agreed, 165(36.1%) agreed, 25(5.5%) undecided, 100(21,9%) disagreed while 27(5.9%) strongly disagreed with the statement.

4.5 The Responses of Stakeholders to Prevalence of Principal’s Democratic Leadership Style

4.5.1: The Responses of Stakeholders Toward the Principal’s Democratic Leadership Style in Secondary School is presented in the table below

Table 4.5: Highlight of the Responses of the stakeholder towards principal Democratic leadership style

S/No	Statement	5 SA	4 A	3 UD	2 D	1 SD	Total
1	The principal allows decision making in the school.	165 36.1%	140 30.6%	25 5.5%	100 21.9%	27 5.9%	457 100%
2	Interpersonal relationship in the school is cordial and highly encouraged by the principal	128 28.0%	233 50.9%	21 4.6%	53 11.6%	22 4.8%	457 100%
3	The principal takes good care of staff that have health challenges in secondary school	103 22.7%	165 36.1%	137 30.0%	28 6.1%	24 5.3%	457 100%
4	The principal gives promotion to staff as when due in secondary school.	53 11.6%	22 4.8%	233 50.9%	128 28%	21 4.6%	457 100%
5	The principal approves training and development for staff In secondary school	205 44.9%	127 27.8%	49 10.7%	53 11.6%	22 4.8%	457 100%
6	The principal allow opinion of the staff to count in the school	85 18.6%	128 28%	29 6.3%	200 43.8%	15 3.3%	457 100%
7	The principal encourages the creativity of the teacher in secondary school	145 31.7%	160 35.0%	32 7%	100 21.9%	20 4.4%	457 100%
8	The principal allow staff to go on leave in secondary school	53 11.6%	22 4.8%	26 5.7%	232 50.7%	123 26.9%	457 100%
9	The principal delegates responsibilities to staff in secondary school.	233 50.9%	125 27.4%	24 5.3%	53 11.6%	22 3.8%	457 100%
10	In the school environment the principal takes into consideration the well being of the staff.	125 27.4%	120 26.3%	97 21.2%	100 21.9%	11 2.4%	457 100%

Source: Questionnaire Survey, 2014

Table 4:5 presented above shows the responses of the stakeholders toward democratic leadership of Principals in secondary schools, item 1 from the table indicates that principal allow decision making in the schools. The responses shows that

165(36.1%) strongly agreed, 140(30.6%) agreed, 25(5.5%) undecided, 100(21.9%) disagreed while 27(5.9%) strongly disagreed with the statement.

Item 2 on the democratic leadership style in secondary schools indicate that there is cordial relationship in secondary schools, the responses shows that 128(28%) strongly agreed, 233(50.9%) agreed, 21(4.6%) undecided, 53(11.6%) disagreed while 22(4.8%) strongly disagreed with the statement.

The health challenges of the staff in the democratic leadership style in secondary school are adequately taken care. The response to this item shows that 268(58.8%) agreed and strongly agreed, 137(30%) undecided 52(11.4%) disagreed and strongly disagreed with the statement.

Item 4 indicates the promotion of staff under democratic leadership style in secondary school and the responses shows that a total of 75(16.4%) agreed and strongly agreed, 233(50.9%) undecided, 149(32.6%) disagreed and strongly disagreed with the statement. The approval of training and staff development was addressed by item 5, responses shows that 332(72.7%) of the respondents agreed and strongly agreed that the principal approves training and staff development for staff, 49(10.7%) are undecided while 75(16.4%) disagreed and strongly disagreed with the statement.

The opinion of the staff under democratic leadership was considered in item 6 and the responses indicated that a total of 213(46.6%) of the respondents agreed and strongly agreed that the opinion of the staff counts in secondary schools in Giwa and Zaria educational zones. A total of 215(47.1%) disagreed and strongly disagreed with the statement while 29(6.3%) were undecided.

Creativity of the staff was addressed in item 7 and the responses shows that 145(31.7%) strongly agreed, 160(35%) agreed, 32(7%) undecided while 100(21.9%) disagreed and 20(4.4%) strongly disagreed with the statement. A total of 192(42%) supported the statement..

Staff leave were considered under item 8 which indicated that principal allows staff to go on leave in secondary schools. The responses shows that a total of 75(16.4%) of the respondents agreed and strongly agreed with the statement, 355(77.7%) disagreed and strongly disagreed while 26(5.7%) were undecided with the statement.

Delegation of duties under a democratic leadership style is considered under item 9 which stipulates that principal delegate duties to staff. The responses show that 358(78.3%) agreed and strongly agreed that principal delegates duties to staff, 75(16.4%) disagreed and strongly disagreed with the statement while 24(5.3%) were undecided on the statement.

Item 10 sought respondents' opinion on the well being of staff and responses shows that 147(53.7%) of the respondents agreed and strongly agreed with the statement, 111(24.3%) disagreed and strongly disagreed with the statement while 97(21.2%) were undecided about the statement.

4.6 The Responses of Prevalence of Principal's Lassies Faire Leadership Style in Secondary Schools in Zaria

4.6.1 Opinions of Respondents on Lassies Faire leadership Style of School Principals in Secondary Schools in Zaria and Giwa Educational Zone in Kaduna State

Some set of questions were designed and administered to stakeholders on the prevalence of Lassie Faire leadership in style secondary schools in Zaria. The responses are depicted in the table 4:6 below.

Table 4.6: Highlight of the responses of stakeholders toward principal Lassie Faire Leadership Style

S/No	Statement	5 SA	4 A	3 UD	2 D	1 SD	Total
1	The principal allows staff to act as if it pleases them in secondary school.	53 11.6%	22 4.8%	26 5.7%	232 50.7%	123 26.9%	457 100%
2	Supervision of teaching staff is not carried out by principal in secondary school,	123 26.9%	53 11.6%	22 4.8%	26 5.7%	232 50.7%	457 100%
3	The principal has no clue to what is happening in secondary school.	32 7%	160 35%	100 21.9%	145 31.7%	20 4.4%	457 100%
4	Non-challant attitudes of principal in secondary school has negative impact on performance of students in secondary schools.	205 44.9%	127 27.8%	49 10.7%	53 11.6%	22 4.8%	457 100%
5	There are cases of in decision or indifference among principals in the secondary school.	125 27.4%	120 26.3%	97 21.2%	100 21.9%	11 2.4%	457 100%
6	The principal does not take into consideration organizational goals in secondary school	145 31.7%	160 35%	32 7%	100 21.9%	20 4.4%	457 100%
7	Lateness to school by both teaching and non teaching staff attracts punishment from the principal in secondary school	125 27.4%	120 26.3%	97 21.2%	100 21.9%	11 2.4%	457 100%
8	The principal makes no attempt to interfere or participate in the course of events determine by other teachers in the school	103 22.5%	165 36.1%	137 30%	28 6.1%	24 5.3%	457 100%
9	School materials are supplied without any supervision by the principal in secondary school.	125 27.4%	120 26.3%	97 21.2%	100 21.9%	11 2.4%	457 100%
10	Organizational policies are not known to staff in the school by the principal.	123 26.9%	53 11.6%	22 4.8%	26 5.7%	232 50.7%	457 100%

Source: Questionnaire Survey,

The data presented in the table above shows the responses of stakeholders toward the principal Lassie faire leadership style in secondary schools in Zaria and Giwa educational zones. The responses shows that a total of 75(16.4%) agreed and strongly agreed, 355(77.6%) disagreed and strongly disagreed while 26(5.7% of the respondents are undecided with the statement.

Item 2 under principal lassie faire leadership style, states that supervision of staff is carried out by principal. The responses shows that 176(38.5%) agreed and strongly agreed with the statement, 258(56.4%) of the respondents disagreed and strongly disagreed with the statement.

Item 3 stated that the principal has no clue of what is happening in secondary school, response from the stakeholders shows that 192(42%) agreed and strongly agreed with the statement, 165(35.1%) disagreed and strongly disagreed while 100(21.9%) were undecided of the statement. The non-challant attitudes of the principal over the students performance is considered in item 4, the responses shows that a total of 332(62.7%) of the respondent agreed and strongly agreed with the statement, 75(16.4%) of the respondents disagreed and strongly disagreed with the statement while 49(10.7%) were undecided on the statement.

Item 5 addressed the cases of indecision and difference among principals in secondary schools, responses from the analyzed data shows that 245(53.7%) agreed and strongly agreed with the statement, 111(24.3%) disagreed and strongly disagreed with the statement while 97(21.2%) were undecided about the statement.

Item 6 considered the organizational goals in secondary schools, responses from the data shows that 305(66.7%) agreed and strongly agreed with the statement,

120(25.3%) disagreed and strongly disagreed with the statement, while 32(7%) were undecided about the statement. Lateness of staff to work in secondary school is the point consider for item 7, responses to this point shows that 145(54.7%) of the respondents agreed and strongly agreed with the statement, 111(24.3%) disagreed and strongly disagreed with the statement while 97(21.2%) were undecided with the statement.

Interference into staff/teachers course of work is the item considered in 8, responses from the stakeholders shows that 265(58.6%) of the respondents agreed and strongly agreed with the statement, 52(11.4%) disagreed and strongly disagreed while 137(30%) are undecided about the statement. The implication is that school principal does not interfere in the decision of event by the staff/teachers.

Item 9 considered the supervision of school materials by the principal, responses from the data shows that 245(54.7%) agreed and strongly agreed with the statement, 111(24.3%) disagreed and strongly disagreed with the statement while 97(21.2%) are undecided on the statement.

The organization policies of the secondary school are considered in item 10, responses to this item shows that 176(37.5%) agreed and strongly agreed with the statement, 258(56.4%) of the respondents disagreed and strongly disagreed with statement while 22(4.8%) are undecided of the statement. This means that the organizational policies are known to the principals in secondary schools in Zaria and Giwa educational zones.

4.7 Responses of Prevalence of Principal's Collaborative Leadership Style in Secondary schools in Zaria

4.7.1 Opinions of Respondents on Collaborative Leadership Style of School Principals in Secondary Schools in Zaria and Giwa Educational Zone in Kaduna State

The researcher designed ten (10) sets of items to find out the responses of the stakeholders towards prevalence of principal's collaborative leadership style in secondary schools in Giwa and Zaria educational zones. The responses of the stakeholders are depicted in the table below.

Table 4.7: Highlight of the responses of the stakeholders on collaborative leadership of secondary school principals.

S/No	Statement	5 SA	4 A	3 UD	2 D	1 SD	Total
1	In the school environment the principal tries to involve everyone in the organization	111 24.3%	314 68.7%	15 3.3%	5 1.0%	3 0.7%	457 100%
2	Creativity of the members is encourage and rewarded by the principal in secondary schools.	197 43.1%	36 7.9%	123 26.9%	93 20.4%	17 3.7%	457 100%
3	The principal initiate discussion and keep track of the organization in school.	111 24.3%	133 29.1%	121 26.5%	90 19.7%	2 0.4%	457 100%
4	The principal makes decisions through a collaborative process of discussion in secondary schools.	115 25.2%	252 55.1%	65 14.2%	11 2.4%	14 3.1%	457 100%
5	The principal tries to foster trust and team work among staff in secondary schools.	115 25.2%	121 26.5%	90 19.7%	100 21.9%	11 2.4%	457 100%
6	The principal always controls and force authority in secondary schools.	115 25.2%	252 55.1%	65 14.2%	11 2.4%	14 3.1%	457 100%
7	The principal allows staff to go on leave as at when due in secondary school.	111 24.3%	314 68.7%	15 3.3%	5 1.0%	3 0.7%	457 100%
8	In the school environment the principal always empowers the staff to work in secondary school.	125 27.4%	120 26.3%	97 21.2%	100 21.9%	11 2.4%	457 100%
9	Promotion is given to staff as when due by the principal in secondary school.	53 11.6%	22 4.8%	26 5.7%	232 50.7%	123 26.9%	457 100%
10	The principal carries along teachers, students and policy makers in secondary schools.	145 31.7%	160 35%	32 7%	100 21.9%	20 4.4%	457 100%

Source: Questionnaire Survey, 2014.

From the data presented above, it shows the responses of the stakeholders to prevalence of collaborative leadership of the principals in secondary schools. In item 1 the responses shows that 111(24.3%) agreed, 314(68.7%) strongly agreed with the statement while 5(1.0%), disagreed, 3(0.7%) strongly disagreed and 15(3.3%) are undecided with the statement that in the school environment the principal tries to involve everyone in the organization. The responses of the stakeholders agreed with the statement by 425(98.0%) of the respondents.

The second item assesses the encouragement of creativity by the principal in secondary schools. Responses from the data shows that 233(51%) of the respondents agreed with the statement, 111(24.1%) disagreed and strongly disagreed with the statement while 123(26.9%) are undecided.

Responses from item 3 shows that a total number of 244(53.4%) agreed and strongly agreed 92(20.1%) disagreed and strongly disagreed while 121(26.5%) are undecided on the statement. 1. The responses to this statement by the respondents shows that 367(80.3%) of the respondents agreed and strongly agreed with the statement, 25(5.5%) disagreed and strongly disagreed while 65(14.2%) are undecided with the statement.

Trust and team work under the collaborative leadership style of the principal is considered in item 4 the responses of the stakeholders to this item shows that 236(51.7%) agreed and strongly agreed, 111(24.3%) disagreed and strongly disagreed with the statement that the principal tries to foster trust and team work among staff in secondary school while 90(19.7%) are undecided on the statement. The response to this item (6) shows that 367(80.3%) of the respondents agreed and strongly agreed with the statement, 25(5.5%) disagreed and strongly disagreed while 65(14.2%) are undecided with the statement.

Item 7 consider the leave of the principal permission under a collaborative Leadership style, responses show that 425(93%) of the respondents agreed and strongly agreed with the statement, 8(1.7%) disagreed and strongly disagreed with the statement while 15(3.3%) are undecided on the statement

Empowerment of the staff in secondary school is consider in item 8 and responses shows that large percentage of the respondents agreed and strongly agreed 245(53.7%) with the statement, 111(24.3%) disagreed and strongly disagreed While 97(21.2%) are undecided with the statement. This is supported by the responses of the stakeholder on item 10 which shows that 305(66.7%) of the respondents agreed and strongly agreed, 120(26.3%) disagreed and strongly disagreed with the statement while 32(7%) are undecided with the statement.

4.8 Responses of Prevalence of Principal's Facilitative Leadership Style in Secondary Schools in Zaria.

4.8.1 Opinions of Respondents on Prevalence of Principal's Facilitative Style in Secondary School

Set of questions were designed and administered to stakeholders on the facilitative leadership style of the principals in secondary school in Giwa and Zaria educational zones. The responses are shown in the table below.

Table 4.8: Highlight of the responses of the stakeholders on facilitative leadership style of school principals.

S/No	Statement	SA	A	UD	DS	SD	Total
1	Principal uses more of democratic and interactive practices in secondary school.	103 22.5%	165 34.1%	137 29.9%	28 6.1%	24 5.3%	457 100%
2	The principal leadership works with the entire staff in secondary school.	145 31.7%	160 35%	20 4.4%	32 7.0%	100 21.9%	457 100%
3	The principal empowers the entire education system in secondary school.	145 31.7%	160 35%	32 7.0%	100 21.9%	20 4.4%	457 100%
4	The principal styles carries the teachers, students and policy makers in secondary school.	165 36.1%	137 29.9%	103 22.5%	28 6.1%	24 5.3%	457 100%
5	The principal allows staff to set priority with his guidance in secondary school.	232 50.7%	123 26.9%	26 5.7%	53 11.6%	22 4.8%	457 100%
6	The principal delegates task in order to implement new procedure or process in secondary school	123 26.9%	22 4.8%	232 50.7%	26 5.7%	53 11.6%	457 100%
7	The principal closely monitor staff to ensure they are performing correctly in secondary school.	232 50.7%	100 21.9%	20 4.4%	56 12.3%		457 100%
8	When there differences in role expectations, the principal works to resolve the differences in secondary schools.	125 27.4%	120 26.3%	97 21.2%	100 21.9%	11 2.4%	457 100%
9	The principal is not responsible to delegate responsibility to staff in secondary school	53 11.6%	22 4.8%	26 5.7%	232 50.7%	123 26.9%	457 100%
10	The principal hold strong power over staff in secondary school.	232 50.7%	100 21.9%	20 4.4%	49 10.7%	7 1.0%	457 100%

Source: Questionnaire Survey, 2014.

The data presented in the table shows the responses by stakeholders to facilitative leadership style of principals in secondary school in Giwa and Zaria educational zones. In the item 1 large number of the respondents believed that the principal uses a more democratic and interactive in practice. The data shows that 268(56.6%) of the respondents agreed and strongly agreed with the statement, 54(11.4%) disagreed and strongly disagreed with the statement while 137(29.9%) are undecided on the statement.

Item 2 deals with the workability of the principal leadership style in school, the data shows that 300(66.7%) of the respondents agreed and strongly agreed that the principal's leadership works for the entire staff of the school, 132(28.9%) disagreed and strongly disagreed with the statement while 20(4.4%) are undecided with the statement.

In the empowerment of the staff in secondary school by the principal under facilitative leadership style is address in item 3 and the responses shows that 305(66.7%) of the respondent supported the statement, 120(26.3%) disagreed with the statement while 32(7.0%) are undecided on the statement.

Students and policy makers in secondary schools was addressed in item 4 and the responses shows that 302(66%) agreed and strongly agreed with the statement, 52(11.4%) disagreed and strongly disagreed with statement while 103(22.5%) are undecided on the statement.

Responses to item 5 shows that 355(77.6%) of the respondents agreed and strongly agreed, 75(16.4%) disagreed and strongly disagreed while 26(5.7%) are undecided with the statement. Since the total number of respondents that agreed are greater than those that disagreed is therefore concluded that the principal allows staff to set priority with his guidance in secondary schools.

The principal delegates tasks in secondary school was considered in item 6 which shows that total of 145(31.7%) of the respondents agreed and strongly agreed with the statement, 79(17.2%) disagreed and strongly disagreed while 232(50.7%) are undecided with the statement..

The close monitoring of staff is consider in item 7 and responses shows that 332(72.6%) of the respondents agreed and strongly agreed, 56(12.3%) disagreed while 20(4.4%) are undecided with the statement.

Item 8 consider a situation of difference among staff the data shows that 145(53.7%) agreed and strongly agreed with the statement, 111(23.3%) disagreed and strongly disagreed while 97(21.2%) are undecided with the statement. This means that when there are differences in role expectations, the principal work to resolve the differences in secondary school.

The item 9 consider the delegation of responsibility to staff, the data collected show that 75(16.4%) accepted the statement, 355(77.6%) disagreed and strongly disagreed that the principal is responsible for delegating responsibility to staff in secondary school..

The power of the principals in secondary schools was consider in item 10 data shows that a total of 332(72.6%) of the respondents agreed and strongly agreed with the statement 56(11.8%) disagreed with the statement while 20(4.4%) are on decided.

4:9 Responses of Prevalence of Principal's Transformational Leadership Style in Secondary schools in Zaria

4.9.1 Opinions of Respondents on transformational Leadership Style of School Principals in Secondary Schools in Zaria and Giwa Educational Zone in Kaduna State

Sets of questionnaire were also designed and administered to stakeholders on the prevalence of principal transformational leadership style in secondary schools. The responses to the questions are shown in the table below.

Table 4.9: Highlight of the responses of the stakeholders on transformational leadership styles of secondary school principals

S/No	Statement	5 SA	4 A	3 UD	2 D	1 SD	Total
1	The principal with the staff work together to achieve organizational goals in secondary schools.	111 24.3%	133 29.1%	121 26.5%	90 19.7%	2 0.4%	457 100%
2	The principal allows individual to take decisions in school.	100 21.9%	20 4.4%	32 7%	145 31.7%	160 35%	457 100%
3	The principal always open the door wide for intellectual excitement in secondary school	15 3.3%	314 68.7%	111 24.3%	5 1.0%	3 0.7%	457 100%
4	Staff always depends on high levels of communication from the principal to meet goals in the school.	197 43.1%	36 7.9%	123 26.9%	93 20.4%	17 3.7%	457 100%
5	The principal motivates employees to enhance productivity and efficiency in school	53 11.6%	22 4.8%	26 5.7%	232 50.7%	123 26.9%	457 100%
6	The principal always delegates smaller task to subordinates to accomplish goals in secondary school.	232 50.7%	22 4.8%	26 5.7%	53 11.6%	123 26.9%	457 100%
7	The principal always focuses on big pictures within the organization in schools.	115 25.2%	252 55.1%	65 14.2%	11 2.4%	14 3.1%	457 100%
8	The principal has high visibility over the school organization.	197 43.1%	36 7.9%	123 26.9%	93 20.4%	17 3.7%	457 100%
9	The principal allows staff to go on leave as when due in secondary school.	53 11.6%	22 4.8%	26 5.7%	232 50.7%	123 26.9%	457 100%
10	Staff are motivated through values shared vision by participation in leadership activities in school.	111 24.3%	314 68.7%	15 3.3%	5 1.0%	3 0.7%	457 100%
	Total						

Source: Questionnaire Survey, 2014. tion on the transformational leadership of principals in secondary schools in Giwa and Zaria educational zones. The data shows that in item 1 244(53.4%) agreed and strongly agreed with the statement, 92(20.1%) of the respondents disagreed and strongly disagreed with the statement while 121(26.5%) are undecided with the statement.

Item 2 shows that 120(25.3%) of the respondent agreed with the statement, 305(66.7%) disagreed and strongly disagreed with the statement while 32(7%) are undecided with the statement. The item 3 deals with the interaction of the principal and the staff in the school. Data collected shows that 329(72%) of the respondents agreed and strongly agreed with the statement that the principal door is always open for intellectual discussion, 8(1.7%) of the respondents disagreed and strongly disagreed while 111(24.3%) are undecided with the statement.

Staff always depend on high level of communication from the principal to meet the goal of the organization was consider in item 4 and the data shows that 243(51%) of the respondents agreed and strongly agreed, 111(24.3%) disagreed and strongly disagreed while 123(26.9%) are undecided with the statement. Motivation of the staff was consider in item 5 and the date shows that 75(16.4%) agreed and strongly agreed, 355(77.6%) disagreed and strongly disagreed with the statement while 26(5.7%) are undecided with the statement.

Item 6 consider the delegation of tasks to the subordinates, the data shows that 254(55.5%) of the respondents agreed and strongly agreed with the statement, 176(38.5%) disagreed and strongly disagreed with the statement while 26(5.7%) are undecided on the statement.

The principals in secondary school always focuses on high picture within the organization in the school was the item consider in item 7 and data shows that 367(80.3%) agreed and strongly agreed with the statement, 25(5.5%) disagreed and strongly disagreed with the statement while 65(14.2%) are undecided on the statement.

The visibility of the principal over the school was the issue considers under item 8, the data collected shows that 233(51%) agreed and strongly agreed with the statement, 111(24.3%) disagreed and strongly disagreed while 123(26.9%) are undecided on the statement.

Under the transformational leadership style the principal allows staff to go on leave as when due in secondary school was the item consider in item 9, responses shows that 75(16.4%) agreed and strongly agreed, 355(77.6%) disagreed and strongly disagreed while 26(5.7%) are undecided with the statement. Item 10 consider the motivation of staff through participation in leadership activities in school, the data shows that 425(73%) agreed and strongly agreed, 8(1.7%) disagreed and strongly disagreed with the statement while 15(3.3%) are undecided with the statement.

4.10 The Prevalence of Leadership Style in Zaria and Giwa Educational Zones

The mean score of the responses of the stakeholders was used to find out the most prevalence leadership style in Zaria and Giwa educational Zones. The responses were added and the mean score was obtained (see appendix I). The mean score of these leadership styles are shown in table 4:10 below.

Table 4:10 Mean score of the leadership styles in Giwa and Zaria educational zones

Leadership styles	Mean score
Autocratic	3.6
Democratic	3.0
Lassie Faire	3.2
Collaborative	2.1
Facilitative	3.5
Transformational	3.4

Sources: Questionnaire Survey, 2014

From the table depicted above the mean score of the styles are autocratic leadership 3.6, democratic 3.0, lassie faire 3.2, collaborative 2.1, facilitative 3.5 and transformational 3.4. This implies that the most prevalence leadership style in Zaria and Giwa educational zones in term of their calculated mean score are, autocratic leadership, facilitative, transformational, lassie faire and democratic leadership style, least practice is the collaborative leadership style. The responses of the stakeholders for the first five items were subjected to comparison using the student t- test.

4.11 Hypothesis Testing

H₀₁ There is no significance difference in the perception of stakeholders on the prevalence of transformational styles and facilitative leadership style in secondary schools in Kaduna state. The responses for the five items 1 – 5 were used for the comparison as depicted in table below

X₁. Strongly agreed for transformational leadership style

X₂. Strongly agreed for facilitative leadership style

Y₁. Agreed for transformational leadership style

Y₂. Agreed for transformational leadership style

Items	Transformational		Facilitative	
	X ₁ (SA)	Y ₁ (A)	X ₂ (SA)	Y ₂ (A)
1	111	133	103	165
2	100	120	145	160
3	15	314	145	32
4	197	36	165	137
5	53	22	232	123
Total	476	525	790	617
Mean	95.2	105	158	123.4

Source: Questionnaire Survey, 20014

The calculated students t-test is 2.15 and the tabulated T is 3.00, the calculate t value is less than the tabulated t, therefore Ho is rejected and H₁ is accepted (see appendix). There is significance difference between the stakeholder perception on facilitative and transformational leadership style in Kaduna state.

H₀₂: There is no significance difference in the perception of stakeholders on the prevalence autocratic styles and democratic leadership style in secondary schools in Kaduna state. The responses for the five items 1 – 5 were used for the comparison as depicted in table below.

Items	Autocratic		Democratic	
	X ₁ (SA)	Y ₁ (A)	X ₂ (SA)	Y ₂ (A)
1	140	165	165	140
2	147	153	128	233
3	49	53	103	165
4	237	101	53	22
5	233	125	205	127
Total	806	597	654	687
Mean	161.2	119.4	130.8	137.4

Source: Questionnaire survey, 20014

The responses between the autocratic and democratic leadership style was compared with each other. The calculated t test 3.5 while the tabulated is 3.00, therefore since the calculated is greater than the tabulated the Ho is rejected and H₁ accepted. There is significance difference between the stakeholder perception of autocratic and democratic leadership style in Kaduna state.

H₀₃: There is no significance difference in the perception of stakeholders on the prevalence laize faire styles and collaborative leadership style in secondary schools in Kaduna state. The responses for the five items 1 – 5 were used for the comparism as depicted in table below.

Items	Laize faire		Collaborative	
	X ₁ (SA)	Y ₁ (A)	X ₂ (SA)	Y ₂ (A)
1	53	22	111	314
2	123	53	197	36
3	32	160	111	133
4	205	127	115	252
5	125	120	115	121
Total	538	482	649	856
Mean	107.6	96.2	129.8	171.2

Source: Questionnaire Survey, 20014.

The data presented in the table above shows that the calculated t test of the comparison between the perception of stakeholders on laize faire and collaborative leadership style 2.30 while the tabulate t value at 5% is 3.00. The calculated t-test is less than the tabulated, therefore H₀ is accepted and H₁ rejected. There is no significance difference between laize faire and collaborative leadership style of principals in Kaduna state.

4.12 Discussions of Findings

4.12.1 Perceptions of stakeholders on prevalence of laissez faire leadership styles.

From the analysis of the structure questionnaire directed to the respondent on their perception of the laissez faire leadership style the following information were collected. That under laissez faire leadership the school principal does not allow staff to act as it pleases them. The principal is not totally involved in the activities in the school and not completely active in the school activities. The data revealed the inactiveness of the school principal in secondary schools in Kaduna state.

The attitudes of the principal as a laissez faire leadership style of lack proper supervision of teachers, school materials supply by state government have negative impact on student's performance in secondary schools. There are always indecision and differences among principals and staff in secondary school where the principal operate a laissez faire leadership style.

The principals in secondary do not take into consideration the goals of the schools where the principal operate the laissez faire leadership style. Despite the principal laissez faire leadership style in secondary schools lateness of staff is not handling with levity by the principals of secondary school in Kaduna state. These findings of the prevalence of laissez faire leadership in Kaduna is in conformity with the work of Talbert and Mibery, 1994 cited.

4.12.2 Perceptions of stakeholders on prevalence Democratic Leadership Style

The data revealed that in a democratic leadership style the principal allows for decision making in secondary schools has brought cordial interpersonal relationships between staff and the management of the schools in Kaduna state.

The responses shows that principals with democratic leadership style in approves training and staff development programmes, take care of health challenges of the staff which in secondary school serves as motivation for them..

Staff promotions of given as at due under a democratic leadership which tends to encourage staff creativity in secondary schools This incentives under democratic leadership does not give room for teachers to go on leave outside the study leave granted to them with full salary.

Principals under democratic leadership style delegates duties to staff for effective running of the school. The power delegation under democratic leadership gives the teacher the sense of belonging in secondary schools.

4.12.3 Perceptions of stakeholders on prevalence of Autocratic leadership styles.

Based on the responses to the items under autocratic leadership style, the data revealed that most the principal in secondary schools are autocratic in their decision. This implies that most of the schools are ruled autocratically although principals still trusted some people with important task and responsibility. The autocratic leadership style of the principals lead to the constant nagging as he believes that the idea brought forward by him is the best and should be followed by every members of the staff. This revealed that principals of secondary school in are majorly concern with the teacher's productivity rather than their welfare.

As a result of the autocratic leadership style there is little interaction between principal and the staff members' in secondary school decision and laws are passed on to staff without their contributions and does not give room for dialogue. Once are decision is made by the principals with autocratic leadership style nobody challenge the decision

even if wrong and better idea or ways of doing it, principals decision must be adhered to. The result of the autocratic leadership is in line with Yulk, 2005), and Ijaiya,2000), argument on autocratic leadership that give no room for others participation in decision making process.

4.12.4 Perceptions of stakeholders on prevalence of transformational leadership styles.

In the transformational leadership style the principal does not allow individual to take decision without his guidance from the schools and staff are not motivated which affects the staff productivity. Although the principal delegate' tasks to subordinates to accomplished the goals in secondary schools

Under the transformational leadership style the staff are not given to go on leave as when due in secondary school. The principal has a high visibility over the school organization and motivation is through values shared vision by participation in leadership activities in schools under the transformational leadership style.

4.12.5 Perceptions of stakeholders on Prevalence of Principal's Collaborative Leadership Style

The data revealed that the principals adopt collaborative leadership style in running the affair of the secondary schools. Under the collaborative leadership style the creativity of the member is encourage and rewarded by the principal.. This validates the statement that the principal initiates discussion and keeps track of the organization under a collaborative leadership style; the principal makes decision through a collaborative process of discussion schools.

From the analyzed data under collaborative leadership style it shows that the secondary school principal tries to foster trust and team work among the staff. The collaborative leadership style by principal of secondary school allow the staff to go on

leave when due and empowered their staff to work more efficiently by promoting them when due. This allows the principals to carry the staff and students along effectively in the organization of the secondary

4.12.6 Perceptions of stakeholders on Prevalence of Principal's Facilitative Leadership Style

Principals use more of democratic and interactive practices in secondary schools and empower the entire staff to them along in secondary school. The principals under facilitative leadership style in secondary school closely monitor staff to ensure they perform correctly as perceived by stakeholders. Principals delegate responsibilities, tasks to staff in order to effectively handle administrative work.

4.13 Summary of Major Findings

- This research shows that the number of male teachers in Zaria and Giwa educational Zones is greater than the females; more males are involved in teaching and learning in the study area.
- The study revealed that higher numbers of the teachers in Zaria and Giwa educational zones are professional teacher with educational qualifications of B.Ed and Master in education although there are still reasonable of non professional teachers in the study area especially in the science subjects of Physics, chemistry, biology and agricultural science.
- The study shows that autocratic leadership style is the most prevalence among principals in secondary schools of the study. The principals under autocratic style dictates all the work method and process without necessary seeking opinion from the staff in secondary school which lead to the constant nagging as he believes that the idea brought forward by him is the best and should be followed by every members of the staff.

The study revealed that facilitative leadership is the second most prevalence leadership style adopted by principals in the study area of Kaduna. Under the facilitative leadership style the principal closely monitor staff to ensure they perform correctly as perceived by stakeholders. Principals delegate responsibilities, tasks to staff in order to effectively handle administrative work.

- A laissez faire leadership school principal does not allow staff to act as it pleases them and supervision is not only carried out by the school principals. Lateness of staff is not handling with levity principals of secondary school in Zaria and Giwa educational zones.
- The study also revealed that staffs in schools are not given opportunity to participate in management decision in secondary school; power and authority are not delegated to staff/teachers.
- The study revealed that both the school principals and Ministry of education do not carry out adequate and regular supervision in schools.
- The study revealed that in the collaborative leadership style the principal makes decision through a collaborative process of discussion in secondary school. The principals in Giwa and Zaria educational zones empowered their staff to work in secondary schools.
- The study shows that there is significance difference between the stakeholder perception on facilitative and transformational leadership style in Kaduna state
- The study revealed there is no significance difference in the perception of stakeholders on the prevalence autocratic styles and democratic leadership style in secondary schools in Kaduna state.
- The hypothesis shows that there is no significance difference in the perception of stakeholders on the prevalence laissez faire styles and collaborative leadership style in secondary schools in Kaduna state.

• **Table 4.11: Summary of Hypotheses Testing**

S/N	Statement of Hypotheses	Statistical Method used	Level of Significance	Result	
1	There is no significance difference in the perception of stakeholders on the prevalence of lassies faire leadership styles in secondary schools in Kaduna state.	t-test	0.05	Retained	There is significance difference in the perception of stakeholders on the prevalence of lassies faire leadership styles in secondary schools in Kaduna state.
2	There is no significance difference in the perception of stakeholders on the prevalence of democratic leadership styles in secondary schools in Kaduna state.	t-test	0.05	Retained	There is no significance difference in the perception of stakeholders on the prevalence of democratic leadership styles in secondary schools in Kaduna state.
3	There is no significance difference in the perception of stakeholders on the prevalence of autocratic leadership styles in secondary schools in Kaduna state.	t-test	0.05	Retained	There is no significance difference in the perception of stakeholders on the prevalence of autocratic leadership styles in secondary schools in Kaduna state.
4	There is no significance difference in the in the perception of stakeholders on prevalence of transformational leadership styles in secondary schools in Kaduna state.	t-test	0.05	Rejected	There is significance difference in the in the perception of stakeholders on prevalence of transformational leadership styles in secondary schools in Kaduna state.
5	There is no significance difference in the perception of stakeholders on prevalence of collaborative leadership styles in secondary schools in Kaduna state.	t-test	0.05	Retained	There is no significance difference in the perception of stakeholders on prevalence of collaborative leadership styles in secondary schools in Kaduna state.
6	There is no significance difference in the perception of stakeholders on prevalence of facilitative leadership styles in secondary schools in Kaduna state.	t-test	0.05	Rejected	There is significance difference in the perception of stakeholders on prevalence of facilitative leadership styles in secondary schools in Kaduna state.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter tends to summarise the work, present the findings and make the necessary recommendations based on the findings.

5.2 Summary

Education in Nigeria is an instrument for effecting national development. The country's educational goals have been set out in the National Policy on Education in terms of their relevance to the needs of the individual and the society (FGN, 2004). To this end, the National Policy on Education sets up certain aims and objectives, which were to facilitate educational development in the country. In fostering these aims and objectives, the school principal has important roles to play. Among roles include providing effective leadership in secondary schools, thereby enhancing better job performance among teachers. How effective the principal is in performing these roles has been a matter of concern to many educationists. Educational leaders play important role with the intension to make teaching and learning more effective and to give quality education to students. Most educational experts consider administrators as the driving force and main source of the organizational development and academic growth of students. The success of an administrator has been taught to be, due to the various methods that are used in his administration. The administrator's leadership style influences the efficiency and also the effectiveness of the organization and it is the function of other several inter-related factors. The relationship between principal's leadership style and teachers job performance has been a subject of controversy by many

researchers such as Siskin (1994), Okeniyi (1995), Olaniyan (1999), Okurumeh (2001), Mirkamali (1995), Akinwumiju & Olaniyan (1996), Adeyemi (2006), Ibukun (1997) and Ijaiya (2000). The controversy has therefore motivated the researcher to investigate the perception of stakeholders on the leadership style in secondary schools in Zaria and Giwa educational zone of Kaduna state. Questions were raised to guide the study and related literatures were reviewed based on the research questions. The research focused essentially on leadership styles, student's academic achievement and teacher's job performance in secondary schools. The study will only captured leadership styles, student's academic achievement and teacher's job performance in selected private and public secondary schools in Zaria educational zone of Kaduna state. The research finds the relationships between leadership styles, student's academic achievement and teacher's job performance in secondary schools.

The procedure used in this study includes data collected using structured questionnaire. The questionnaires were prepared for teachers, school leaders and bureau officials. The items of the questionnaires will be classified under three basic research questions. The response category set was a likert type five point rating scaling ranging from Strongly agree to Strongly disagree (i.e., 5=Strongly agree, 4= Agree, 3=Undecided, 2= Disagree and 1=Strongly disagree). There will be open-ended items to collect the qualitative data also. The contents of the questionnaire mainly focused on the perception of stakeholders towards educational leadership, the factors affecting in leadership styles and the possible solution for these problem schools were used making a total 500 structured questionnaires were administered among the principals, teachers and officers of the Ministry of Education to find out the perceptions of these stakeholders toward

principal leadership styles in secondary school in Giwa and Zaria educational zones of Kaduna state. A total of 457(91.4%) questionnaires was retrieved and analyzed for the study. The collected data were subjected to statistical analysis using frequencies and percentages, the formulated hypothesis was tested using the student T- test and mean scores for the collected data.

5.3 Conclusions

The study of this research can be concluded that the stakeholders (Ministry of Education officials, parents and teachers) in Kaduna state perceived the leadership style of principals in secondary schools are the same. Therefore it can be concluded that different types of leadership style are used by principals in secondary schools in Zaria and Giwa educational zones but the mode of operandi of the style is the same.

5.4 Recommendations

Based on the findings of the research the following recommendations are put forward.

The male and female teachers in Kaduna state:

More female teachers should be employed to bridge the gap ratio between

- Staff/Teachers in Zaria and Giwa educational zones should be given opportunity to go for in- service training to obtain professional qualifications most especially in the science subjects of physics, chemistry and biology. The school management and state government should motivate the teachers for effective teaching and learning in schools.
- The principals should give the teachers leadership roles and allow them to participate in management decision.

- The principal should still improve on their supervisor roles; they should intensify on supervising the activities of the teachers in secondary schools.
- The Ministry of Education should also organized regular supervision for principals and teachers in secondary school in Zaria and Giwa educational zones in Kaduna state.
- The principals in the secondary schools should adopt collaborative, democratic and facilitative leadership style as these styles of leadership wiil allow for effective teaching and learning taking place in schools.

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**Faculty of Education,
Department of Educational Foundation and Curriculum
Ahmadu Bello University, Zaria
Kaduna State, Nigeria.**

Dear Respondent,

This questionnaire is designed to elicit information on the: **Perception Of Stakeholders On Prevailing Leadership Styles of Principals In Secondary Schools in Zaria and Giwa Educational Zones In Kaduna State, Nigeria**, for an M.Ed research in the above named institution.

Please be assured that all information provided will be treated in confidence and used only for this academic purpose.

Thank You!

Questionnaire Leadership Styles in Kaduna state

This questionnaire contains statements about leadership style beliefs. Next to each statement circle the number that represents how strongly you feel about the statement using the following scoring system: Agree, Strongly agreed, Disagreed, and undecided.

SECTION “A” BIO DATA

1. Status: (a) Principal () (b) Teacher () (c) M.O.E
2. Gender of the respondent: male () Female ()
3. Age of the respondent: (a) 25-34 () (b) 35-44 () (c) 45-54 () (d) 55-64 ()
4. Educational qualification: (a) OND () (b) NCE () (c) HND () (d) B.ED ()
(e) Msc/M.Ed (f) Others ()

SECTION “B” AUTOCRATIC LEADERSHIP STYLES

S/N	Statement	RESPONSES				SD
		SA	A	U	D	
		5	4	3	2	
1	The leader imposes his decisions on members of the group					
2	The group leader dictates all the work method and process without necessary seeking opinion from members					
3	The group members are rarely trusted with decision or important tasks					
4	There is constant nagging and suspicious brooding on the part of the leader					
5	The leader of the group is more particular about the productivities in the school than the welfare of its members					
6	There is little or no interactive section between the leader and the group members					
7	Leaders creates fear in the heart of subordinates over job security					
8	No room for dialogue between the leader and the group members					
9	No one challenges the decisions of the leader in the school					
10	Members are constantly coarsed for maximum productivity					

Section "C" Democratic Leadership Style		RESPONSES				
		SA	A	U	D	SD
		5	4	3	2	1
11	Majority takes the vote in any decision making					
12	Interpersonal relationship in the school is cordial and highly appreciated					
13	Members of the group having health challenge are taken care of					
14	Promotion are given to staff as when due					
15	Approvals are granted to members of the group from training and development					
16	Workers feel that their opinion counts and because of that feeling they are more committed to achieving the goals and objectives of the organization					
17	Creativity of the members of the group is encouraged and rewarded					
18	Members of the group are allowed to go on leave as at when due					
19	Staff are being delegated with responsibilities/authorities which exposes them to other jobs activities of the school and members of the community					
20	In the school environment, the leaders takes into consideration the well being of the staff					

	LASSIEZ FAIRE LEADERSHIP STYLES	RESPONSES				
		SA	A	U	D	SD
		5	4	3	2	1
21	Subordinate staff are permitted to act as it pleases them in school organization					
22	Supervision of teaching staff are not carried out by leaders					
23	Supervision of teaching staff are not carried out by leaders					
24	Non-challant attitude of leaders in secondary schools have negative impact on performance of students in secondary schools					
25	There are cases of indecision or indifference among leaders in the school					
26	Organizational goals are in most cases not put into consideration in decision making of the school					
27	Lateness to school by both teaching and non teaching staff attracts punishment					
28	The school principal makes no attempt to interfere or participate in the course of events determine by other teachers in the school					
29	School materials are supplied without any supervision					
30	Organizational policies are not known to members in the school conferment					

	COLLABORATIVE STYLE	RESPONSES				
		SA	A	U	D	SD
		5	4	3	2	1
31	In the school environment the leader tries to involve everyone in the organization					
32	Creativity of the members is encouraged and rewarded					
33	Members initiates discussion and keep track of the organization in schools					
34	Members make decisions through a collaborative process of discussion in secondary schools					
35	Leaders tries to foster trust and team work among staff in secondary schools					
36	Leaders always control and enforce authority in secondary schools					
37	Members of the group are allowed to go leave as at when due					
38	In the school environment the leader always empower the group to work					
39	Promotion are given to staff as when due					
40	Approvals are given to staff as at when due					

	FACILITATIVE STYLE	RESPONSES				
		SA	A	U	D	SD
		5	4	3	2	1
41	Facilitative leadership styles has more democratic and interactive in practice in secondary schools					
42	Facilitative leadership styles works with the entire management in secondary schools					
43	Facilitative leadership styles empowers the entire education system in secondary schools					
44	Facilitative leadership styles carries along teachers, students and policy makers in secondary schools					
45	I allow my employees to set priorities with my guidance					
46	I delegate tasks in order to implement a new procedure or process					
47	I closely monitor my employees to ensure they are performing correctly					
48	When there are differences in role expectations, I work with them to resolve the differences.					
49	Each individual is responsible for defining their job					
50	I like the power that my leadership position holds over subordinates					

TRANSFORMATIONAL LEADERSHIP STYLES		RESPONSES				
		SA	A	U	D	SD
		5	4	3	2	1
51	Leaders work together to achieve organizational goals in schools					
52	Decisions are taken by individuals in schools					
53	Leaders always open the door wide for intellectual excitement in schools					
54	Members always depends on high levels of communication from management to meet goals in schools					
55	Leaders motivates employees to enhance productivity and efficiency in schools					
56	Leaders always delegates smaller tasks to the subordinates to accomplish goals in schools					
57	Leaders always focus on big picture within the organization in schools					
58	Leaders have high visibility over the school organization					
59	Members of the group are allowed to go on leave as at when due					
60	Members are motivated through values shared vision by participation in leadership activities in schools					