EVALUATION OF LEADERSHIP STYLES OF PRINCIPALS OF SECONDARY SCHOOLS IN ZONKWA EDUCATION ZONE, KADUNA STATE

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ZARIA NIGERIA

AUGUST, 2017

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AUGUST, 2017

DECLARATION

I declare that the work in this thesis entitled Evaluation of Leadership Styles of Principals of Secondary Schools in Zonkwa Educational Zone, Kaduna State has been researched by me in the Department of Education Foundations and Curriculum under the supervision of Dr. A.A. Igunnu and D. E.I. Makoju.

The information derived from related literature has been duly acknowledged in the text and a list of references provided. No part of this research has been previously presented for another degree or diploma in any other institution.

_____ _____

SHEMANG TITI **Date**

CERTIFICATION

This thesis entitled Evaluation of leadership styles of principals of secondary schools in Zonkwa Educational Zone, Kaduna state by Titi Shemang meets the regulations governing the award of the degree of masters (Educational Administration and Planning) of Ahmadu Bello University, Zaria, Nigeria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This research project is dedicated to my late parents Shemang Jatau, and late Mrs. Esther Zakka Shemang you are a blessing to me and I am proud to be your daughter. This project work is finally dedicated to Moses Bako my beloved husband and my lovely children Jethro and Seth Moses for their patience exercised for missing me throughout the years of my studies and even when I was nursing my mother on her sick bed up to the time she died. May God Almighty bless you all.

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ABSTRACT

The study entitled the Evaluation of Prevailing Leadership Styles in Zonkwa Education Zone Secondary Schools, Kaduna State has six objectives some of which are the assessment of the autocratic, transformational and situational leadership styles. Six research questions were asked in line with the objectives. Six null hypotheses were postulated some of which are that there is no significant difference in the opinions of respondents on the evaluation of the prevailing visionary leadership style in secondary schools in Zonkwa Education Zone and that there is no significant difference in the opinions of respondents on the prevailing charismatic leadership style in secondary schools in Zonkwa Education Zone, Kaduna State. For effective evaluation of the leadership styles of principals in the secondary schools, the researcher designed a structured questionnaire with related components for each of the identified leadership styles of Democratic, Autocratic, Transaction, Charismatic, Situational and Visionary attributes of principals. The questionnaire was validated through face validity and then pilot tested. The tested questionnaire was then administered to 200 respondents made up of 160 teachers, 35 principals, 5 Zonal Education Directors within the Zonkwa educational zone selected through a stratified random sampling procedure. The data collected were analyzed with the Statistical Package for the Social Science (SPSS), IBM version 20. Statistical procedures adopted in the analysis of the data included simple frequencies and percentages, means and standard deviation and one way analysis of variance (ANOVA). Tests were conducted at the 0.05 probability level of significance. The research questionnaire was drawn based on likert scale of strongly agree, agree, undecided, disagree and strongly disagree. The bio-data was taken care of and the descriptive analysis was done to discuss as it affects the study. The null hypotheses were tested using Analysis of Variance (ANOVA) at 0.05 significant level and all the six hypotheses were retained. From the findings some recommendations were made that principals should be encouraged through school inspectors to always alternate their leadership styles based on the prevailing circumstance and that the principals. There should also as much as possible discourage their use of autocratic leadership style in secondary schools of Kaduna State.

OPERATIONAL DEFINITION OF TERMS

Leadership Style means the manager and approach of providing direction, implementing plans and motivating people to work.

Situational Leadership Style: means that there is no best style that principal should always look at the situation per time.

Autocratic Leadership Style: means maintaining total control and treats team members as listeners/followers.

Democratic Leadership Style: this means that control is shared with team members and members shared responsibility.

Transactional Leadership Style: means the ability of the principal to provides rewards or punishments to team members based on performance results.

Charismatic Leadership Style: means the ability of the principal to motivate or influence the teachers to teach better and then influence is as a result of personality and not by external force.

Visionary Leadership Style: is the ability of the principal to help the teachers understand the schools goals and help them contribute to the achievement of the goals.

CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

A leadership style is a leader's style of providing direction, implementing plans and motivating people. There are many leadership styles that can be exhibited by leaders in organizations such as the school system. In schools the headteachers are either principals or headmasters/headmistress. In secondary schools, the headteachers are the principals and the leadership styles employed by them will determine how successful they will be in achieving the schools objectives.

The level of competence, honesty, intelligence, inspiration, broad mindedness and efficiency will be determined by the type of leadership style employed by the principal in running the school either successfully or otherwise. Most of the time a blend of the different leadership styles will make the principal or leaders of other organizations more effective.

Psychologist Kurt Lewin developed his leadership style framework in the 1930s and it provided the foundation of many of the approaches that followed afterwards. Lewin argued that there are three major leadership styles. According to him, these styles are Autocratic, Democratic and the Laissez-faire. In autocratic leadership style, the principal makes decisions without consulting their team members in this case the teachers, even if their input would be useful. In democratic leadership style, the principal makes the final decisions but they include the teachers in the decision-making process.

Also in laissez-faire leadership style, the principal give the teachers a lot of freedom in how they do their work, and how they set their deadlines they provide support with resources and advice if needed otherwise they don't get involved. This can be damaging. The late 1970 the

visionary leadership theories was developed formally. A principal who employs the visionary develops effective communication which has positive effect on their teachers outcome resulting in their having high trust in their principals and high commitment to the overall school performance.

Other leadership styles evolved over time and Flamholtz and Rolandles leadership style Matrix was published in 2007. The matrix shows the best leadership style to use based on four (4) quadrants. More leadership styles emerged such as transitional, charismatic, situational, manipulative and contingency.

1.2 Statement of the problem

Many principal in ability to allow for different leadership styles at different times in the management of their schools constitute the major problem the school system is facing. In fact there are many styles which cannot describe precisely which ought to have been used by school heads. In many instances one discovered that principals do not motivate their staff when they are supposed to do so. Also many teachers fail to go for training to overcome their weaknesses as the principals show favouritism by not nominating them for such and in some schools the principals allow for laziness in teachers with the renitent effect of teachers showing non- challant attitudes to their work.

Some principals are just too rigid and abhor teamwork and they are such that you cannot give those pieces of advice because as principals they feel that they know everything and are just too arrogant to work or allow for the decision – making process to be participative. Some of these problems lead to many negative outcomes, one of which is mass failure in school examinations. Also some leaders are very lazy as they leave what would have been handled by

them to their vice principals and senior teachers. In many cases they hardly look through the lesson plans critically but merely appended their signatures on lesson plans without having time to make corrections. Many of the principals just peep through the windows of the classrooms instead of sitting with teachers in class to observe the teaching and class management. Some of the principals are so bias that they hardly see anything good in some of their staff due to biasness

1.3. Objectives of the Study

The following objectives were formulated to;

1. examine the extent to which democratic leadership style is practiced by principals of secondary schools in Zonkwa Education Zone, Kaduna State.
2. assess the extent to which autocratic leadership style is practiced by principals of secondary schools in Zonkwa Education Zone, Kaduna State.
3. ascertain the extent to which transactional leadership style is practiced by principals of secondary schools in Zonkwa Education Zone, Kaduna State.
4. assess the extent to which charismatic leadership style is practiced by principals of secondary schools in Zonkwa Education Zone, Kaduna State.
5. examine the extent to which situational leadership style practiced by principals of secondary schools in Zonkwa Educaton Zone, Kaduna State.
6. determine the extent to which visionary leadership style is practiced by principals of secondary schools in Zonkwa Education Zone, Kaduna State.

1.4 Research Questions

These research questions were asked

1. To what extent is democratic leadership style practiced by principals of secondary schools in Zonkwa Education Zone, Kaduna State?

2. What is the extent to which autocratic leadership style is practiced by principals of secondary schools in Zonkwa Education Zone, Kaduna State?

3. To what extent is transactional leadership style practiced by principals of secondary schools in Zonkwa Education Zone, Kaduna State?

4. What is the extent to which charismatic leadership style is practiced by principals of secondary schools in Zonkwa Education Zone, Kaduna State?

5. To what extent is situational leadership style practiced by principals of secondary schools in Zonkwa Education Zone, Kaduna State?

6. What is the extent to which visionary leadership style is practiced by principals of secondary schools in Zonkwa Education Zone, Kaduna State?

1.5 Research Hypotheses

The following null hypotheses were postulated;

1. There is no significant difference in the opinions of Respondents on the ways by which prevailing democratic leadership style affect the principals in secondary schools in Zonkwa Zone, Kaduna State.

2. There is no significant difference in the opinions of Respondents on the ways by which prevailing autocratic leadership style affect the principals in secondary schools in Zonkwa Zone, Kaduna State.

3. There is no significant difference in the opinions of Respondents on the ways by which prevailing transactional leadership style affect the principals in secondary schools in Zonkwa Zone, Kaduna State.

4. There is no significant difference in the opinions of Respondents on the ways by which prevailing charismatic leadership style affect the principals in secondary schools in Zonkwa Zone, Kaduna State.

5. There is no significant difference in the opinions of Respondents on the ways by which prevailing situational leadership style affect the principals in secondary schools in Zonkwa Zone, Kaduna State.

6. There is no significant difference in the opinions of Respondents on the ways by which prevailing visionary leadership style affect the principals in secondary schools in Zonkwa Zone, Kaduna State.

1.6 Basic Assumptions

The following were the basic assumptions

1. it is assumed that the extent to which the principals practice democratic leadership style the higher the achievement of school goals.

2. The more the principals practice autocratic leadership style in the schools the less the teachers are involved in decision making process of the schools.
3. Whenever the principals practice transactional leadership style there will be effective organization, supervision and group performance in the schools
4. Any time the principals focus of the practice of charismatic leadership style there will be team work, cohesiveness and commitment by the teachers.
5. It is assumed that whenever the principals practice situational leadership style they will be able to effectively manage the prevailing circumstance at hand in the schools.
6. The more the principals practice visionary leadership style the more the teacher develop personal skills that will lead to effective teaching and learning in schools.

1.7 Significance of the Study

The study evaluated the principals leadership styles in Secondary Schools in Zonkwa Educational Zone, Kaduna State. The study is significant in some ways. The study is expected to come-out with findings that will lead to a better understanding of leadership styles which will in turn lead to better achievement of school goals in secondary schools whether private or public.

The findings of this study will be useful not only to school principals but also to teachers who are also most important component of school administration. The finding of the study will assist administrators and educational planners in the quest for the best leadership styles in schools.

It also hoped that this research work will contribute to the existing knowledge by bringing new ideas and challenges to educational leadership and administration by analyzing and evaluating the various leadership styles in secondary schools, the study is expected to help

principals realize their worth as the chief executives of educational institutions whose leadership roles can build or destroy the institution and thereby hinder them from achieving the school goals.

1.8 Scope of the Study

Although it would have been useful to include more schools to attain a broader understanding of the relationship between leadership styles and school performance in secondary schools in Kaduna State, in this study it was not possible due to inadequate resources. Consequently, only public secondary schools in Zonkwa Zone were sampled

and no private secondary school was included in the study. The study covered the principals, teachers and the Zonal Directors responses on the evaluation of leadership styles used by the principals of the zone in Kaduna State. Knowing-fully-well that the leadership style the principal uses can lead to achievement of the school goals or not.

The population of the research is limited to the stakeholders (principals, Teachers and Zonkwa Zonal directors) out of 551 stakeholders 165 were selected from rural and urban secondary schools 35 principals and 5 zonal directors.

The leadership styles evaluated included democratic, autocratic, transactional, charismatic, situational and visionary. The study is therefore limited to Zonkwa Educational zone, Kaduna public secondary school.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

2.2 Conceptual Framework

2.3 Theoretical framework

2.4 Qualities of a Successful Leader

2.5. The Importance of Leadership

2.6 The Leadership Studies Related to Head Teachers

2.7 Empirical Studies on Leadership Styles

2.8 Summary

2.1 Introduction

This chapter focuses on a review of th**e** literature related to a study of leadership styles. The review aims to focus on the concept, nature, evolution and conceptualization of leadership. It also focuses on leadership theories and styles with special reference to styles that relate to educational institutions. Leadership practices and leadership styles of head teachers in the realm of secondary education in Nigeria are highlighted. A summary of the literature highlighting the possible gaps in the review and the lessons learned was also provided.

2.2 Conceptual Framework

Different scholars have interpreted the concept of leadership differently. Yukl (1989) and Omar (2005) describe the study of leadership as both daunting and enticing. It is daunting because it is regarded as one of the most important and pervasive concepts argued across a multitude of disciplines including educational, political, legal and psychological ones. In

addition, Omar (2005) argues that leadership is a subject of much published work produced annually. Over 7000 books, articles or presentations on leadership were produced in 1990 (Bass, 1990; Hogan, Curphy & Hogan, 1994).in addition, its definitions, taxonomies and tolpologies are numerous, at one time; leadership was noted as having over 350 definitions (Bass, 1990; Bennis & Nanus, 1985). It is actually difficult to achieve only one definition that is acceptable to all (Bass, 1985; Cheng, 2003).

Also a study in leadership is enticing and has been a preoccupation of human beings since the beginning of life (Bass, 1990). It provides a springboard for aspiring leaders to be able to rate themselves against great individuals who have worn the title of being great leaders. According to Burns (1978:3), leadership "is one of the most observed phenomenon on earth and one of the least understood". He further asserts that the different scholars, who have attempted to define, categorize and to attribute the study of leadership to particular situations, have only added to its confusion and incomprehensibility. According to Adlam (2003: 2004), leadership is a rather complex concept. This is due to the fact that several approaches have been employed to provide meaning to the term leadership and is effectiveness.

2.2.1 Concept of Leadership

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

Jacques and Clement (1991) define leadership as a process in which an individual provides direction for other people and carries them along in that direction with competence and full commitment. According to Oyetunyi (2006), this perception of leadership signals a shift from bureaucracy (in which the leader tends to direct others and make decisions for them to implement) to non-bureaucracy where the emphasis is on motivation, inclusion and empowerment of the followers. Along the same lines, Hannagan (1995) and Botha (2005) define leadership as the process of motivation people to achieve specific goals. Hannagan, however, falls short of mentioning those motivational procedures that leadership offers to effect organizational change. Basing his definition on the contemporary context, Dubrin (in Oyetunyi, 2006) defines leadership as the ability to inspire confidence and support among followers who are expected to achieve organizational goals. For the purposes of this study, this definition will be applied more than others, for it has a lot to do with change, inspiration and motivation, the ingredients of which are critical for school performance. Further to that, Oyetunyi (2006) infers that the leader's task is to build the followers confidence in their jobs so as to be effective and that it is a leader's responsibility to communicate the picture of what the organization should be, to convince followers and to channel all activities towards accomplishing it. Along the lines of the contemporary approach, but from a more recent perspective, Sashkin and Sashkin (2003:39) define leadership as the art of transforming people and organizations with the aim of improving the organization.

Leadership is a very important aspect of any human organization. This is because a human organization requires in an individual at the helm of affairs to direct and control its activities towards the accomplishment of the organizational goal. This individual is referred to as the leader. Leadership therefore involves the use of power, authority and influence in the process

of management human and material resources at work in order to produce result. In order word, leadership refers to the occupation of a position, therefore he or she is assigned with the responsibility of directing all other staff and management all available resources for the achievement of the school objectives. The extent to which the principal performs these function does not only depend on the position of leadership but also on his or her personal qualities.

Clearly the position a principal occupies is known as leadership, but his personal qualities determines his ability to influence the behaviors of other staff in order to achieve the organizational objectives.

2.2.2 Leadership Style

Leadership varies from one organization to another, and this is why there are no two leaders that manage their organization in exactly the same manner. The extent to which a leader succeeds in achieving the goals of his organization depends on his ability to develop a leadership style that will be suitable I a specific situation. The assumption behind these leadership styles is that the staff will be more obedient to leaders who adopt certain style than they will be to others who adopt other styles. However, the aim of studying leadership styles is to discover which styles yields best results in different situation. The leadership styles that are commonly found in organization are as follows:

Denga (1986)defined a leader as a person who leads. “but from organization point of view a leader is one who coordinates all activities and control the ranks and files within the organization setting.” A leader should also be able to influence the behavior of his/followers for the purpose of achieving the goal of the organization.

Leadership style is the behavioural patterns a leader adopt to influence the behavior of his subordinates.

2.2.3 The Authoritarian or Autocratic Leadership Style

Autocratic leadership style also know as authoritarian leadership in according to Bass and Stogdill and Kendra cherry (2016) is characterized by individual control over all decisions and little input from group members.

The autocratic leader dominates team members and makes decisions on their own without seeking or allowing input from group members. Autocrats set timelines, tasks and then asks for suggestions / objections. They are quick to both praise and punish. This results in passive resistance from team members and requires continual pressure in order to get things done. Some instances call for urgent action and the autocratic style may be best. Most people are familiar with autocratic leadership and accept it.

Autocratic leadership style has some limitations such as;

- More group hostility
- More dependence on leader
- More apathy in group
- Slower execution of decisions

There are however advantages such as:

- More group productivity while leader watches
- Group makes quicker decisions

- Often does the task themselves as it is quicker and
- Pushes the group. Lewin et al (1939)

- Some people are happy to be told what to do – they might say they are patricians or 'nuts and bolts' people, others like to own the task – visionaries.

Autocratic leader keeps strict, close control over followers by keeping close regulation of policies and procedures given to followers. To keep main emphasis on the distinction of the authoritarian leader and their followers, these types of leaders make sure to only create a distinct professional relationship. Direct supervision is what they believe to be key in maintaining a successful environment and follower ship. In fear of followers being unproductive, authoritarian leaders keep close supervision and feel this is necessary in order for anything to be done. Authoritarian leadership styles often follow the vision of those that are in control, and may not necessarily be compatible with those that are being led. Authoritarian leaders have a focus on efficiency, as other styles, such as a democratic style, may be seen as a hindrance on progress.

Examples of authoritarian communicative behavior: a police officer directing traffic, a teacher ordering a student to do his or her assignment, and a supervisor instructing a subordinate to clean a workstation. All of these positions require a distinct set of characteristics that give the leader the position to get things in order or get a point across. Authoritarian Traits: sets goals individually, engages primarily in one-way and downward communication, controls discussion with followers, and donates interaction

Several studies have confirmed a relationship between bullying, on the one hand, and an autocratic leadership and an authoritarian way of settling conflicts or dealing with disagreements, on the other. An authoritarian style of leadership may create a climate of fear, where there is little or no room for dialogue and where complaining may be considered futile.

Leadership has been described as "a process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common task". For example, some understand a leader simply as somebody whom people follow, or as somebody who guides or directs others, while others define leadership as "organizing a group of people to achieve a common goal".

Studies of leadership have produced theories involving traits, situational interaction, function, behavior, power, vision and values, charisma, and intelligence, among others.

The leader who adopts this leadership styles, makes decisions, determines polices and assigns duties and responsibility to members of staff without any consultation. Such as leader always thinks he is right while others are always wrong or are incapable. Therefore, there is hardly any delegation of authority as a leader often does everything by himself. The autocratic leader bases his power and authority from his superior authority. He assumes that people will not work if left unsupervised, therefore he supervises his staff to ensure that they follow instructions strictly by telling them what to do how to do it and when to do it. He also assumes that rules and regulation are made to ensure uniformity and should therefore apply equally to all members of staff. The pattern of communication flow in such organization is usually downward, that is from the leader to the subordinates who are expected to obey directives without question. Based on the assumption, such a leader often uses threats and

punishment to make his staff do their work, and for this the staff regard him as a boss and not a leader. The army is a good example of the autocratic leadership style and many great men in world history were autocratic.

One of the advantages of the autocratic leadership style is that it provide a degree of certainty for the subordinate who may feel safe because they are not involve in decision making or problem solving for the organization. Also such a leader usually has self confidence goals and a political skill to get things done.

The disadvantage of the autocratic leadership style is that, where people are controlled, directed and threatened with all sorts of punishment to their work their initiative may be stifled and self motivation may be discouraged in a school for example, this leadership styles to low eventually lead to students riots and strike action.

Authoritative

1. An autocratic leader is authoritarian and an authoritative leader is autocratic and

a. He builds tick wall around himself so that the followers reach him.

b. He creates fears in the minds of followers; he used coercion rather than persuasion.

c. he does not delegate authority for fear of being over – thrown.

d. He beliefs in power and he uses it much.

e. He makes decision consulting his followers.

f. He issues instrument that must be religiously observed

g. He has no respect for other people's opinion

h. his decision is the final in all cases. Igunnu 2013

2.2.4 The Democratic Leadership Style

Democratic leadership means building consensus through participation and its most effective when the leaders needs to team to buy ownership of decisions Bernincasa (2012). The democratic leader makes decisions by consulting a team, whilst still maintaining control of the group. The democratic leader allows the team to decide how the task will be tackled and who will perform which task. A good democratic leader encourages participation but never loses sight of the fact that they bear the responsibility of leadership. The democratic leader values group discussion and input from the team. The democratic leader motivates the team by empowering them to direct themselves. The leader and group jointly analyze the problem, and decide together on a course of action. The leader does some things, but not everything, helps the group get its way, pulls with the group and respects others.

It has been discovered that democratic style may lead to

- slower decision making,
- less initial production and
- leader can be unsure and makes everything a matter for group discussion.

There are many advantages the school enjoys when democratic leadership style is employed. They are:

- more individual responsibility,

- more friendliness,
- better implementation,
- more personal growth,
- more motivation and
- greater ultimate production. Igunnu 2013.

The democratic leadership style consists of the leader sharing the decision-making abilities with group members by promoting the interests of the group members and by practicing social equality.

This style of leadership encompasses discussion, debate and sharing of ideas and encouragement of people to feel good about their involvement. The boundaries of democratic participation tend to be circumscribed by the organization or the group needs and the instrumental value of people's attributes (skills, attitudes, etc.). The democratic style encompasses the notion that everyone, by virtue of their human status, should play a part in the group's decisions. However, the democratic style of leadership still requires guidance and control by a specific leader. The democratic style demands the leader to make decisions on who should be called upon within the group and who is given the right to participate in, make and vote on decisions. Traits of a Good Leader compiled by the Santa Clara University and the Tom Peters Group:

- Honest — Display sincerity, integrity, and candor in all your actions. Deceptive behavior will not inspire trust.
- Competent — Base your actions on reason and moral principles. Do not make decisions based on childlike emotional desires or feelings.

- Forward-looking — Set goals and have a vision of the future. The vision must be owned throughout the organization. Effective leaders envision what they want and how to get it. They habitually pick priorities stemming from their basic values.
- Inspiring — Display confidence in all that you do. By showing endurance in mental, physical, and spiritual stamina, you will inspire others to reach for new heights. Take charge when necessary.
- Intelligent — Read, study, and seek challenging assignments.
- Fair-minded — Show fair treatment to all people. Prejudice is the enemy of justice. Display empathy by being sensitive to the feelings, values, interests, and well-being of others.
- Broad-minded — Seek out diversity.
- Courageous — Have the perseverance to accomplish a goal, regardless of the seemingly insurmountable obstacles. Display a confident calmness when under stress.
- Straightforward — Use sound judgment to make a good decisions at the right time.
- Imaginative — Make timely and appropriate changes in your thinking, plans, and methods. Show creativity by thinking of new and better goals, ideas, and solutions to problems. Be innovative!

Research has found that this leadership style is one of the most effective and creates higher productivity, better contributions from group members and increased group morale. Democratic leadership can lead to better ideas and more creative solutions to problems because group members are encouraged to share their thoughts and ideas. While democratic leadership is one of the most effective leadership styles, it does have some potential downsides. In situations where roles are unclear or time is of the essence, democratic leadership can lead to communication

failures and uncompleted projects. Democratic leadership works best in situations where group members are skilled and eager to share their knowledge. It is also important to have plenty of time to allow people to contribute, develop a plan and then vote on the best course of action.

The leader who adopts the democratic style believes that he derives his power and authority from the people he leads. Therefore, he communicate with members of staff before arriving at any decision for the organization this also means that there is freedom of speech and action within the framework of the organizational goals. The democratic leader does not think that he is the best person in the organization simply because he is the leader therefore he delegate some responsibility to other members of staff using this leadership style in the school system means that the school head, the teacher and the student all take part in the determination of school rules and regulations. These rules and regulation are treated with human feelings and leader applies them on the assumption that each staff is unique and should be understood and treated on his or her own merits. Also, the supervision of subordinates is minimized staff needs and so he shows some concern for individual staff need and maintains a good working relationship with them.

The advantage of this leadership style is that it promotes group productivity and the staff become less aggressive and happier with their jobs. Also, the staff morale is always promotion and their creative talents are also encouraged one outstanding disadvantage of the democratic leadership style is that, it may not always work will especially if the decisions made are not very clear to all members also in a democracy, it may take a long time or involve some difficulty before arriving at a decision.

A Democratic Leader has the following features

a. Encourages group participation in decision making.

b. Delegates authority to subordinates.

c. Allows freedom of expression at meetings.

d. Makes himself approachable to subordinates.

e. Encourages innovation and creativity of the individual staff under them beliefs in peaceful reconciliation of issues.

f. Belief in peaceful reconciliation of issues.

g. Belief I dialogue rather than punishment.

h. Sees subordinates as partners in progress. (Ahmed Raza 2016).

i. Uses communication effectively for unity of purpose.

2.2.5 The Transactional Leadership Style

The transactional style of leadership was first described by Max Weber in 1947 and then later described by Bernard Bass in 1981. Mainly used by management, transactional leaders focus their leadership on motivating followers through a system of rewards and punishments. There are two factors which form the basis for this system, Contingent Reward and management-by-exception.

- Contingent Reward Provides rewards, materialistic or psychological, for effort and recognizes good performance.
- Management-by-Exception allows the leader to maintain the status quo. The leader intervenes when subordinates do not meet acceptable performance levels and initiates corrective action to improve performance. Management by exception helps reduce the

workload of managers being that they are only called-in when workers deviate from course.

This type of leader identifies the needs of their followers and gives rewards to satisfy those needs in exchange of certain level of performance.

Transactional leaders focus on increasing the efficiency of established routines and procedures. They are more concerned with following existing rules than with making changes to the organization.

A transactional leader establishes and standardizes practices that will help the organization reach:

- Maturity
- Goal-setting

- Efficiency of operation
- Increasing productivity.
- Think freely when setting their emotions aside from their work and
- Have all of their focus on the given task.

A transactional leader is:

Negatively affected when the emotional level is high and

Positively affected when the emotional level is low.

Bernard Bass and colleagues developed the idea of two different types of leadership, transactional that involves exchange of labor for rewards and transformational which is based on concern for employees, intellectual stimulation, and providing a group vision.

The transactional leader (Burns, 1978) is given power to perform certain tasks and reward or punish for the team's performance. It gives the opportunity to the manager to lead the group and the group agrees to follow his lead to accomplish a predetermined goal in exchange for something else. Power is given to the leader to evaluate, correct, and train subordinates when productivity is not up to the desired level, and reward effectiveness when expected outcome is reached.

The transactional leadership style would likely be the most effective leadership style because it is a combination of some element of the autocratic and democratic leadership styles. It is a leadership style that emphasizes both organization goals and individual staff needs. The leader who uses this style realizes the need to achieve the organization goals, without upsetting his staff in time of their needs. Now striking a balance between organization needs and individual staff needs may sound quite easy, but in actual practice this may not be so because such a leader may have to make such decisions may times a day. In school system for example, such a leader may have to make a decision between using PTA money to purchase more textbooks or to renovate some classrooms. The disadvantage of this leadership style is that if care is not taken, the leader may be more inclined toward the organization needs or individual staff needs, instead of making a balance between them.

2.2.6 Situational Leadership Style

Situational theory also appeared as a reaction to the trait theory of leadership. Social scientists argued that history was more than the result of intervention of great men as Carlyle suggested. Herbert Spencer (1884) (and Karl Marx) said that the times produce the person and not the other way around. This theory assumes that different situations call for different characteristics;

according to this group of theories, no single optimal psychographic profile of a leader exists. According to the theory, "what an individual actually does when acting as a leader is in large part dependent upon characteristics of the situation in which he functions."

Some theorists started to synthesize the trait and situational approaches. Building upon the research of Lewin et al., academics began to normalize the descriptive models of leadership climates, defining three leadership styles and identifying which situations each style works better in. The authoritarian leadership style, for example, is approved in periods of crisis but fails to win the "hearts and minds" of followers in day-to-day management; the democratic leadership style is more adequate in situations that require consensus building; finally, the laissez-faire leadership style is appreciated for the degree of freedom it provides, but as the leaders do not "take charge", they can be perceived as a failure in protracted or thorny organizational problems. Thus, theorists defined the style of leadership as contingent to the situation, which is sometimes, classified as contingency theory. Four contingency leadership theories appear more prominently in recent years: Fiedler contingency model, Vroom-Yetton decision model, the path-goal theory, and the Hersey-Blanchard situational theory.

The situation approach to leadership was a reaction to the failure of trait factor. This approach is based on the belief that the interaction between the experience of a person and the situation he find himself connotes leadership. According to this approach people tend to follow a leader because of the confidence they have in his ability to lead them to achieve group objectives. Like the trait factor the situation approach lacks validity. The greatest weakness of this approach is its inability to take cognizance of the fact that no two situation produce similar experiences. This

means that the experience produced in a given situation could be different from the one produced by another similar situations.

2.2.7 Charismatic Leadership Style

Charismatic leaders are essentially rely skilled communicators individuals who are both verbally eloquent, but also able to communicate to followers on a deep emotional level (riggio 2012). A charismatic leadership style resembles transformational leadership: both types of leadership inspire and motivate their team members.

The differences lies in their intent transformational leaders want to transform their teams and organizations while leaders who rely on charisma often focus on themselves and their own ambitions, and they may not want to change anything.

Charismatic leaders might believe that they can do no wrong even when others warn them about the path that they are on. This feeling of invincibility can severely damage a team or an organization, as was shown in the 2008 financial crisis.

2.2.8 Visionary Leadership Style

It is the ability of the principal to help the teachers understand the schools goals and help them contribute to the achievement of the goals. Visionary leaders are often able to capture the yearnings of the in statements such as the example below:

“Washington is not a place to live in. the rents are high, the food is Bad, the dust is disgusting and the morals are deplorable. Go west young man go west and grow up with the country” July, 1865. Horace Greely concerning Americans expansion to the west. The ‘vision thing’ is

something all great leaders have. It was seen throughout history in the great ones. For example, Alexander the great clearly had a vision of make an empire work.

2.3 Theoretical Framework

2.3.1 Contingency Theories (1960's)

The contingency leadership theory argues that there is no single way of leading and that every leadership style should be based on certain situations, which signifies that there are certain people who perform at the maximum level in certain places but at minimal performance when taken out of their element

2.3.2 Kurt Lewin et .al.

These three styles of leadership comprise the classical styles of leadership seen in traditional groups and organizations. The sociology of authoritarian, democratic and laissez-faire leaderships is explored in four parts, an overview of the basic principal of the authoritarian, democratic and laissez-faire leadership styles. Kurt Lewin (1890 - 1947), was the pioneering social psychologist created with defining and differentiating between the three classical leadership styles or behaviours. Lewin characterized leadership climates as authoritarian , autocratic and laissez-faire (Lewin et al, 1939).

2.3.3 Theory on Visionary by Frances Westley and Henry Mintzberg (1989).

The theory describes the concepts of visionary leadership in a new way, more suitable for strategic management. It presents visionary leadership as drama first drawing on an account of theatre. As a drama, an interaction of repetition, representation, and assistance. It considers the experiences of a number of visionary leaders, in terms of style, process, content and context.

2.4 Qualities of a Successful Leader

Generally, it is not every leader that achieves the goals of his or her organization. But most importantly, to be a successful leader will depend greatly on the leader's personality and his ability to understand that there are different ways of working with people. Specifically, there are three main approaches to the study of a successful leader and these are as follows:

The traits approach states that successful leadership depend on some physical qualities of the leader such as physical energy, height, weight, good voice, fluency in speech, handsomeness or beauty and attractiveness of the individual. The implication of this approach is that leaders are born not made because most of these physical quantities are in born. This also means that effective leadership qualities cannot be learnt, an individual is either born with or he does not possess them at all.

The situational approach rejects the idea that the natural or physical qualities of an individual makes him a successful leader. Supporters of this approach argue that the matters in successful leadership is the situation of the organization, the staff and the facilities to work with. If the situation of the organization is favourable, the leader will succeed, but if otherwise, he will fail no matter the personal qualities he possesses. The implication of this approach is that leader are made not born because an individual can learn to become a successful leader.

The international approach is a compromise between the traits and situational approaches. Supporters of this approach argue the successful leadership does not depend on physical qualities or organizational situation, but on the interaction of both approaches. Irrespective of these three approaches, there are certain qualities that are needed for successful leadership. One of these

qualities is average intelligence which is in born, all others can be learned later in life. This is because there is hardly any relationship between successful leadership and physical qualities. Apart from intelligence, other qualities needed by a leader can be developed to the best of this ability through education and practice. Other qualities needed are as follows:

1. A good leader should be knowledgeable and wise. This will help him to make decisions for his staff and organization.

2. A good leader must have an aim. This means that he must know what he wants and how best to achieve it.

3. A good leader should be able to communicate effectively in the language that is used and accepted as medium of communication in the organization.

4. A leader is assigned to work for people, he therefore has to learn to work with people. The staff he works with from his leadership and without their co-operation, he cannot be a successful leader.

5. A good leader should have a sense of commitment. He should be dedicated and loyal to his duty and this will encourage his followers to what they are expected to do.

6. A good leader should be fair and impartial in all his dealings with members of staff in the school system for example, the teachers should treat all their students equally in terms of rewards, punishments and in all dealings with students.

2.5 The Importance of Leadership

Educational practitioners have recognized leadership as vitally important for education institutions, since it is the engine of survival for the institutions. This recognition has come at a

time when the challenges of education development worldwide are more demanding than ever before (Nkata, 2005). The rapid growth of educational institutions and the ever-increasing enrollment will require improved management. Mass education at different levels will also require new leadership approaches in order to enhance efficiency and effectiveness. Schermerhorn, Hunt and Osborn (2000:287) maintain that leadership is the heart of any organization, because it determines the success or failure of the organization. Oyetunyi (2006) posits that in an organization such as a school, the importance of leadership is reflected in every aspect of the school like instructional practices, academic achievement, students' discipline, and school climate, to mention but few. Building a sense of educational development in school structures leads to the realization that a shared vision focusing on the relationship between school leadership and performance of schools, is the only prerequisite for effective standards. Blazing the trail and dominating the field in this direction, scholars and researchers like Mullins (2002), Steyn (2005) and Maicibi (2005) note that the study of school leadership is necessary to make school activities effective. This argument is further augmented by Sashkin and Sashkin (2003) who contend that leadership matters, because leaders help reduce ambiguity and uncertainty in organizations. School leadership can be situated within the larger framework of institutional leadership where leadership skills are necessary for effective management and performance.

Linda (1999) has this to say on the influence of school leadership and management on teachers' attitudes to their jobs: "Research findings indicated that there is a positive relationship between teacher morale, job satisfaction and motivation on the type of leadership in schools". Indeed, head teachers have the capacity to make teachers' working lives so unpleasant, unfulfilling, problematic and frustrating that they become the overriding reason why some teachers do not perform as expected and some have to exit the profession. Linda (1999) quotes one of the

teachers he interviewed in his research and who had this to say about her head teacher: *"I don't know what it is about her, but she made you want to do your best and not just for her, but for yourself... you are not working to please her, but she suddenly made you realize what was is possible, and you, kind of, raised your game"*. The key question is what is it about the teacher to whom she referred that made her leadership so charming and hence effective. It therefore goes without saying that if the secret of effective staff management lies in the leadership style that is adopted, then it is clearly important to identify the features of such a style. This study will therefore seek to analyze the different leadership styles of head teachers with a view to determining the most effective ones in terms of enhancing school performance. Some heads of schools employ the task – oriented philosophy of management confer it upon themselves that teachers and students are naturally lazy in achievement. They need to be punished in order to stir up their enthusiasm, commitment and support. The task – oriented style explores styles such as the autocratic and the bureaucratic leadership styles. The autocratic head teacher is concerned with despotic principles of management which concentrate leadership on the top rather than from the bottom, whilst the bureaucratic head teacher, on the other hand, is concerned with the rules of the game, and regulations as a way of transforming productivity.

The employee oriented school head focuses upon putting the subordinate at the centre of progress, with a view to trying the organization's success on the shoulders on the shoulders of the subordinates. Hence, the subordinate is treated with compassion, care, trust and consideration that place him in the realm of school government. Consequently, subordinates' inputs in school functions are often high as a result of high morale and motivation. The behavioral leader explores styles such as the democratic, participative and laissez faire leadership styles. According to Muyingo (2004), the democratic style of management regards people as the main

decision makers. The subordinates have a greater say in decision – making, the determination of academic policy, the implementation of systems and procedures of handling teaching, which leads to school discipline and hence academic excellence and overall school performance in the fields of sport and cultural affairs.

2.6 The Leadership Studies Related to Head Teachers

A considerable amount of research has been conducted into the impact on staff of different leadership styles. Classic studies of different organizational climates in American schools incorporate consideration of the leadership styles that were found to be integral to the open and closed climate (Halpin, 1966 in Evans, 1999). The open head teacher was described as typically very enthusiastic, conscientious, hard working, well balance in temperament, not aloof and very much in control albeit in a subtle manner. In this climate head teachers are described as typically manifesting high morale and working collaboratively. Schools with the closed climates are typically led by principals who are aloof and impersonal and who emphasize the need for hard work. Teachers working under such a system normally dislike their head teachers. In a research study conducted by Ball (1987) in Evans (1999), four leadership styles were identified in the British secondary schools. These included the interpersonal and the managerial styles and the political style, which he subdivided into the adversarial and authoritarian styles. The interpersonal head was described as typically "mobile" and "visible", with reference to consulting with individuals rather than holding meetings. Such heads of schools tend to sound one idea and gather opinions. Such heads frequently reiterate to staff the importance of bringing complaints and grievances to them first. They use the open door policy (Ball, 1987 in Linda, 1999). This style of leadership is particularly effective at satisfying teacher's individual needs and usually staff turnover is low but decision – making is not focused and teachers may feel very

frustrated and insecure. This kind of leadership may create a sense of exclusiveness from decision-making on the part of the teachers who are members of the SMT. This might bring about the isolative culture in schools, which is frequently referred to as the "us" and "them" hierarchical structure in schools (ibid). the adversarial leadership style is typified by confrontational dialogue between the head and the teachers. They speak of the rows, battles and challenges. In this kind of scenario leadership is very much a public performance, the emphasis is upon persuasion and devotion (Ball, 1987 in Evans, 1999). Adversarial heads are always preoccupied with issues that reflect quality ideology rather than administration procedures. They typically focus on quality of education provided and whether the institution is fulfilling its purpose (Ball, 1987 in Linda, 1999). Authoritarian leadership is distinct from adversarial leadership by focusing on asserting rather than persuasion. In this kind of leadership, Ball found that teachers are typically acquiesced because they fell intimidated or confront head teachers. This kind of leadership is associated with disputed decisions. In some cases there were limited chances of success on the part of the teachers since one of the key features of authoritarian leadership is posing challenges to policy and decision – making (Ball, 1987 in Evans, 1999). In her study of British primary school teacher's job satisfaction, Nias (1980) in Evans (1999) identified three dimensions of leadership styles. These were the initiating, the considerate and decision centralization. These referred respectively to the extent to which leaders defines their own and their subordinate roles towards attaining goals; the extent to which leaders influence group decisions. Nias (1980) found that individual school leaders in her study could be positioned differently along each of these three dimensions, and that the resulting spread revealed three categories of leadership styles that is the passive, positive and bourbons types which she described as follows. The passive gave teachers more freedom whilst the bourbons

were characterized as being socially distanced, and authoritarian in nature. The positive ones were known for setting high professional development standards for teachers. In relation to job satisfaction, it was discovered that the passive and bourbons had the most negative and positive heads and the most positive influence. A positive style provided the context in which a keen teacher could get on well with work and therefore contribute significantly to school improvement (Nias, 1980 in Evans, 1999). Locally in Uganda a few studies have been conducted on the subject of leadership styles in the various education institutions but not necessarily in secondary schools. For example, Ogwenge (1995) carried out a study to investigate the leadership styles that were practiced in the Ugandan colleges of commerce and to determine and to determine whether the democratic or autocratic leadership style had an impact on job satisfaction of staff in these colleges. It was established that there was a significant difference in the leadership styles practiced in the Uganda Colleges of Commerce. The democratic leadership was associated with leaders showing confidence and trust in subordinate staff. The staff was free to talk to their leaders, while leaders were willing to listen to ideas from staff, and did not use fear to make staff implement policy. It was also found that the democratic or autocratic leadership styles had a significant impact on job satisfaction of the staff. Where the democratic leadership style was used, staff did negative behavior or ways of making their dissatisfaction or frustration felt and vice verse whilst the autocratic style was associated with the negative behavior and such behavior included writing or using verbal attacks on their leaders and colleagues, coming late to work and absenteeism.

2.7 Empirical Studies

Mumbe (1995) conducted a study to investigate the head teacher's leadership style and job satisfaction of teachers in primary schools in Busia, sub-district of Uganda. In this study, the

researcher concluded that the democratic style affected the teacher's job satisfaction positively and motivated teachers to work harder towards the achievement of school objectives. The autocratic leadership style on the other hand was found to have a negative impact on the teachers' job satisfaction. Conversely the laissez-faire leadership style did not affect the teachers' jod 57 satisfaction. In this study it was also concluded that teachers in Busia town were in favor of the democratic leadership style. This study not only focused on the head teacher's leadership style and performance, but also on the relationship between the head teacher's leadership style and job satisfaction of teachers. In addition, the study focused on primary schools, not secondary schools. This therefore necessitated a study to focus on secondary schools. Hence the need to design a study specifically to investigate the impact of the head teachers leadership style on the performance of secondary schools. Ddungu (2004) conducted a study entitled "Patterns of leadership and performance of secondary schools in Uganda". The purpose of the study was to investigate patterns of leadership responsible for the different levels of performance achieved by secondary schools in Uganda. According to the author, the secondary school performance varied across schools in country. Whilst some schools were consistently performing well, others made no progress whatsoever and others were completely inconsistent. The findings of the study revealed that the majority of school head teachers demonstrated authoritarian leadership patterns, which most subordinates associated with ineffective performance in schools. In the subsequent section, the studies pertaining to the leadership styles of head teachers of secondary schools in particular are reviewed. The delivery and quality of secondary education will depend to a large extent on effective leadership demonstrated by head teachers in the execution of their tasks. Secondary education in Uganda, like elsewhere, requires such leadership that will inspire collective responsibility, hard work and commitment from the teachers. The role of head teachers

as effective leaders in the promotion and development of secondary education cannot be overemphasized.

Different studies have indicated that for excellent academic performance the schools need commitment, hardworking and well motivated staff. It takes good leadership to get the best out of 58 the teachers. According to Linda (1999), if school leaders and managers are to get the best out of the teachers whom they lead and manage, they need to understand what makes teachers tick. They need to appreciate what kind of things enthuse and challenge teachers, what gives them a "buzz", what interests and preoccupies them, what has them walking six inches off the ground, what sends them home happy and satisfied. They also need to know what irritates and angers teachers, what hurt them, what makes them dream going to work, what makes them desperate to change jobs, and what frustrates and demoralizes them. The importance of leadership and collegial support as motivators has been emphasized in many studies. Where these factors are reported as sources of satisfaction or motivation, it is evidently the recognition and approbation which they provide for teachers that is important. Linda (1999) reported interviews by Nias (1989), of three teachers as follows: *"The head teacher is a tremendous force in the school, she can be a real demon and sometimes the tension gets you down because you know she is watching you all the time, but feel really pleased when she puts you on the back"."The head says he is pleased with what I have done so far and is given me confidence that I am on the right track".*

"We have a head and she is made us all feel much better about things because she takes a real interest in what we are doing – comes around and has a look, talk to the children about their work, asks us before she buys equipment, all that sort of thing".

2.8 Summary

This chapter was a presentation of the review of the literature relating to leadership styles and school performance. In this review, the study traced the evolution and trends of leadership in recent times. An analysis of leadership approached, models and theories was also presented. From the different models and theories, several leadership styles were examined. The review of the literature illustrates that empowering, enabling, informing, inspiring and sharing of vision between the leader and his/her subordinates enhances organizational performance. Although there are many ways of examining leadership styles, and there are many leadership styles, for the purpose of this study the focus was on the six leadership styles: autocratic, democratic, transactional, charismatic and visionary. It is also imperative to note that the theories of leadership have built up around themselves a series of assumptions and biases. This chapter also focused on the role of principals as the administrative and managerial heads of schools, and the leadership styles employed by them for effective management and performance of schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the methodology that was employed in conducting this study. The key aspects that are addressed in this chapter include: research design, sample population, sample size, sampling technique, instrument used for data collection, validity and reliability of instruments used in the study, procedure for data collection and method of data analysis. The last section gives an overview or a summary of the chapter.

3.2 Research Design

The survey research design was used for this study. This design as noted by Olayiwola (2007) is an effective way of gathering data from different sources within short time at a relatively cheaper cost. This research design also focused on people, their beliefs, opinions, attitude and behavior (Nworgu, 2006). The design was considered appropriate for this study because it permits the gathering of information from a large sample of people relatively quickly and inexpensively.

3.3 Population

The research population for this study consists of public secondary school principals and teachers in Zonkwa Zone of Kaduna State. There are fifty (50) principals, five hundred and fifty one (551) teachers in fifty (50) public schools in the study area.

The research population for this study consist of all the secondary schools in all the zone in Kaduna State. all the secondary school principals, teachers and zonal directors.

3.4 Sample and Sampling Techniques

From the population of the study a sample of thirty five (35) principals, one hundred and sixty - three (163) teachers were selected from the thirty five (35) public secondary schools within the study. This is in line with Ndagi (1984) who stated that when there is difficulty in studying the entire population of individuals or objects, the researcher should select sample by method that ensure the provision of unbiased suitable close estimate of the relevant characteristics of the population. Five zonal directors were selected bring the total of sample to 203.

Only Zonkwa Education zone shall be sampled. The principals from the zone will form the population in which out of 50 principals only 35 were sampled based on Morgan and Krejcie (1982) and out of 551 teachers 165 teachers were selected based on Aderounmu and Ehiametalor (1985) and 5 zonal directors were also purposefully selected.

Table 1: Population and Sample of Stakeholders in Zonkwa Education Zone

Stakeholders	**Population**	**Sample**
Principals	50	35
Teachers	551	165
Zonal Directors	5	5
Total	**606**	**205**

3.5 Instrumentation

The instrument used for data collection in this study is the questionnaire.

The questionnaire was designed by the researcher and further improved upon during the proposal defense and it was used for data gathering for the study, as primary data will be acquired from the administration of the questionnaire.

The questionnaire as an instrument for data collection helps to collect data from a relatively large population, it is concerned with providing information on the variables the study seek to examine and above all it ensures higher reliability than any other instrument for data collection (Nworgu, 2007).

The questionnaire tagged Leadership Style Questionnaire (LSQ) for principals, teachers and zonal directors were both closed and open ended and divided into section A for bio-data for the selected principals, teachers and zonal directors. Information on bio-data included the location of the schools, type of schools, status of respondents and gender of respondents. The reason is to ascertain whether the principals/teacher's perception of leadership styles has anything to do with bio-data information. Section B to G questions were related to leadership styles in secondary schools and they covered the variables investigated in the study as it relates leadership styles. Questions were asked inform of items in each section. Ten items for each leadership style were asked and likert scale of rating was involved of Strongly agree, Agree, Undecided, Disagree and Strongly disagree. Rating is from 5 for Strongly Agree to Strongly Disagree which is 1.

3.6 Validity of the Instrument

The items of the questionnaire were designed in such a manner that they measured the variables that they were intended to measure. This was judged by the supervisors, his contemporaries and experts in the fields of Education Administration and Planning in the department, Management and Evaluation. The validity of the instrument was determined by the researcher reading through the draft instrument again and giving same to two contemporaries to read through for improvement on the instrument, having been satisfied that items in the instrument is in line with

the issues raised in the background of the study as well as the objectives of the study. Similarly, the opinions of two experts in Education Administration and Planning were sought for. These experts critically examined the instrument, issues raised in the background of the study as well as the objectives of the study with respect to its appropriateness for the purpose of this research work. Their criticisms and comments improved the items structure and format of the instrument. The instrument was then taken to two experts in English Language to examine the items for clarity of expression, appropriateness of the items, these experts examine the instrument and made comments, the comments of the experts was used to improve on the questionnaire finally used for the study.

3.7 Pilot Study

To find out the reliability of the instrument a pilot study was conducted in Kaduna Education Zone. Five school were selected ten teachers each and the principal from each of the five schools was involved using the questionnaire with two directors from the zone were the stakeholders. The questionnaire was administer to these stakeholders.

Reliability of the instrument the data that was collected from the pilot study were statistically analyzed and the reliability coefficient was calculated.

3.8 Reliability

The reliability of the instrument was determined by the statistical analysis of the data collected from the study. The split – half method was used to determine the reliability of the instrument. The instrument was divided into two halves and was assigned odd and even numbers before being distributed to respondents after collection, the even numbered instrument and odd numbered instruments were scored separately. The Spearman Brown Prophecy formula was used

to calculate reliability coefficient estimate of 0.86 for the instrument. This reliability coefficient was considered reliable for internal consistency of the instrument. This according to Spregel and Sevens (1999) an instrument is considered reliable if it lies between 0 (zero) and 1 (one) and that the closer the calculated reliability coefficient is to 1 (one), the more reliable is the instrument.

This reliability coefficient was positive and very high hence the instrument was adjudged reliable (Nworgu 2006) recommendation, who stated that a reliability estimate of 0.80 and above is very high and the instrument for which it is calculated is reliable and stable.

3.9 Administration

The researcher engaged a research assistant, who was instructed on how the instrument is to be administered. The researcher and the research assistant both administered copies of the questionnaire to respondents in all sampled schools where the study was conducted. The researcher obtained letter from the Educational Zonal Office for permission to conduct the study in the selected public secondary schools. The respondents were requested to fill the questionnaire on the same day they were given, this was to avoid loss of questionnaire and responding to questionnaires appropriately. Five of the teachers did not fully filled the questionnaire so only 160 copies were returned complete and fully filled.

3.10 Method of Data Analysis

The data collected were analyzed using frequencies, simple percentage based on the research questions and hypotheses. Inferential statistics of ANOVA were used to test the null and hypotheses.

CHAPTER FOUR

Data Analysis and Discussion of Results

4.1 Introduction

This chapter presents the data analysis including discussion of results. A total of 200 respondents made up of 35 principals of Senior Secondary Schools, 160 teachers and 5 Zonal Inspectors were involved in the study. Their opinions on the evaluation of leadership styles of principals of secondary schools in Zonkwa Education Zone towards enhancing leadership styles in the secondary schools are statistically analyzed in this chapter.

4.2 Presentation of the respondents' demographic characteristics

The personal data of the respondents assessed along their opinion on the investigated variables were gender, type of school, age, educational attainment and years of experience on the job. Each of these variables are tabulated in frequencies and percentages computed independently for each of the groups (Principals, Teachers and Zonal Directors). Table 4.1 shows the classification of the respondents by gender.

Table 4.1: Gender classifications of the respondents

Status of respondent	Male		Female		Total
	Freq.	%	Freq.	%	
Principals	24	68.6	11	31.4	35
Teachers	75	46.9	85	53.1	160
Zonal Inspectors	3	60.0	2	40.0	5
Total	**102**	**51.0**	**98**	**49.0**	**200**

Table 4.1 revealed 24(68.6%) of the principals were male while 11(31.4%) were female. For the teachers, 75(46.9%) were males and 85(53.1%) were females. Among the Zonal Education Officials, 3(60.0%) were males while 2(40%) were females. On the whole, 102(51.0%) of the total respondents were males while 98(49.0%) were females. These classifications clearly revealed the inclusion of both sexes in all the groups. This helps to take care of any gender

consideration that might be involved in the leadership styles of the principals in the management of secondary schools within the zone. Table 4.2 shows the classifications of the respondents by their school type.

Table 4.2: Classifications of the respondents by their school type

Status of respondent	Boarding		Day		Both		
	Freq.	%	Freq.	%	Freq.	%	Total
Principals	8	22.9	23	65.7	4	11.4	35
Teachers	8	5.0	122	76.3	30	18.8	160
Total	**16**	**8.0**	**145**	**72.5**	**39**	**19.5**	**200**

Of the 35 principals involved in the study, 8(22.9%) were from Boarding Schools, 23(65.7%) were from Day Secondary Schools and 4(11.4%) were from Schools consisting of Boarding and Day school students. For the teachers, 8(5.0%) were from Boarding schools while 122(76.3%) were from Day Secondary Schools and 30(18.8%) from Schools consisting of Day and Boarding System. The Zone education Inspectors supervises all the schools and therefore could not be classified into either of the school systems. The classification implies that all the school types within the educational zone could be said to be fairly represented in the study. Table 4.3 shows the classifications of the respondents by their age ranges.

Table 4.3: Classifications of the respondents by their age ranges

Status of respondent	20 - 30yrs		31 - 40yrs		41 - 50yrs		>50yrs		
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Total
Principals	0	0.0	5	14.3	14	40.0	16	45.7	35
Teachers	57	35.6	61	38.1	23	14.4	19	11.9	160
Zonal Inspectors	0	0.0	1	20.0	2	40.0	2	40.0	5
Total	**57**	**28.5**	**67**	**33.5**	**39**	**19.5**	**37**	**18.5**	**200**

Table 4.3 revealed that 5(14.3%) of the principals were within the age bracket of 31 and 40years. Principals who were between 41 and 50years were 14(40.0%) and 16(45.7%) were above 50years. The number of teachers who were between 20 and 30years age range were 57(35.6%). Those within the 31-40years age bracket were 61(38.1%) and 23(14.4%) were within 41 and

50years. Only 19(11.9%) of the teachers were above 50years. For the Zonal Education Inspector, 1 (20.0) was between 31 and 40years while 2(40.0%) each were between 41 and 50years and above 50years respectively. The age classification revealed that all the respondents were within the age group were they could be expected to give valid information on the leadership styles of the principals in the secondary schools. Table 4.4 shows that classifications of the respondents by their highest educational qualifications.

Table 4.4: Classifications of the respondents by their highest educational qualifications

Status of Respondent	M ED Freq.	%	B ED Freq.	%	N C E Freq.	%	Diploma Freq.	%	Total
Principals	6	17.1	10	28.6	12	34.3	7	20.0	35
Teachers	0	0.0	11	6.9	142	88.8	7	4.4	160
Zonal Inspectors	2	40.0	2	40.0	1	20.0	0	0.0	5
Total	**8**	**4.0**	**23**	**11.5**	**155**	**77.5**	**14**	**7.0**	**200**

From the classifications in Table 4.4 6(17.1%) of the principals had Master degrees and 10(28.6%) had First degree while 12(34.3%) had the National Certificate in Education (NCE) as their highest qualification and 7(20.0%) had Diploma). None of the teachers was found with master degree. But 11(6.9%) of the teachers had First degree while 142(88.8%) had the National Certificate in Education (NCE) and 7(4.4%) had Diploma Certificates. For Zonal Education Inspectors, 2(40.0%) Each had Master and first degree respectively. Only 1(20.0%) of them had the National Certificate in Education (NCE). This classification shows that respondents had the requisite qualifications to know the leadership styles of the principals and therefore gave the required information for the study. The classifications of the respondents by their years of experience on the job is presented in Table 4.5.

Table 4.5: Classifications of the respondents by years of experience on the job

Status of respondent	1 - 10years		11 - 20years		21 - 30years		>30years		
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Total
Principals	14	40.0	5	14.3	11	31.4	5	14.3	35
Teachers	63	39.4	45	28.1	34	21.3	18	11.3	160
Zonal Inspectors	2	40.0	2	40.0	1	20.0	0	0.0	5
Total	**79**	**39.5**	**52**	**26.0**	**46**	**23.0**	**23**	**11.5**	**200**

Principals who have between 1 and 10years of working experience on the job were 14(40.0%),5(14.3%) have between 11 and 20years, 11(31.4%) had between 21 and 30years and 5 with above 30years of serving experience. The Zonal Zone Education Inspectors who had between 1 and 10years and 11 to 20years of experience were 2(40.0%) each respectively. Only 1 (20.0%) of them has between 21 and 30years of experience on the job. The distribution shows that the respondents have enough experience on the job to give valid information on the leadership styles of the principals in the secondary schools within the zone.

4.3 Evaluation of leadership styles of principals' in the secondary schools

The first research question of this study in line with the first objective is aims at determining the ways prevailing Democratic style of leadership affects the principals of secondary schools in Zonkwa Educational zone. The question is stated thus:

Research Question One: In what ways does the prevailing Democratic style of leadership affect the principals of secondary schools in Zonkwa Educational zone? Towards this end, Table 4.6 shows the respondents' opinion in frequencies and percentages along with mean scores or the items. Discussion on each of the items as well as the eventual conclusion is based on a midpoint score of 3.0 on the five point scale. Mean scores of magnitude 3.0 and above imply agreement

while mean score below 3.0 indicates disagreement. The frequencies and percentages are used as appendages in the discussions.

Table 4.6.: Opinions of the respondents on democratic style of leadership of principals of the secondary schools

SN	**D**emocratic style of leadership	Status	SA		A		U		D		SD		Mean
			Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	
1	The principals encourages teachers to participate in decision making	Principals	11	31.4	15	42.9	1	2.9	7	20.0	1	2.9	3.8
		Teachers	48	30.0	71	44.4	4	2.5	26	16.3	11	6.9	3.7
		Zonal Inspectors	2	40.0	3	60.0	0	0.0	0	0.0	0	0.0	4.4
2	The principals invites teachers to engage in addressing administrative problems	Principals	3	8.6	18	51.4	4	11.4	10	28.6	0	0.0	3.4
		Teachers	31	19.4	77	48.1	13	8.1	28	17.5	11	6.9	3.6
		Zonal Inspectors	1	20.0	1	20.0	1	20.0	2	40.0	0	0.0	3.2
3	The principals consults the teachers before making decisions that concerns academic progress of the school	Principals	5	14.3	22	62.9	4	11.4	4	11.4	0	0.0	3.8
		Teachers	37	23.1	67	41.9	16	10.0	31	19.4	9	5.6	3.6
		Zonal Inspectors	1	20.0	2	40.0	1	20.0	1	20.0	0	0.0	3.6
4	The principals involve fellow staff in solving administrative problems for the smooth running of the school	Principals	8	22.9	19	54.3	4	11.4	4	11.4	0	0.0	3.9
		Teachers	30	18.8	83	51.9	14	8.8	24	15.0	9	5.6	3.6
		Zonal Inspectors	0	0.0	4	80.0	1	20.0	0	0.0	0	0.0	3.8
5	The principals believe that academic excellence is through consensus building	Principals	5	14.3	20	57.1	7	20.0	1	2.9	2	5.7	3.7
		Teachers	41	25.6	55	34.4	28	17.5	29	18.1	7	4.4	3.6
		Zonal Inspectors	1	20.0	1	20.0	1	20.0	2	40.0	0	0.0	3.2
6	Teachers' involvement in designing school programmes is highly supported in this school	Principals	6	17.1	21	60.0	2	5.7	5	14.3	1	2.9	3.7
		Teachers	37	23.1	75	46.9	21	13.1	22	13.8	5	3.1	3.7
		Zonal Inspectors	0	0.0	3	60.0	1	20.0	0	0.0	1	20.0	3.2
7	Delegation of power to subordinate strongly exist in this school	Principals	6	17.1	16	45.7	7	20.0	5	14.3	1	2.9	3.6
		Teachers	40	25.0	56	35.0	24	15.0	31	19.4	9	5.6	3.5
		Zonal Inspectors	1	20.0	2	40.0	1	20.0	1	20.0	0	0.0	3.6
8	Respect for teachers' opinion in improving the school exist in my school	Principals	9	25.7	19	54.3	2	5.7	4	11.4	1	2.9	3.9
		Teachers	29	18.1	79	49.4	12	7.5	31	19.4	9	5.6	3.6
		Zonal Inspectors	1	20.0	3	60.0	0	0.0	0	0.0	1	20.0	3.6
9	Teachers participate in determining school resources allocation and utilization	Principals	1	2.9	17	48.6	3	8.6	10	28.6	4	11.4	3.0
		Teachers	14	8.8	62	38.8	25	15.6	44	27.5	15	9.4	3.1
		Zonal Inspectors	1	20.0	2	40.0	1	20.0	0	0.0	1	20.0	3.4
10	There is free delegation of responsibilities and duties for the overall progress of the school	Principals	7	20.0	21	60.0	4	11.4	3	8.6	0	0.0	3.9
		Teachers	30	18.8	77	48.1	18	11.3	24	15.0	11	6.9	3.6
		Zonal Inspectors	1	20.0	1	20.0	3	60.0	0	0.0	0	0.0	3.6

The principals, teachers and officers responded to the items on autocratic leadership style as to whether it is prevailing in Zonkwa Secondary Schools.

Item 1 try to find out whether decisions regarding the progress of the school is solely made by the principals, 29 principals said that it is true that they made decisions with their management team while six (17.1%) disagreed among the principals that it was not true. One hundred and four (104) teachers agreed that the principals made decisions alone without them however 11 were undecided while 45 (28.19%) disagreed among the teachers that principals and senior management only make decisions. Among the officers 3 said that principals made decisions only with senior management team. One (20.0%) was undecided while one also disagreed with the statement.

In item 2, 21 (60.0%) agreed that the principals leadership style is top down. Six (17.1%) were undecided which is very strange indeed for principals not to know whether their administration is up down or not. Still on item 2, 112 (70.0%) teachers said that the principals system of administration is top down, 15 (9.4%) were undecided as they were not certain as to whether it is top down or from the bottom to the top. There category of teachers might have been newly employed. However eight teachers believed it is from bottom – up, this means that not all the principals operate autocratic style of leadership though it prevailed in many secondary schools in Zonkwa. However two officers agreed while two disagreed.

Item 3 has to do with teachers counting on the principals for ideas and suggestions as regards school progress, 21 principals agreed to the statement while 3(8.6%) were undecided however 11 (31.4%) disagreed that it is not always that teachers should depend on principals as regards ideas and progress to be made by teachers. The teachers 108 (67.5%) agreed that it is always good to

count on the principals for ideas and suggestions regarding the progress of the schools. Fifteen were undecided while 37 (23.1%) disagreed with the statement only 2 (40.0%) officers agreed with the fact that teachers should rely on the principals for ideas and suggestions as to the way forward and two others disagreed as regards on over – reliant on the principals ideas.

As to the centralization of the power to the principals majority of all the categories of respondents disagreed while few agreed with about 20 not certain about the centralization as responded to by the teachers.

In item 5, 17 principals agreed with the statement that their teachers were frustrated 74 (46.3%) felt frustrated and discomforted with the principals leadership style in their schools however 66 that is 41.2% saw it differently by disagreeing with the statement. One of the officers agreed with the statement that many teachers were frustrated in their schools.

As to whether there is prospect in the teaching profession for both the teachers and principals in item 6 shows that majority of both the principals and teachers 20 (57.2%) 75 (46.9%) disagreed respectively with the statement but 11 (31.4%) and 57 (35.6%) respectively agreed that there were not prospect in teaching respectively, also 28 (17.5%) among the teachers were uncertain about the issue of prospect.

Item 7 elicited information from the three categories of respondents as to whether there are pressures due to lack of cordial relationships with principals. The opinions were almost the same with those who disagreed slightly more than those who agreed as 14 principals out if 35 and 64 teachers agreed while those who disagreed were 16 principals and 71 teachers. The officers that agreed were 2 and same number who disagreed. Item 8 felt that teachers how worked under pressure and tension showed good result in the schools, 26 (74.3%) of the principals disagreed

while 95 (59-3%) also disagreed showing that teachers don't have to be under pressure to do their work well. Seven principals and 42 teachers however agreed with one officers. It is shocking however to know that 23 teachers don't know whether they will perform better or not if there is pressure and tension at work or not.

Item 9 stated that due to the hard nature of principals, the schools performed below expectation, 15 (42.9%) principals agreed and 68 (42.5%) teachers agreed with the statement while 16 (45.7%) and 70 (43.8%) disagreed. Three of the officers constituting 60% also disagreed.

In item 10, responses were solicited on whether the principals actions would bring about the passive resistance from the teachers which would necessitate continual pressure in order to get things done. 21 (60%), 79 (49.4%) of the principals and teachers respectively said yes in agreement while 7 (20%) and 28 (17.5%) of principals and teachers were uncertain about the statement. However seven (20%), 53 (33.1%) and 4 (80%) said no in disagreement that principals' actions resulted into passive resistance from the teachers which required continual pressure in order to get things done.

The respondents were clearly of the view that the prevailing leadership styles of the principals in the selected secondary schools reflected the democratic style of leadership. This could be observed in the responses to all the items as earlier discuss. For example, in item 1, the mean scores for the principals, teachers and the Zonal Education Inspectors 3.8, 3.7 and 4.4 respectively. These clearly supported the notion that the principals encouraged teachers to participate in decision making for the effective administration of secondary schools in the zone. The responses to the second item where the respondents agreed that the principals invited teachers to engage in addressing administrative problems further gave credence to this

suggestion. As a further support of this democratic characteristics, the respondents all agreed with mean scores of 3.8 for the principals, 3.6 and 3.6 for the teachers and Zonal Education Inspectors respectively that the principals consulted with the teachers before making decisions that concerned academic progress of the school. In the same vein, they agreed as indicated with mean scores for item 4 that the principals involved fellow staff in solving administrative problems for the smooth running of the school.

The democratic dispositions of the principals were further reflected in item 5 where the principals, teachers and the Zonal Education Inspectors agreed with mean scores of 3.7, 3.6 and 3.2 respectively that the principals believed that academic excellence was through consensus building of all staff of secondary schools. In item 6 they were of the opinion that teachers' involvement in designing school programmes was highly supported in their respective schools. This could explain the respondents' agreement with the suggestion in item 7 where they agreed that delegation of power to subordinates strongly existed in their schools and in item 8 they agreed that respect for teachers' opinions in improving the school existed in schools. Thus they agreed that teachers participated in determining school resources allocation and utilization and that there was free delegation of responsibilities and duties for the overall progress of the schools. From the observations of the opinions expressed in the democratic style of leadership by principals could be said to be harmonize with school administration and brought about effective leadership and progress in achieving the schools' objectives.

Research Question two: How do the prevailing Autocratic style of leadership affect the principals of secondary schools in Zonkwa Educational zone? To assess the effect of the prevailing autocratic style of leadership style of principals in the secondary schools, Table 4.7

shows the opinions of the respondents on the selected items used for the assessment. Decision on the expressed opinion is based on a midpoint score of 3.0.

Table 4.7: Opinions of the Respondents on the prevailing Autocratic style of leadership

Sn	Autocratic style	Status	SA		A		U		D		SD		Mean
			Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	
1	Decision regarding the progress of the school are solely made by the principal and senior management team	Principals	8	22.9	21	60.0	0	0.0	6	17.1	0	0.0	3.9
		Teachers	40	25.0	64	40.0	11	6.9	31	19.4	14	8.8	3.5
		Zonal Inspectors	2	40.0	1	20.0	0	0.0	1	20.0	1	20.0	3.4
2	The system of administration is Top-down	Principals	5	14.3	16	45.7	4	11.4	6	17.1	4	11.4	3.3
		Teachers	38	23.8	74	46.3	11	6.9	25	15.6	12	7.5	3.6
		Zonal Inspectors	1	20.0	1	20.0	0	0.0	1	20.0	2	40.0	2.6
3	It is enjoyable when teachers count on me for ideas and suggestions regarding the progress of the school	Principals	9	25.7	12	34.3	2	5.7	10	28.6	2	5.7	3.5
		Teachers	54	33.8	54	33.8	15	9.4	24	15.0	13	8.1	3.7
		Zonal Inspectors	2	40.0	1	20.0	0	0.0	1	20.0	1	20.0	3.4
4	All power is centralized on the principals	Principals	7	20.0	5	14.3	5	14.3	17	48.6	1	2.9	3.0
		Teachers	30	18.8	34	21.3	20	12.5	57	35.6	19	11.9	3.0
		Zonal Inspectors	0	0.0	1	20.0	1	20.0	2	40.0	1	20.0	2.4
5	Most of the teachers feel frustrated and discomforted with the leadership style of the principal in the school	Principals	5	14.3	12	34.3	3	8.6	14	40.0	1	2.9	3.2
		Teachers	39	24.4	35	21.9	20	12.5	49	30.6	17	10.6	3.2
		Zonal Inspectors	2	40.0	0	0.0	2	40.0	1	20.0	0	0.0	3.6
6	There is lack of prospect among the teachers and principals in the school	Principals	3	8.6	8	22.9	4	11.4	19	54.3	1	2.9	2.8
		Teachers	19	11.9	38	23.8	28	17.5	49	30.6	26	16.3	2.8
		Zonal Inspectors	0	0.0	3	60.0	0	0.0	2	40.0	0	0.0	3.2
7	Most of the teachers are working under pressure and tension due to lack of cordial relationship with their principals in the school	Principals	5	14.3	9	25.7	4	11.4	16	45.7	1	2.9	3.0
		Teachers	27	16.9	37	23.1	25	15.6	45	28.1	26	16.3	3.0
		Zonal Inspectors	2	40.0	0	0.0	0	0.0	1	20.0	2	40.0	2.8
8	Principal believe that teachers that work under pressure and tension shows good result in the school	Principals	0	0.0	7	20.0	2	5.7	18	51.4	8	22.9	2.2
		Teachers	7	4.4	35	21.9	23	14.4	53	33.1	42	26.3	2.5
		Zonal Inspectors	1	20.0	1	20.0	0	0.0	1	20.0	2	40.0	2.6
9	As a result of the hard nature of the principals' leadership, teachers perform below expectation in the school	Principals	5	14.3	10	28.6	4	11.4	13	37.1	3	8.6	3.0
		Teachers	12	7.5	56	35.0	22	13.8	49	30.6	21	13.1	2.9
		Zonal Inspectors	0	0.0	1	20.0	1	20.0	1	20.0	2	40.0	2.2
10	The principals actions results in passive resistance from the teachers he requires continual pressure in order to get things done	Principals	3	8.6	18	51.4	6	17.1	5	14.3	3	8.6	3.4
		Teachers	13	8.1	66	41.3	28	17.5	42	26.3	11	6.9	3.2
		Zonal Inspectors	0	0.0	0	0.0	1	20.0	2	40.0	2	40.0	1.8

Item 1, solicited for responses from the respondents as to whether the principals encouraged the teachers participation in decision – making 26 (74.2%) principals 119 (74.3%) teachers and 100% officers agreed with the statement while teachers were uncertain. The four teachers were

likely to be new in their schools and so could not view the issue objectively. Ten principals and 37 (23.2%) disagreed with the statement implying that principals were not encouraging or allowing the teachers to participate in decision making process in their schools.

In item , 21 (60%) principals, 108 (67.5%) teachers and 2 (40%) officers agreed that the principals used to invite teachers to engage in addressing administrative problems. Four (11.4%) principals ten (28.6%) were undecided while ten principals disagreed. Thirteen teachers were undecided and 39 (24.4%) of them disagreed while two (40%) officers also disagreed and said that principals hardly invite teachers to address administrative problems.

Item 3, solicited responses from the principals, teachers and educational officers as to whether the principals consult the teachers before making decisions that concerns academic progress of the school (27, 77.2%) out of 35 principals said that they consulted with teachers while 4 said that they do not used to consult with the teachers and 4 remained neutral. Also 104 (60%) teachers said that the principals used to consult them concerning academic progress of school, 17 were undecided while 39 (24.4%) disagreed by saying that teachers were not consulted in making decisions on academic progress of the school. Three (60%) of the officers greed to the statement while one was undecided and the other one disagreed with the fact that the principals consult the teachers for making decisions that concerns academic progress of the school.

Item 4, solicited responses on whether the principal involves heads of departments in solving administrative problem, 113 (70.6%) teachers 27 (77.2%) principals and 3 (60%) officers were in the agreement zone however, 4 (11.4%) principals and 32 (20%) teachers were in disagreement while surprisingly 4 (11.4%) principals were undecided and 15 teachers also were undecided.

In item 5, it says that academic excellence is through consensus building for which majority of the principals and teachers agreed to as the truth of the statement and 2 principals and 36 (22.5%) teachers said that it was not so as there were no consensus building in their schools. The officers were however divided equally for both agreement and disagreement zone.

Item 6, elicited responses on the teachers involvement in designing school programmes 27 (77.2%) principals 112 (70%) teachers 3 (60%) officers agreed that teachers were involved in such but 6 (17.1%) principals 27 (16.9%) teachers disagreed about the exertion that teachers were involved in the designing of school programmes while 2 (5.7%) principals, 21 (13.1%) of teachers and 1 (20%) of officers were uncertain about the statement.

Item seven, has to do with delegation of power to subordinates as to whether such strongly existed in the schools, 22 (62.8%) principals, 96 (60.0%) teachers and 3 (60%) officers agreed that delegation to subordinates existed strongly. However the principals numbering 6 (17.2%) confessed that they were not delegating power to the subordinates also 40 (25.0%) and 1 (20%) also said that principals did not delegate power to subordinates. Surprisingly and also disturbingly 7 (20.0%) said that they were not sure whether they were delegating power or not.

As to whether the principals have respect for teachers opinions in improving the school in item 8, the following were the responses of the different categories of the respondents. Twenty – eight (80.0%) principals, 108 (67.5%) teachers and 4 (80%) officers agreed with the statement, however, 5 (14.3%) principals, 40 (25.0%) teachers and 1 (20%) officers disagreed meaning that teachers opinions were not respected for the improvement of the schools. Two principals were confused as regards the issue and 12 (7.5%) teachers were uncertain.

Item 9 sought to find the respondents opinions as to whether the teachers participated in determine school resources allocation and utilization, 18 (51.5%) principals 76 (47.5%) teachers and 3 (60%) officers agreed that teachers were participating in determine school resources allocation and utilization. However 12 (34.3%) principals and 1 (20%) officers disagreed. Five (14.3%) principals 25 (15.6%) teachers and 1 officer were not certain or sure about the issue.

Item 10, elicited responses to the issue of delegation of responsibilities and duties to the right person by the principals the overall progress of the schools, 28 (80.0%) principals, 107 (66.8%) and 2 (40%) officers agreed that delegation was done for the overall progress of the school but 3 (8.6%) principals, 35 (21.9%) teachers disagreed with the statement. It is disturbing to note, it is either that they did not read the item carefully or that they were not serious also 18 (11.3%) teachers were not certain about the correct position of the things. They might be new teachers in the schools.

Though the respondents agreed with mean scores of 3.9, 3.5 and 3.4 for principals, teachers and the Zonal Education Inspectors respectively that the decision regarding the progress of the school were solely made by the principal and senior management team but there was disagreement among them in the second item where it was suggested that the system of administration is top-down. Only the principals and teachers agreed with the suggestion. The Zonal Education Inspectors did not agree, their mean score was 2.6 which is below the midpoint of 3.0. In the third item, the principals, teachers and he Zonal Education Inspectors agreed that it was enjoyable when teachers count on the principals for ideas and suggestions regarding the progress of the school.

As to the location of the authority in the schools, there was no consensus as to where the power was localized. The principals and teachers were not even emphatic on the location of power as

being centralized on the principals. The Zonal Inspector completely disagreed with the suggestion that all power was centralized on the principals. But the respondents agreed that most of the teachers felt frustrated and discomforted with the leadership style of the principals in the schools. The response to item 6 where the principals and teachers disagreed with the suggestion that there is lack of prospect among the teachers and principals in the schools however did not explain this frustration. Except the zonal Inspectors, the teachers and principals agreed that most of the teachers were working under pressure and tension due to lack of cordial relationship with their principals in the schools. The Zonal Inspector did not agree with this view as indicated with their mean score of 2.8 for the item.

The respondents all disagreed with the suggestion that the principals believed that teachers that worked under pressure and tension showed good result in the school. Likewise they did not agree that as a result of the hard nature of the principals' leadership, teachers' performance were below expectation in the schools. The principals and teachers agreed that the principals' actions resulted in passive resistance from the teachers and therefore required continual pressure in order to get things done in the schools. The Zonal Education officials did not agree with this suggestion. The observations revealed that the effects autocratic style of leadership of principals did not really harmonized the school administration and therefore might not influence positive progress in the achievement of the school goals.

Research Question three: How do the prevailingtransaction style of leadership affect the principals of secondary schools in Zonkwa Educational zone? The assessment of the effect of Decision on the items is based on a midpoint score of 3.0.Mean score below the midpoint score indicate disagreement while mean score of 3.0 and above indicated agreement with the suggested notion of the item.

Table 4.8: Opinions of the Respondents on effects of transaction style of leadership on the secondary administration

Sn	Transaction style of leadership	Status	SA		A		U		D		SD		Mean
			Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	
1	The principal always motivate staff to work harder	Principals	9	25.7	22	62.9	1	2.9	3	8.6	0	0.0	4.1
		Teachers	65	40.6	55	34.4	12	7.5	22	13.8	6	3.8	3.9
		Zonal Inspectors	2	40.0	0	0.0	2	40.0	1	20.0	0	0.0	3.6
2	The principal always provide reward for every assignment that is completed on time and successfully	Principals	4	11.4	16	45.7	5	14.3	8	22.9	2	5.7	3.3
		Teachers	23	14.4	62	38.8	20	12.5	44	27.5	11	6.9	3.3
		Zonal Inspectors	3	60.0	1	20.0	0	0.0	0	0.0	1	20.0	4.0
3	The principal is efficient in all his roles in the school	Principals	2	5.7	15	42.9	4	11.4	14	40.0	0	0.0	3.1
		Teachers	21	13.1	67	41.9	34	21.3	28	17.5	10	6.3	3.4
		Zonal Inspectors	1	20.0	0	0.0	0	0.0	2	40.0	2	40.0	2.2
4	The principal always intervene when the teachers do not meet acceptable performance levels and initiates corrective action to improve performance	Principals	5	14.3	24	68.6	3	8.6	2	5.7	1	2.9	3.9
		Teachers	34	21.3	84	52.5	20	12.5	19	11.9	3	1.9	3.8
		Zonal Inspectors	1	20.0	1	20.0	2	40.0	1	20.0	0	0.0	3.4
5	As long as the teachers are hardworking, The principals always strive to meet their needs as much as possible	Principals	7	20.0	20	57.1	4	11.4	3	8.6	1	2.9	3.8
		Teachers	34	21.3	72	45.0	19	11.9	27	16.9	8	5.0	3.6
		Zonal Inspectors	2	40.0	1	20.0	1	20.0	0	0.0	1	20.0	3.6
6	The principal prefer to always follow the existing roles than making changes to the school	Principals	5	14.3	9	25.7	6	17.1	10	28.6	5	14.3	3.0
		Teachers	16	10.0	58	36.3	27	16.9	50	31.3	9	5.6	3.1
		Zonal Inspectors	0	0.0	1	20.0	0	0.0	3	60.0	1	20.0	2.2
7	The principals establishes and standardize practices through checking or making of lesson notes/plan of teachers always	Principals	3	8.6	24	68.6	3	8.6	5	14.3	0	0.0	3.7
		Teachers	37	23.1	72	45.0	22	13.8	24	15.0	5	3.1	3.7
		Zonal Inspectors	1	20.0	1	20.0	2	40.0	1	20.0	0	0.0	3.4
8	The principals establishes and standardize practices through regular classroom visitation	Principals	4	11.4	20	57.1	4	11.4	4	11.4	3	8.6	3.5
		Teachers	39	24.4	73	45.6	16	10.0	24	15.0	8	5.0	3.7
		Zonal Inspectors	1	20.0	1	20.0	0	0.0	2	40.0	1	20.0	2.8
9	The principal encourages tem work where emotion has little or no part to play	Principals	7	20.0	24	68.6	3	8.6	1	2.9	0	0.0	4.1
		Teachers	36	22.5	75	46.9	13	8.1	22	13.8	14	8.8	3.6
		Zonal Inspectors	0	0.0	1	20.0	2	40.0	1	20.0	1	20.0	2.6
10	The principal carefully plan his or her activities in order to achieve the set goals	Principals	9	25.7	20	57.1	3	8.6	3	8.6	0	0.0	4.0
		Teachers	54	33.8	62	38.8	13	8.1	11	6.9	20	12.5	3.7
		Zonal Inspectors	2	40.0	0	0.0	1	20.0	1	20.0	1	20.0	3.2

Item 1, elicited information on whether the principals always motivate staff to work harder 31 (88.5%) principals, 120 (75.0%) teachers and staff agreed with the statement but 3 (8.6%)

principals, 28 (17.5%) teachers and 1 (20%) officer disagreed and one (2.9%) principal, 12 (7.5%) teachers and two (40%) officers were undecided.

In item 2, it says that the principals always provide reward for every assignment completed to time and successfully 20 (57.1%) principals, 85 (53.0%) teachers and 3 (60%) officers agreed on the point but 10 (28.6%) principals and 55 (34.4%) disagreed while 5 (14.3%) principals, 20 (12.6%) teachers and 2 (40%) officers were undecided. These teachers might be young in the schools and the officers that were external might not be able to ascertain and so decided to be neutral.

Item 3, asked whether the principals were efficient in all their roles in the schools. Just 17 (48.6%) principals 88 (55.0%) teachers and 1 (20%) officer said that truly they were efficient in all their roles. However 14 (40.0%) principals were sincere to the say that they were not efficient in their roles in the schools.

Thirty – eight (23.8%) teachers and 2 (40%) officers also disagreed with the statement. Also 4 (11.4%) principals 34 (21.3%) teachers and 2 (40%) officers were not sure so they settled for undecided opinion.

Item 4, solicited for responses on whether the principals always intervene when teacher don't meet acceptable performance levels and initiate corrective action to improve performance, majority 29 (82.8%) principals 118 (73.8%) teachers and 2 (40%) officers said yes in agreement only 3 principals and 21 teachers disagreed on the statement. Almost equal number of respondents were undecided 3 principals, 21 teachers and 3 officers.

Item 5, the principals always strive to meet their teachers needs as long as they are hard working, 27 (77.2%) principals, 106 (66.2%) teachers and 3 (60%) officers agreed with the statement

while 4 (11.4%) principals and 34 (21.3%) teachers disagreed over the issue while 11.4% principals 12,5% teachers and 40.0% officers were undecided.

Item 6 said that the principals always prefer to follow existing rules than making changes to the schools' activities 14 (40.0%) principals, 44 (46.3%) teachers and one officer agreed with the statement. However, 13 (37.2%) principals 57 (35.6%) teachers and 1 (20%) officer disagreed with the statement the implication might be that principals at times used their discretions not necessarily being rigid on following rules and regulations. Also 8 (22.8%) principals, 29 (18.1%) teachers and 3 (60%) officers were undecided.

Item 7 says that the principals establishes and standardize practice through checking and marking of lesson notes/plans of teachers. The following are their responses 27 (77.2%) principals, 109 (68.1%) teachers and 2 (40%) officers agreed with the statement that principals used to regularly standardize teaching – learning process through checking the lesson notes/plans but 4 (11.4%) principals and 28 (17.5%) teachers disagreed that such were never the case. Also 4 principals, 23 teachers and three officers were not certain. It is equally embarrassing to see some principals not to know their basic responsibilities one of which is the checking of lesson plan/note.

In item 8, it sought to know whether the principals standardize the teaching - learning processes through regular classroom visitation when the teachers are carrying out their primary responsibility of teaching, 24 (68.5%) principals, 112 (70.0%) teachers and 1 (20%) officer agreed that the statement was a true reflection of what the principals were doing. However, 5 (14.3%) principals, 29 (18.1%) teachers and two (40%) disagreed with the statement meaning that principals might not be carrying out regular classroom. Also 6 (17.2%) principals 19 (11.9%) teachers and 2 (40%) officers were undecided on the issue. It is alright for officers to be

undecided but it is embarrassing for principals not to know whether they carry out such activities or not also it is equally not showing that the teachers who were undecided as serious either as they filled the questionnaire or whether the principals do come to their classes or not.

Item 9 solicited for information from the respondents on whether or not the principals encourage team work with little or no emotional undertone. The responses were that 31 (88.5%) principals, 111 (69.3%) one (20%) officer agreed with the statement but 1 (2.9%), 35 (21.9%) teachers and one (20%) officer disagreed with the position mean while 3 (8.6%) principals 14 (8.8%) teachers and 3 (60.0%) officers were undecided. In item 10, the statement is that the principals carefully plan their activities to achieve the set goals, 29 (82.8%) principals, 116 (72.4%) teachers and 2 (40%) officers agreed that the principals do carefully plan their activities in the disagreement zone 3 (8.6%) principals 30 (18.8%) teachers and 1 (20%) officer but in the undecided zone 3 principals, 14 teachers and 2 (40%) officers could not express a clear out answer. It is also assumed that the teachers were likely very young and were in experienced.

The principals, teachers and Zonal Education Inspectors agreed with mean scores of 4.1,3.9 and 3.6 respectively that the principal always motivate staff to work harder. The respondents agreed as indicated in the second item that the principal always provided reward for every assignment that is completed on time and successfully by staff of the schools. But the Zonal Inspectors did not agree with the principals and teachers in item 3 that the principal is efficient in all his roles in the schools. All the respondents agreed on item 4 that the principal always intervened when the teachers did not meet acceptable performance levels and initiated corrective action to improve performance. The respondents agreed that as long as the teachers were hardworking, the principals always strived to meet their needs as much as possible. This is indicated with high mean score for item 5 in the table for the three groups.

The respondents were not completely in agreement in item 6 where it was suggested that the principal preferred to always follow the existing roles than making changes to the school. The Zonal Inspectors completely disagreed with this suggestion with a mean score of 2.2. But in item 7, all the respondents agreed that the principals established and standardized practices through checking or marking of lesson notes/plans of teachers always. Though the principals and teachers agreed with mean scores of 3.5 and 3.7 that the principals established and standardized practices through regular classroom visitation but the Zonal Education Inspectors did not agree. Their mean score was 2.8. This disagreement by the Zonal Inspectors continued in item 9 where they disagreed with a mean score of 2.6 with the suggestion that the principal encouraged team work where emotion had little or no part to play a role. The principals and teachers agreed with the suggestion with mean scores of 4.1 and 3.6 respectively. But in the last item, all the respondents agreed that the principal carefully planned his or her activities in order to achieve the set goals of the school. The indication from the table imply that the effects of the transactional leadership styles of the principals could be beneficial to the effective administration of the schools and could thus enhance the goals achievement.

Research Question four: In what ways do the prevailing charismatic leadership style affect principals of secondary schools in Zonkwa Educational zone? The effects of the prevailing charismatic style of leadership style of principals on the secondary schools administration and goals achievement are evaluated in Table 4.9.

Table 4.9: Opinions of the respondents on effects of charismatic style of leadership on the secondary administration

SN	Charismatic leadership style	Status	SA		A		U		D		SD		Mean
			Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	
1	The principal has a listening ear and encourage the teachers not to keep any problem encountered in teaching to themselves.	Principals	9	25.7	22	62.9	0	0.0	1	2.9	3	8.6	3.9
		Teachers	65	40.6	61	38.1	9	5.6	18	11.3	7	4.4	4.0
		Zonal Inspectors	2	40.0	2	40.0	0	0.0	0	0.0	1	20.0	3.8
2	The principal mixes well which help him to gather information and new ideas about the school and teachers	Principals	10	28.6	19	54.3	3	8.6	2	5.7	1	2.9	4.0
		Teachers	36	22.5	80	50.0	14	8.8	22	13.8	8	5.0	3.7
		Zonal Inspectors	1	20.0	2	40.0	1	20.0	0	0.0	1	20.0	3.4
3	The principal behave in a way that creates sense of purpose for the school which motivates and inspires the teachers to work hard	Principals	12	34.3	13	37.1	4	11.4	4	11.4	2	5.7	3.8
		Teachers	38	23.8	72	45.0	25	15.6	16	10.0	9	5.6	3.7
		Zonal Inspectors	1	20.0	2	40.0	0	0.0	1	20.0	1	20.0	3.2
4	The principal discusses in simple language that makes everybody understands the points he is trying to get across	Principals	6	17.1	24	68.6	3	8.6	2	5.7	0	0.0	4.0
		Teachers	45	28.1	80	50.0	15	9.4	15	9.4	5	3.1	3.9
		Zonal Inspectors	1	20.0	1	20.0	0	0.0	1	20.0	2	40.0	2.6
5	The principal makes every staff to feel important and thereby build confidence in each of them	Principals	8	22.9	20	57.1	1	2.9	5	14.3	1	2.9	3.8
		Teachers	41	25.6	67	41.9	24	15.0	19	11.9	9	5.6	3.7
		Zonal Inspectors	2	40.0	0	0.0	1	20.0	1	20.0	1	20.0	3.2
6	The principal believe that the only permanent thing is change therefore he hates status-quo	Principals	20	57.1	5	14.3	5	14.3	3	8.6	2	5.7	4.1
		Teachers	22	13.8	59	36.9	36	22.5	36	22.5	7	4.4	3.3
		Zonal Inspectors	0	0.0	2	40.0	1	20.0	1	20.0	1	20.0	2.8
7	The principal is very humble which may be the reason why he values all the teachers	Principals	5	14.3	18	51.4	4	11.4	0	0.0	8	22.9	3.3
		Teachers	34	21.3	62	38.8	30	18.8	23	14.4	11	6.9	3.5
		Zonal Inspectors	2	40.0	0	0.0	3	60.0	0	0.0	0	0.0	3.8
8	The principal's behaviour makes the teachers do their work well	Principals	5	14.3	18	51.4	3	8.6	5	14.3	4	11.4	3.4
		Teachers	40	25.0	52	32.5	32	20.0	28	17.5	8	5.0	3.6
		Zonal Inspectors	1	20.0	0	0.0	2	40.0	1	20.0	1	20.0	2.8
9	The principal likes to expose himself to a wide range of individual thereby creating a personality cult	Principals	3	8.6	18	51.4	3	8.6	9	25.7	2	5.7	3.3
		Teachers	23	14.4	49	30.6	37	23.1	42	26.3	9	5.6	3.2
		Zonal Inspectors	0	0.0	1	20.0	2	40.0	2	40.0	0	0.0	2.8
10	The principal behave in such a way as to wear out the teachers	Principals	1	2.9	11	31.4	9	25.7	9	25.7	5	14.3	2.8
		Teachers	11	6.9	41	25.6	28	17.5	64	40.0	16	10.0	2.8
		Zonal Inspectors	1	20.0	0	0.0	2	40.0	1	20.0	1	20.0	2.8

The following responses were elicited by the respondents that help in measuring the charismatic leadership styles in schools.

Item one sought to ask if the principals do have listening ear and encouraged the teachers not to keep any problem encouraged in teaching to themselves 31 (88.5%), 126 (80.0%) and 2 (40%) of principals, teachers and officers respectively said yes that the principals were doing the above. Even though they constituted the majority few still disagree as accounted for 3 (8.6%) principals 25 (15.6%) teachers and 2 (40%) officers. The remaining were not certain.

Items 2 asked if the principals were mixing well with the staff through which they were able to gather information and new ideas, 29 principals out of 35, 116 teachers and 3 officers answered in the affirmative however 3 (8.6%) principals and 30 (18.8%) teachers disagreed while 3 principals 14 (8.8%) teachers and 2 (40%) officers were undecided.

In item 3 the issue has to do with whether the principals created a sense of purpose for the schools which could serve as sense of motivation and inspiration for the teachers to work hard 25 (71.4%) principals 110 (68.8%) teachers and 3 (60%) officers agreed but 5 (14.3%) principals, 5 (14.4%) teachers and 1 (20%) officers disagreed. However 5 (14.3%) principals 25 (15.6%) teachers and 1 officer were not sure as to the principals' activity in the area in the item.

Item 4 responses were sought as to whether the principals discuss in simple understandable language 30 principals, 125 teachers and two officers agreed with the statement that they used to do that. Also 3 principals were undecided which is very strange indeed and 15 teachers were also not clear as to whether the principals used clear and simple understandable language. These teachers might be new to the system who might never have operated with the principals directly.

In item 5, the respondents were asked to comment on whether the principals make their staff to all feel important in the system thereby build confidence in them, 28 principals, 108 teachers all the 3 officers said yes by agreeing with the statement. Six principals and 28 teachers said no by disagreeing with the statement.

Item 6 expressed that the principals believed in the fact that the only permanent thing is changed 20 (57.1%) principals, 81 (50.6%) teachers and 2 (40%) officers agreed with the statement 7 (20.0%) principals 36 (22.5%) teachers and two officers were undecided about the statement while 8 (22.9%) principals 43 (26.9%) teachers and 1 (20%) disagreed with the issue.

Item 7 solicited responses on the principals humility which made them value all the teachers, 23 (65.7%) principals, 96 (59.9%) teachers and 2 (40%) officers said yes by agreeing with the statement. Five principals, 30 teachers and 3 officers were not certain but 7 (20.0%) principals and 34 (21.3%) teachers disagreed with the statement.

Item 8 stated that the principals behavior make the teachers do their work well, in response 23 (65.7%) principals, 92 (57.5%) teachers 2 (40%) officers agreed with the statement 5 (14.3%) principals, 32 (20.0%) teachers and 2 (40%) officers were uncertain as to the nature of the statement. Clearly 7 (20.0%) 36 (22.5%) and 1 (20%) disagreed with the statement meaning that even without the principals humility teachers will still work hard.

Item 9 stated that through exposure to a wide range of individuals principals created a personality cult, 21 (60.0%) principals, 72 (45.0%) teachers and 1 (20%) officer agreed with the statement. That many principals do make staff to respect them more than they deserve, even the majority of the principals themselves agreed with these which is very much unfortunate. However some principals and teachers felt otherwise.

Item 10 stated that the principals behave in such a way as to wear them out. Many principals 13 (37.1%), 78 (48.7%) teachers and 1 (20%) officers disagreed with the statement but a very sizeable numbers of principals 34.3%, 52% teachers and 3 (60%) officers agreed with the statement while the rest of respondents 10 (28.6%) principals 30 (q8.8%) teachers and one (20%) has no reasons for or against the statement as they were undecided.

From the responses to item 1, the respondents unanimously agreed that the principal has a listening ear and encourage the teachers not to keep any problem encountered in teaching to themselves. The mean scores were 3.9, 4.0 and 3.8 for the principals, teachers and Zonal inspectors respectively. This opinion could explain why they all agreed that the principal mixed well with the staff which helped him to gather information and new ideas about the school and teachers for the effective administration of the school. Thus they agreed that the principal behaved in a way that created a sense of purpose for the school which motivated and inspired the teachers to work hard for the progress of the school. But the Zonal Inspectors did not agree that the principal discussed in simple language that made everybody understood the points he was trying to get across to staff of the school. The principals and teachers had a contrary view from the Zonal inspectors as indicated by their agreement with the suggestion.

All the respondents agreed with mean score of 3.8, 3.7 and 3.2 for principals, teachers and Zonal Inspectors respectively that the principal made every staff to feel important and thereby built confidence in each of them. Though the principals and teachers agreed with mean scores of 4.1 and 3.3 respectively that the principal believed that the only permanent thing is change and therefore gave not much regards to existing status-quobut the Zonal Education Inspectors did not agree. Their mean score was 2.8. All the respondents agreed that the principal was very humble which may be the reason why he valued all the teachers.

The Zonal Education Inspectors did not agree that the principal's behaviour made the teachers to do their work well in the schools. But the principals and teachers agreed with this suggestion with mean scores of 3.4 and 3.6 respectively for item (8). And the Zonal Education Inspectors did not agree that the principal liked to expose himself to a wide range of individual thereby avoiding the creation of a personality cult. The teachers and principals agreed with this suggestion and in item 10, all the respondents disagreed with the suggestion that the principal behave in such a way as to wear out the teachers. From the expressed opinion in the table, the charismatic style of leadership by principals could be said to contribute positively to the effective administration and progress of the secondary schools within the zone.

Research Question five: In what ways do the prevailing situational leadership style affect principals of secondary schools in Zonkwa Educational zone? To examine how the prevailing situational style of leadership style of principals affects the secondary schools within the zone, the opinion of the respondents on the item used for the examination are tabulated in Table 4.10.

Table 4.10: Opinions of the respondents on effects of situational style of leadership on the secondary administration

Sn	Situational leadership style	Status	SA		A		U		D		SD		Mean
			Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	
1	The leadership style my principal employ depends on the prevailing situation in the school	Principals	4	11.4	19	54.3	6	17.1	5	14.3	1	2.9	3.6
		Teachers	23	14.4	77	48.1	23	14.4	27	16.9	10	6.3	3.5
		Zonal Inspectors	1	20.0	3	60.0	0	0.0	0	0.0	1	20.0	3.6
2	Leadership in this school is focused on the school environment and the people when making decision	Principals	5	14.3	22	62.9	4	11.4	4	11.4	0	0.0	3.8
		Teachers	31	19.4	88	55.0	21	13.1	14	8.8	6	3.8	3.8
		Zonal Inspectors	1	20.0	1	20.0	2	40.0	0	0.0	1	20.0	3.2
3	Different kind of situation demand different leadership style	Principals	8	22.9	25	71.4	1	2.9	1	2.9	0	0.0	4.1
		Teachers	51	31.9	75	46.9	10	6.3	15	9.4	9	5.6	3.9
		Zonal Inspectors	2	40.0	0	0.0	2	40.0	0	0.0	1	20.0	3.4
4	A successful principal in a particular school may be a failure in a different school if he does not adjust his leadership style	Principals	16	45.7	16	45.7	2	5.7	1	2.9	0	0.0	4.3
		Teachers	62	38.8	62	38.8	15	9.4	15	9.4	6	3.8	4.0
		Zonal Inspectors	2	40.0	2	40.0	1	20.0	0	0.0	0	0.0	4.2
5	Students are bold enough to express their feeling to their teachers in any situation in the school	Principals	8	22.9	21	60.0	2	5.7	3	8.6	1	2.9	3.9
		Teachers	33	20.6	72	45.0	18	11.3	28	17.5	9	5.6	3.6
		Zonal Inspectors	1	20.0	1	20.0	3	60.0	0	0.0	0	0.0	3.6
6	During the periods of crisis the principal result to the laid down rules and regulations to administer the school	Principals	7	20.0	19	54.3	4	11.4	4	11.4	1	2.9	3.8
		Teachers	23	14.4	75	46.9	25	15.6	28	17.5	9	5.6	3.5
		Zonal Inspectors	1	20.0	0	0.0	3	60.0	0	0.0	1	20.0	3.0
7	During the day to day administration of the school, to be effective, my principal normally administer using consensus building	Principals	0	0.0	22	62.9	6	17.1	3	8.6	4	11.4	3.3
		Teachers	17	10.6	65	40.6	38	23.8	31	19.4	9	5.6	3.3
		Zonal Inspectors	3	60.0	0	0.0	1	20.0	1	20.0	0	0.0	4.0
8	The principal always work with the teachers after supervision to improve their areas of weaknesses in the teaching learning process	Principals	12	34.3	15	42.9	6	17.1	2	5.7	0	0.0	4.1
		Teachers	32	20.0	66	41.3	31	19.4	23	14.4	8	5.0	3.6
		Zonal Inspectors	0	0.0	2	40.0	3	60.0	0	0.0	0	0.0	3.4
9	The principal always take over challenging situations, solving the problems by applying specific knowledge and experience	Principals	8	22.9	23	65.7	1	2.9	2	5.7	1	2.9	4.0
		Teachers	27	16.9	79	49.4	29	18.1	23	14.4	2	1.3	3.7
		Zonal Inspectors	2	40.0	1	20.0	1	20.0	1	20.0	0	0.0	3.8
10	There is free delegation of responsibilities and duties for the overall progress of the school	Principals	6	17.1	22	62.9	2	5.7	4	11.4	1	2.9	3.8
		Teachers	28	17.5	74	46.3	25	15.6	21	13.1	12	7.5	3.5
		Zonal Inspectors	0	0.0	2	40.0	1	20.0	1	20.0	1	20.0	2.8

Many items were generated to seek responses from respondents on situational leadership style.

Item 1 asked whether the principals leadership style depends on prevailing situation in the schools. More than half of each category of respondents responded positively by agreeing with the statement. While 17.1% of the principals responded negatively by disagreeing with the statement the rest 6 principals and 23 teachers were undecided.

Item 2 stated that leadership is focused on the environment and people when making decision, 27 (77.2%) principals, 119 (74.4%) teachers agreed with the statement in item 2 but few of the respondents 4 (11.4%) principals and 20 (12.5%) teachers disagreed with the statement with the statement. However, 4 principals, 21 teachers and 1 officer were undecided as to whether or not the principal focused on people and environment while making decision.

Item 3 stated that different kind of situation demand different leadership style majority of all the respondents agreed to the statement that is 33 (94.2%) principals, 126 (78.8%) teachers and 3 (60%) officers. Only 1 (2.9%) principals and 17 (10.6%) teachers and 1 (20%) officer were neutral.

As to whether a successful principal being a failure is another school due to lack of adjustment according to prevailing circumstances in item 4. The respondents answered as 32 (91.4%) principals, 124 (77.5%) teachers and 4 (80%) officers agreed with the statement while 1 (2.9%) principal 19 (11.9%) teachers and one (20%) officer were undecided.

Item 5 solicited information on whether the students were bold enough to express their feeling to their teacher in any situation in the school 29 (82.7%) principals 105 (65.6%) teachers 2 (40%) officers agreed that the students had such freedom to express themselves but 4 principals, 32 teachers and 1 officer disagreed that such excessive freedom did not exist in reality. Then 2 (5.9%) principals, 23 (14.4%) teachers and 3 (60%) officers were undecided on the issue.

Item 6 stated that during crisis the principals result to laid down rules and regulations to administer the school. Twenty – six (74.3%) principals, 98 (61.2%) and 1 (20%) agreed with the statement but 5 (14.3%) principals, 32 (20.0%) teachers and 1 (20%) officer did not agree. 106 however, 4 (11.4%) principals, 30 (18.8%) teachers and 3 (60%) officers were undecided. It further shows some surprises the principalship category were exhibiting throughout in this research work when some principals have drown that they did not quite understand their roles.

In item 7 it has to do about the principals using consensus building in their day to day administration. The respondents who agreed were 25 (71.4%) principals, 82 (51.2%) teachers and 2 (40%) officers but many of the respondents were not sure 7 (38.0%) principals 38 (23.8%) teachers and two (40%) officers the rest disagreed that is 3 principals, 40 teachers and 1 officer.

As to whether the principals usually work with the teachers after supervision to correct their areas of weakness in the teaching – learning process in item 8 the respondents have these to say. In the agreement zone were 27 (77.2%) principals, 98 (61.2%) teachers and 2 (40%) officers and in the disagreement zone were 2 (5.7%) principals and 31 (19.4%) teachers. However, 6 (17.1%) principals 31 (19.4%) teachers and 3 (60%) officers were undecided.

In item 9, the issue t stake was whether the principals always take over challenging situation solving the problem by applying specific knowledge and experience, 31 (88.5%) principals, 106 (66.3%) teachers and three (60%) officers agreed. One (2.9%) principal, 29 (18.1%) teachers and 1 (20%) were undecided meanwhile 3 (8.6%) principals, 25 (15.6%) teachers and one (20%) officer disagreed.

Item 10 stated that there was free delegation of responsibilities and duties for the overall progress of the schools, 28 (80.0%) of the principals 102 (63.8%) of the teachers and 2 (40%) officers

agreed to the statement. Two (5.7%) principals, 25 (15.6%) teachers and one (20%) were undecided not sure of what to say. The teachers concern may not be sure on the basis for which principals delegate their duties. However, 5 (14.3%) principals, 33 (20.6%) teacher and two (40%) officers delegate their duties.

The opinions of the respondents in item 1 of the table indicated that they were in agreement with the suggestion that the leadership style the school principals employed depends on the prevailing situation in the schools. In the table, the mean score for the groups were 3.6, 3.5 and 3.6 respectively. The respondents agreed in item 2 that Leadership in the school was focused on the school environment and the people, when making decisions. This could explain their agreement different kind of situation demand different leadership style. And they had a consensus agreement on the suggestion that a successful principal in a particular school may be a failure in a different school if he does not adjust his leadership style.

The respondents had a consensus agreement on the suggestion that students were bold enough to express their feeling to their teachers in any situation in the school with situational leadership style of principals. This perception is further reflected in item 6 where the respondents agreed with the suggestion that during the periods of crisis the principal result to the laid down rules and regulations to administer the school and that during the day to day administration of the school, to be effective, the principal normally administer the school using consensus building approach.

The respondents were unanimous in their agreement with the suggestion that the principal always worked with the teachers after supervision to improve their areas of weaknesses in the teaching learning process in the schools. This opinion was supported by their agreement in item 9 where they agreed that the principal always take over challenging situations, solving the problems by applying specific knowledge and experience in the administration of the schools.

But the Zonal Inspectors did not agree with the teachers and principals that there was free delegation of responsibilities and duties for the overall progress of the schools. Only the principals and teachers agreed with this suggestion. From the observations, it could be said that principals' situational leadership characteristics had effective impact on the secondary school administration in the zone.

Research Question six: To what extent do the prevailing visionary leadership style affect principals of secondary schools in Zonkwa Educational zone? To determine the effects of the prevailing visionary style of leadership style of principals on the secondary schools, the opinions of the principals, teachers and Zonal education Inspectors on the selected items are scored in Table 4.11.

Table 4.11: Opinions of the respondents on effects of visionary style of leadershipon the secondary administration

Sn	Visionary leadership style	Status	SA		A		U		D		SD		Mean
			Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	
1	The principal has great trust in all his teachers	Principals	3	8.6	18	51.4	2	5.7	9	25.7	3	8.6	3.3
		Teachers	21	13.1	61	38.1	26	16.3	42	26.3	10	6.3	3.3
		Zonal Inspectors	1	20.0	2	40.0	0	0.0	2	40.0	0	0.0	3.4
2	The teachers have high commitment to their principal	Principals	2	5.7	22	62.9	4	11.4	5	14.3	2	5.7	3.5
		Teachers	20	12.5	67	41.9	28	17.5	35	21.9	10	6.3	3.3
		Zonal Inspectors	0	0.0	1	20.0	2	40.0	1	20.0	1	20.0	2.6
3	In my school the teachers achieve high level performance leading to a high overall performance of the school	Principals	4	11.4	19	54.3	3	8.6	8	22.9	1	2.9	3.5
		Teachers	22	13.8	84	52.5	30	18.8	20	12.5	4	2.5	3.6
		Zonal Inspectors	0	0.0	2	40.0	2	40.0	0	0.0	1	20.0	3.0
4	My principal attends promptly to the teachers needs	Principals	6	17.1	23	65.7	1	2.9	1	2.9	4	11.4	3.7
		Teachers	24	15.0	66	41.3	25	15.6	35	21.9	10	6.3	3.4
		Zonal Inspectors	1	20.0	2	40.0	1	20.0	1	20.0	0	0.0	3.6
5	In my school, the principal's behaviour improves he teaching-learning process and methodology of teachers thereby improving the teachers' outcomes	Principals	6	17.1	22	62.9	4	11.4	3	8.6	0	0.0	3.9
		Teachers	34	21.3	72	45.0	26	16.3	22	13.8	6	3.8	3.7
		Zonal Inspectors	2	40.0	1	20.0	1	20.0	0	0.0	1	20.0	3.6
6	The teachers are motivated and carry along with the principal in achieving the school goals which they find meaningful and identify with	Principals	6	17.1	23	65.7	2	5.7	3	8.6	1	2.9	3.9
		Teachers	35	21.9	67	41.9	24	15.0	28	17.5	6	3.8	3.6
		Zonal Inspectors	2	40.0	1	20.0	1	20.0	1	20.0	0	0.0	3.8
7	The principal communicates continually the goals the school needs to achieve and make sure that the teachers have the desired actions required to achieve these goals	Principals	4	11.4	24	68.6	2	5.7	5	14.3	0	0.0	3.8
		Teachers	33	20.6	75	46.9	21	13.1	25	15.6	6	3.8	3.7
		Zonal Inspectors	2	40.0	3	60.0	0	0.0	0	0.0	0	0.0	4.4
8	My principals takes risks when it is necessary in order to promote change and innovation	Principals	8	22.9	23	65.7	1	2.9	3	8.6	0	0.0	4.0
		Teachers	30	18.8	72	45.0	26	16.3	29	18.1	3	1.9	3.6
		Zonal Inspectors	3	60.0	2	40.0	0	0.0	0	0.0	0	0.0	4.6
9	My principal provides emotional support during difficulties and whenever any teacher is frustrated	Principals	7	20.0	22	62.9	2	5.7	4	11.4	0	0.0	3.9
		Teachers	36	22.5	63	39.4	29	18.1	26	16.3	6	3.8	3.6
		Zonal Inspectors	2	40.0	1	20.0	2	40.0	0	0.0	0	0.0	4.0
10	The principal strives to select, train and acculturate the teachers in order to function effectively and efficiently	Principals	2	5.7	26	74.3	4	11.4	3	8.6	0	0.0	3.8
		Teachers	28	17.5	75	46.9	26	16.3	25	15.6	6	3.8	3.6
		Zonal Inspectors	0	0.0	2	40.0	2	40.0	1	20.0	0	0.0	3.2

This section seek to see how well the visionary leadership style is being practice in schools in Kaduna State.

Item 1 stated that principals has great trust in all his teachers. The following are their responses. In the agreement were 21 (60.0%) principals, 82 (51.2%) teacher and 3 (60%) officers and in the disagreement zone were 12 (34.3%) principals, 51 (31.9%) teachers and 2 (40%) officers. Also those who were not certain about the principals minds 2 (5.7%) principals and 27 (16.9%) teachers.

Item 2 said that teachers have high commitment to their principals in their schools. Twenty-four (68.6%), 87 (54.1%) and one (20%) agreed with the statement but 6 (17.1%) principals, 45 (28.1%) teachers and 1 (20%) officer disagreed with the statement which means that not all the teachers were committed to their principals and some principals knew about some teachers lack of commitment to them, yet 5 principals could not say whether the teachers were genuinely committed or not.

Item 3 said that the teachers achieved high level performance leading to overall high performance. Twenty-three (65.7%) principals 106 (66.2%) teachers and two (40%) officers agreed that it was a true reflection of what was happening in schools. However 9 (25.7%) principals, 24 (15.0%) and one (20%) officers disagreed while 3 (8.6%) principals, 30 (18.8%) teachers and two (40%) officers were not decided because they were uncertain. As to whether the principals attend to teachers needs promptly in item 4, 29 (82.8%) principals, 100 (56.3%) teachers and three (60%) officers said yes in agreement with the statement but 5 (14.3%) principals, 45 (28.1%) teachers and one (20%) officer disagreed. It may be that meeting some

needs are beyond them. One (2.9%) principal, 25 (15.6%) teachers and one (20%) officer were not sure as to how prompt the principals were attending to the needs of teachers.

Item 5 solicited for responses from the three categories of respondents on the behavour of the principals which impact on the teachers in improving teaching – learning process through the use of appropriate methodologies and teachers outcomes, 28 (80.0%) principals, 106 (66.2%) teachers and 3 (60%) officers agreed with the statement but 3 (8.6%) principals, 28 (17.5%) teachers and 1 (20%) officer disagreed with the statement which may mean that other factors may be responsible for the improved teachers outcomes that were intrinsic to teachers commitment/dedication even in the absence of any motivation from the principals. Four (11.4%) principals, 26 (16.3%) teachers and 1 (20%) officer were undecided to the issue at hand.

Item 6 stated that the teachers are motivated and carry along by the principals in achieving the school goals. Twenty-nine (82.8%) principals, 102 (63.7%) teachers and 3 (60%) officers agreed on the topic and 4 (11.4%) principals, 34 (21.3%) teachers and 1 (20%) officer disagreed on the statement while 2 (5.7%) principals, 24 (15.0%) teachers and one (20%) officer were undecided.

Item 7 the principals communicates continually the goals the school needs to achieve and makes sure that the teachers have the desired actions required to achieve these goals. The respondents responded thus 28 (80.0%) principals, 108 (67.5%) teachers and 3 (60%) officers said yes in agreement to the statement. However 5 (14.3%) principals and 29 (18.1%) teachers disagreed with the statement but 2 (5.9%) principals 23 (14.4%) teachers and 2 (40%) were undecided as they were undecided as to what to say about the statement.

Item 8 did say that the principals take risk in order to promote change and innovation 31 (88.5%) principals, 102 (63.7%) teachers and all the officers 5 (100%) agreed with the statement. This is

the first time that the officers will unanimously agreed on any of the items completely. Three (8.6%) principals and 32 (20.0%) teachers disagreed with the statement. It may mean that to them the principals hardly take risk or bring about any innovation. One principal and 26 (16.3%) teachers were undecided. Could it means that this principal did not know what it means to take risk that will lead to change? It is a situation that beg for an answer.

Item 9 sought for the respondents opinions as to whether the principals provided emotional support for their staff whether they were frustrated. Twenty nine (82,7%) principals, 99 (61.9%) teachers and 3 (60%) officers agreed with the statement however 4 (11.4%) principals and 32 (20.0%) teachers disagreed meaning that the principals including these four principals were not providing emotional support for their teachers whenever they were frustrated one can then say that the 32 teachers were right in their opinion. Two principals 29 teachers and two officers were undecided about the statement.

Items 10 says that the principals strives to select, train and mentor teachers in order to function effectively and efficiently. The principals numbering 28 (80.0%), 103 (64.3%) and 2 (40%) officers agreed but 3 (8.6%) principals 31 (19.4%) teachers and 1 (20%) officer disagreed while 4 (11.4%) principals 26 (16.3%) and 2 (40%) officers were undecided.

The respondents as indicated with their mean scores were of the view that the application of visionary leadership characteristics in the secondary school contributed to the progress. In the first item, for example, all the respondents agreed that the principal had great trust in all his teachers. Though the Zonal Inspectors did not agree that the teachers had high commitment to their principal, the principals and teachers agreed with the suggestion. This opinion of the teachers and principals was reflected in the third item where the respondents agreed unanimously

that the school the teachers achieved high level performance leading to a high overall performance of the school. This perception explained why the respondents all agreed that the principal attended promptly to the teachers' needs.

The impact of the visionary leadership in the school was seen in the response to item 5 in the where the respondents had a consensus agreement with the suggestion that the principal's behaviour improved the teaching-learning process and methodology of teachers thereby improving the teachers' outcomes in the schools. As a validation of this opinion, the respondents agreed in item 6 that the teachers were motivated and carried along with the principal in achieving the school goals which they found meaningful and identified with. The positive impact was seen in the respondents' agreement with the suggestion that the principal communicated continually with the goals the school needed to achieve and made sure that the teachers had the desired actions required to achieve them which further contributes to the harmony in pursuit of the school goals.

The respondents were therefore of the view that the visionary disposition allows the principals to take risks when it was necessary in order to promote change and innovation for the development of the school. The respondents therefore agreed with 20.0% and 62.9% of the principals, 22.5% and 39.4% of the teachers, 40.0% and 20.0% of the Zonal education inspectors who strongly agreed and agreed respectively that the principal provided emotional support during difficulties and whenever any teacher was frustrated with the administrative protocol of the secondary schools. The mean scores were 3.9, 3.6 and 4.0 for the principals, teachers and Zonal education inspectors respectively. In the last item of the table, the respondents agreed with mean scores of 3.8, 3.6 and 3.2 for principals, teachers and Zonal Education Inspectors that the principal strived to select, train and acculturate the teachers in order to function effectively and efficiently for the

overall progress of the school. The observation of the respondents' opinion of the visionary leadership disposition in the secondary school imply that principals with visionary leadership characteristics had positive impact on the administrative progress and overall development of secondary schools in the zone.

4.4 Test of hypotheses

The null hypotheses formulated along the research questions and objectives of the study were aimed at determining possible significant difference in the opinion of the groups of respondents on the investigated variables were tested in here at the probability level of 0.05. The hypotheses were tested as follows:

Hypothesis I: There is no significant difference in the opinions of principals, teachers and School inspectors on the effect of the prevailing democratic leadership style of principals on secondary schools of Zonkwa Educational zone.

The opinions of the respondents on the prevailing of the democratic style of leadership of principals on the secondary schools examined in Table 4.6 was the dependent variable used for the hypothesis. The test was carried out with the aid of the analysis of variance procedure because of the multiple levels of the independent variable. (Principals, Teachers and Zonal Education Inspectors). A summary of the analysis of variance model for the hypothesis is presented in Table 4.12.

Table 4.12: Analysis of variance on effect of democratic style of leadership by principals on the secondary schools in Zonkwa Educational Zone

Source	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	.404	2	.202	0.166	.847
Within Groups	239.301	197	1.215		
Total	**239.706**	**199**			

(F-critical at 2,197 DF = 3.00, P = 0.05)

The test revealed that the group did not differ significantly in their opinion on the effect of the democratic leadership styles of the principals on the secondary schools. The observed F-value (0.166) obtained at the 2, 197 degree of freedom for the test is lower than the critical value of 3.00 at same degree of freedom. The observed level of significance (0.0.847) for the test is higher than 0.05 fixed for the test (P > 0.05). By these observations, the null hypothesis that there is no significance difference in the opinions of principals, teachers and School inspectors on the effect of the prevailing democratic leadership style of principals on secondary schools of Zonkwa Educational zone is therefore retained.

The mean scores for the different groups on the effect of the prevailing democratic leadership style of principals are tabulated in Table 4.13.

Table 4.13: Mean scores on the effect of the prevailing democratic leadership style of principals on the schools by the respondents

Status	N	Mean	Std. Deviation	Std. Error
Principals	35	3.68	0.935	0.158
Teachers	160	3.56	1.137	0.090
Zonal Inspectors	5	3.56	1.024	0.458
Total	**200**	**3.58**	**1.098**	**0.078**

The principals had the highest score on evaluation of the democratic leadership styles on the schools' development. The mean scores of the teachers and the Zonal Education Inspectors were basically the same. However, the variability between the principals and the teachers along with the Zonal Education Inspectors on the effect of the democratic leadership styles on the secondary schools was not statistically significant. The mean scores indicated that all the groups shared the same level of opinion on the positive impact of the democratic style of leadership on the secondary schools.

Hypothesis II: There is no significant difference in the opinions of principals, teachers and School inspectors on the effects of the prevailing autocratic leadership style of principals on secondary schools of Zonkwa Educational zone.

The mean scores of the different groups on the effects of the prevailing autocratic leadership style of principals on the secondary schools as examined in Table 4.7 was used in the test of this hypothesis as the dependent variable. The analysis of variance was used for the test. Table 4.14 present a summary of the Analysis of variance model.

Table 4.14: Analysis of Variance on effects of the prevailing autocratic leadership style of principals on the secondary schools

Source	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	.563	2	.281	.195	.823
Within Groups	283.821	197	1.441		
Total	**284.384**	**199**			

(F-critical at 2,197 DF = 3.00, P = 0.05)

The result revealed no significant difference in the opinions of the groups on the effects of the prevailing autocratic leadership style of principals on the secondary schools. This is deduced from the observed F-values of 0.195 which is lower than the critical value of 3.00 at the same degree of freedom (3, 328). The observed level of significance (0.823) for the test is higher than the fixed level of 0.05 (P > 0.05). By these observations, the null hypothesis that there is no significant difference in the opinions of principals, teachers and School inspectors on the effects of the prevailing autocratic leadership style of principals on secondary schools of Zonkwa Educational zone is therefore retained.

The mean scores by the different groups on the effects of the prevailing autocratic leadership style of principals on the secondary schools are presented along their respective standard deviations and standard errors in Table 4.15.

Table 4.15: Mean scores on evaluation of the prevailing autocratic leadership style of principals on the secondary schools by the groups

Status	N	Mean	Std. Deviation	Std. Error
Principals	35	3.13	1.086	0.184
Teachers	160	3.14	1.218	0.096
Zonal Inspectors	5	2.80	1.405	0.628
Total	**200**	**3.13**	**1.195**	**0.085**

The Zonal Education Inspectors had the least mean score of 2.80 on the on the effects of the prevailing autocratic leadership style of principals on the secondary schools. The overall scores of the groups was generally low with 3.14 as the highest score by the teachers. This would imply that the respondents did not really agree that the autocratic style of leadership by principals in the secondary school has major positive effects on the overall development of the schools' goals.

Hypothesis III: There is no significant difference in the opinions of principals, teachers and School inspectors on the effects of the prevailing transactional leadership style of principals in secondary schools of Zonkwa Educational zone.

The opinion of the groups on the effects of the prevailing transactional leadership style of principals in secondary schools was examined in Table 4.8. In the test of this hypothesis, the scores of the respondents were used as the dependent variable. The grouping of the respondents constituted the independent variable. The one way analysis of variance (ANOVA) was used for the test and the result of the analysis of variance model is summarized in Table 4.16.

T**able 4.16: Analysis of variance on the evaluation of the prevailing transactional leadership style of principals in secondary schools**

Source	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	1.318	2	.659	.571	.566
Within Groups	227.370	197	1.154		
Total	**228.688**	**199**			

(F-critical at 2,197 DF = 3.00, P = 0.05)

The respondents did not differ significantly on the effects of the prevailing transactional leadership style of principals on secondary schools management and progress towards goal achievement as revealed by the observed F-value of 0.571 and observed significant level of 0.566 (P > 0.05) in the table. The means that the null hypothesis, that there is no significant difference in the opinion of principals, teachers and School inspectors on the effects of the prevailing transactional leadership style of principals in secondary schools of Zonkwa Educational zoneis therefore retained. The mean scores of the respondents on the effects of the prevailing transactional leadership style of principals in secondary schools are presented in Table 4.17.

Table 4.17: Mean scores on the evaluation of the prevailing transactional leadership style of principals in the secondary schools by respondents

Status	N	Mean	Std. Deviation	Std. Error
Principals	35	3.65	0.873	0.147
Teachers	160	3.59	1.106	0.087
Zonal Inspectors	5	3.10	1.336	0.597
Total	**200**	**3.59**	**1.072**	**0.076**

The mean scores in the table revealed that the principals had the highest perception of the effects of the transactional leadership style on the schools with the Zonal Educational Inspectors having the least perception. The observed difference is almost negligible. Going by the five point scale measurement used in the study, only the respondents could be said to have agreed that the transactional leadership style has positive effect of the school management and development.

Hypothesis IV: There is no significant difference in the opinions of principals, teachers and School inspectors on the effects of the prevailing charismatic leadership style of principals in secondary schools of Zonkwa Educational zone.

The effects of the prevailing charismatic leadership style of principals on the secondary schools was examined in Table 4.9 with each of the groups of respondents mean scores. This variable

was used for the test of this hypothesis. The one way analysis of variance was used to determine the possible difference in their rating of the effects in the secondary schools. The use of the one way analysis of variance was based on the multiple levels of the independent variable. The result is summarized analysis of variance model in Table 4.18.

Table 4.18: Analysis of variance on effects of the prevailing charismatic leadership style of principals in secondary schools

Source	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	1.327	2	.664	.571	.566
Within Groups	229.110	197	1.163		
Total	**230.437**	**199**			

(F-critical at 2,197 DF = 3.00, P = 0.05)

The result indicated that the groups did not differ significantly on the effects of the prevailing charismatic leadership style of principals in the secondary schools. This is indicated by an observed F-value of 0.571 and an observed significant level of 0.566 (P > 0.05). The null hypothesis that there is no significant difference in the opinion of principals, teachers and School inspectors on the effects of the prevailing charismatic leadership style of principals in secondary schools of Zonkwa Educational zone is therefore retained. The man scores of the groups' rating of the effects of the prevailing charismatic leadership style of principals on the secondary schools are presented in Table 4.19.

Table 4.19: Mean scores on the effects of the prevailing charismatic leadership style of principals on the secondary schools

Status	N	Mean	Std. Deviation	Std. Error
Principals	35	3.66	1.040	0.176
Teachers	160	3.55	1.078	0.085
Zonal Inspectors	5	3.12	1.377	0.616
Total	**200**	**3.55**	**1.076**	**0.076**

From the mean scores, all the respondents agreed that the prevailing charismatic leadership style of principals in the secondary schools within the Zonkwa Educational zone could be said to be positive. The observed difference in the mean scores is not significant.

Hypothesis V: There is no significant difference in the opinions of principals, teachers and School inspectors on the effects of the prevailing situational leadership style of principals in secondary schools of Zonkwa Educational zone.

This hypothesis was tested with the mean scores of the groups on the effects of the prevailing situational leadership style of principals in secondary schools examined in Table 4.10. The result of the analysis of variance used for the test is summarized in Table 4.20.

Table 4.20: Analysis of variance on effects of the prevailing situational leadership style of principals in the secondary schools

Source	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	1.868	2	.934	.948	.389
Within Groups	193.981	197	.985		
Total	**195.849**	**199**			

(F-critical at 2,197 DF = 3.00, P = 0.05)

The respondents did not differ significantly in their rating of the effects of the prevailing situational leadership style of principals in the secondary schools. This is deduced from an observed F-value of 0.948 obtained at 2, 297 degree of freedom (DF) compared with the F-critical (3.000) at the same degree of freedom. The observed level of significance (0.102) is higher than the fixed value of 0.05 (P > 0.05). This means that the null hypothesis that there is no significant difference in the opinion of principals, teachers and School inspectors on the effects of the prevailing situational leadership style of principals in secondary schools of Zonkwa Educational zone is therefore retained. The mean scores by the respective groups are presented in Table 4.21.

Table 4.21: Mean scores on effects of the prevailing situational leadership style of principals in the secondary schools

Status	N	Mean	Std. Deviation	Std. Error
Principals	35	3.87	0.794	0.134
Teachers	160	3.63	1.034	0.082
Zonal Inspectors	5	3.50	0.775	0.346
Total	**200**	**3.67**	**0.992**	**0.070**

The mean scores in the table revealed that all the respondents were in agreement with the notion of the effect of the prevailing situational leadership style of principals in the secondary schools helps to harmonized and enhance the progress of the schools. This accounted for the no significant observation in the test.

Hypothesis VI: There is no significant difference in the opinions of principals, teachers and School inspectors on the effects of the prevailing visionary leadership style of principals in secondary schools of Zonkwa Educational zone.

The opinion of the groups on the effects of the prevailing visionary leadership style of principals in the secondary schools was examined in Table 4.11. In the test of this hypothesis, the scores of the respondents on the effects, was used as the dependent variable. The grouping of the respondents constituted the independent variable. The one way analysis of variance (ANOVA) was used for the test and the result is summarized in Table 4.22

T**able 4.22: Analysis of variance on the effects of the prevailing visionary leadership style of principals in the secondary schools**

Source	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	1.059	2	.530	.504	.605
Within Groups	207.016	197	1.051		
Total	**208.075**	**199**			

(F-critical at 2,197 DF = 3.00, P = 0.05)

The observed F-value of 0.504 obtained for the test is lower than the critical value (3.000) presented at the bottom of the table at the same degree of freedom (3, 328). The observed level of significance (0.605) is higher than the fixed value of 0.05 (P > 0.05). This means that the null

hypothesis that there is no significant difference in the opinion of principals, teachers and School inspectors on the effect of the prevailing visionary leadership style of principals in secondary schools of Zonkwa Educational zone is therefore retained. The mean scores by the respective groups are presented in Table 4.23.

Table 4.23: Mean scores on the effects of the prevailing visionary leadership style of principals in the secondary schools

Status	N	Mean	Std. Deviation	Std. Error
Principals	35	3.72	0.869	0.147
Teachers	160	3.53	1.058	0.084
Zonal Inspectors	5	3.62	0.931	0.416
Total	**200**	**3.57**	**1.023**	**0.072**

The mean scores in the table revealed that all the respondents were in agreement with the notion of positive effect of visionary leadership styles of principals on the secondary school management and development. This accounted for the no significant observation in the test.

4.5 Summary of Tested Hypotheses

Table 4.24: Summary of the Hypotheses Tested

S/N	Statement of the Hypotheses	Tool	Sig. level	Result	Decision
1	There is no significant difference in the opinions of principals, teachers and School inspectors on the effect of the prevailing democratic leadership style of principals on secondary schools of Zonkwa Educational zone.	ANOVA	0.05	.847	Retained
2	There is no significant difference in the opinions of principals, teachers and School inspectors on the effects of the prevailing autocratic leadership style of principals on secondary schools of Zonkwa Educational zone.	ANOVA	0.05	.823	Retained
3	There is no significant difference in the opinions of principals, teachers and School inspectors on the effects of the prevailing transactional leadership style of principals in secondary schools of Zonkwa Educational zone.	ANOVA	0.05	.566	Retained
4	There is no significant difference in the opinions of principals, teachers and School inspectors on the effects of the prevailing charismatic leadership style of principals in secondary schools of Zonkwa Educational zone.	ANOVA	0.05	.566	Retained
5	There is no significant difference in the opinions of principals, teachers and School inspectors on the effects of the prevailing situational leadership style of principals in secondary schools of Zonkwa Educational zone.	ANOVA	0.05	.389	Retained
6	There is no significant difference in the opinions of principals, teachers and School inspectors on the effects of the prevailing visionary leadership style of principals in secondary schools of Zonkwa Educational zone.	ANOVA	0.05	.605	Retained

4.6 Summary of the Major Finding

In the light of the data collected and analyzed for the study, the following findings were arrived at.

1. The result revealed that there is no significant difference in the opinions of the principals, teachers and the zonal directors on the prevailing democratic leadership style of principals in secondary schools in Zonkwa Zone.

2. Finding indicated that there is no significant difference in the opinions of the principals, teachers and zonal directors on the prevailing autocratic leadership style of principals in secondary schools in Zonkwa zone.
3. The result indicated that there is no significant difference in the opinions of the principals, teachers and zonal directors on the prevailing transactional leadership style of principals in secondary schools in Zonkwa zone.
4. Finding indicated that there is no significant difference in the opinions of the respondents on the prevailing charismatic leadership style of principals in secondary schools in Zonkwa zone.
5. The results indicated that there is no significant difference in the opinions of the respondents on the prevailing situational leadership style of principals in secondary schools in Zonkwa zone.
6. Finding revealed that there is no significant difference in the opinions of the on the prevailing visionary leadership style of principals in secondary schools in Zonkwa zone.

4.7 Discussion Findings

This study evaluated the prevailing leadership styles of principals on their secondary schools in Zonkwa Education Zone. Indices of the leadership styles included Democratic, Autocratic, Transaction, Charismatic, Situational and Visionary characteristics. The study assessed the possible prevalence in terms of contribution to administrative harmony in the schools' management, progress and overall development of the schools' goals and achievement. Six null hypotheses formulated along the objectives and research questions of the study were tested.

From the test of the first hypothesis, where possible differences among the respondents (principals, teachers and Zonal Education Inspectors) in the perceived prevailing democratic styles of principals' leadership was tested with the analysis of variance procedure, no significant difference was observed in their opinions. The null hypothesis was therefore retained. The three groups agreed on the prevailing democratic leadership attributes of principals and that they are good for the development of the secondary schools in the zone. This agrees with Muyingo (2004) who stated that the democratic style of leadership regards people as the main decision makers.

Hypothesis II tested for significant difference in the opinions of the respondents on the prevailing autocratic leadership style of principals on the secondary schools. The result revealed no significant difference in the opinions of the respondents. The null hypothesis was therefore retained. From the related data and mean scores of the groups, they did not agree that the prevailing autocratic leadership style of principals could be said to have effects the secondary schools within the zone. The finding here reflects the report of Ddungu (2004) where it was found that authoritarian leadership style of principals was associated with ineffectiveness in performances by subordinate teachers in a study of patterns of leadership and performance of secondary schools in Uganda.

In hypothesis III, differences in the opinions of the respondents on the prevailing transactional leadership style of principals on the secondary schools in the zone, was tested with the analysis of variance procedure. The result revealed that the groups were not significantly different in their opinions on the prevailing transactional style of leadership by the principals. The null hypothesis was therefore retained. From the related data and the mean scores of the groups, it was observed that they all agreed on the transactional leadership attributes of the principals contributes positively towards the achievement of the school goals and objectives.

As to whether there are significant difference in opinions of the respondents on the prevailing charismatic leadership style of principals on secondary schools in the zone, was tested in hypothesis IV. The result of the analysis of variance used for the test revealed that the groups did not differed significantly in their opinions on the leadership attributes in the schools. The null hypothesis was therefore retained. From the mean scores of the groups, it was observed that all of the respondents were of the view that the charismatic leadership styles has positive impact in improving the development and progress of the schools.

The test for significant difference in the opinions of the respondents on the prevailing situational leadership of principals on the secondary schools was conducted in Hypothesis V with the aid of the analysis of variance procedure. The result did not show significant difference in opinions of the groups. The null hypothesis was therefore retained. From the mean scores, it was observed that all the respondents were of the opinion that the situational leadership style of principals helps in the progress and development of the secondary schools within the zone. The finding here agrees with Sashkin and Sashkin (2003) who opined that leadership matters because leaders help reduce ambiguity and uncertainty in organizations.

Hypothesis VI tested for significant differences in the opinions of the respondents on the prevailing visionary leadership styles of the principals on the secondary schools. The result revealed no significant differences in the opinions of the respondents. The null hypothesis was therefore retained. From the related data and mean scores of the groups, the respondents were found to hold the view that visionary attributes of principals contributes to the development and achievement of the schools' objectives and goals within the zone. The finding is in line with the report of Oyetunyi (2006) who maintained that leadership is the heart of any organization because it determine the success or failure of the organization.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter presents the summary of the analyzed data and the findings from the tested hypotheses in relation to the evaluation of leadership styles of principals of secondary schools in Zonkwa Education Zone. Among others, the chapter presents the conclusion, recommendations of the study.

5.2 Summary

The research work is packaged in five chapters.

Chapter one is the introductory part of the work where the background to the study was explained and the agitating issues on leadership style were discussed in the statement of the problem. The specific objectives were discussed to find the prevailing leadership style in the schools. The research questions and hypotheses were stated. The assumptions on each of the six leadership styles (Autocratic, democratic, transformation, charismatic, situational and visionary), the scope of the study and significant of the study were discussed.

Chapter two focused on the review of related literature highlighting the conceptual framework and empirical studies. The review focused on the prevailing leadership styles in the objectives.

Chapter three has to do with the research methodology, the design, instrumentation, analytical tool for the work.

In chapter four the collected data were analyzed and discussed both the descriptive and testing of hypotheses were done both the summary and discussion of the major findings were done.

Chapter five is the concluding chapter where the summary that is account of chapter one to five, discussion and recommendations were done.

5.3 Conclusions

Based on the findings from the analysis of the data collected from this study and the tests of the hypotheses, the following conclusions could be drawn:

1. The use of different leadership styles by principals in the administration of secondary schools has positive effect on the schools overall progress and development in Zonkwa Educational Zone.
2. The democratic style of leadership of principals in the secondary schools of the zone help in contributing to the development and achievement of the schools.
3. The disposition of autocratic leadership styles by principals of secondary schools with Zonkwa Educational Zone does not really help in the harmonization of secondary school administration and progress in achieving the set goals.
4. The disposition of transactional leadership styles of principals in the zone's secondary schools enhances the efficiency and effectiveness of the schools' management and achievement of their developmental objectives.
5. The charismatic style of leadership by principals of the secondary schools help in contribution the overall progress in attaining the schools set objectives and goals.
6. Situational leadership style of principals enhances the effectiveness of the school management and administration towards the achievement of schools' objectives.
7. Visionary leadership styles of principals contributes immensely to the effective administration of the schools and their development.

5.4 Recommendations

Based on the findings from this study, the researcher would wish to recommends that:

1. The principals should be encouraged to keep and home an open door policy and also see to it that teachers participate fully in decision making by allowing teachers to make suggestion whenever the needs arise.
2. Also the zonal directors should always discourage the principals from being the alpha and omega always telling the staff what to do all the time in order to avoid the over centralization of power on the principals giving the impression of Top-Down system of administration.
3. In providing rewards and punishment for staff, the principal should be careful not to over react on issue no matter how minor. Furthermore the principals should encourage team work
4. It is suggested that the principals should encourage the teachers to do things better and to work for greater good of their schools.
5. That the principals should always work hand in hand with the teachers to bring about change that will lead to the improvement of the schools.
6. It is advised that the principals should always adjust his style to fit the developmental level of the teachers who are the subordinate.

5.5 Main Contributions to Knowledge

The study contributes to knowledge in the following ways:

8. That principals or headteachers should always study the situation or problem confronted with before using any leadership style.
9. That the principals/headteachers who involved the teachers in understanding the school objectives and help them contribute to the achievement of the objectives are utilizing an important leadership style (Visionary).
10. That whenever the principal is able to influence the teachers without any external force in teaching better, then another leadership style has evolved.

5.6 Suggestions for Further Studies

The following topics should be considered for further studies

1. Evaluation of the Prevailing leadership styles in primary schools in Zango Kataf Local Government Area, Kaduna State. This is because at whatever level of education the leadership style of school head can either destroy or build up the system of education.
2. Also whether the school is private or public the children belong to either Kaduna State or one of the States in Nigeria and so it is important to make sure that the children are properly educated under principals that use good leadership style. Comparative analysis of Leadership styles in the private and public secondary schools in Kaduna State, Nigeria.
3. Assessment of the Prevailing Leadership Style in the Management of Secondary Schools in the North West Geo-Political Zone, Nigeria.

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APPENDICES

PRINCIPALS, TEACHERS AND DIRECTORS QUESTIONNAIRE ON LEADERSHIP STYLE

Dear Respondents

I am Titi Shemang of the Department of Education Foundations and Curriculum of Ahmadu Bello University, Zaria. I am carrying out a study on **Evaluation of Leadership Styles of Principals of Secondary Schools in Zonkwa Educational Zone** with a view to suggesting measures that will enhance Leadership Styles.

It will be greatly appreciated if you would help respond to the following questions. All the information collected will be treated confidentially and used strictly for the purpose of this research.

Thank you.

……

Titi Shemang

QUESTIONNAIRE

SECTION A BIO DATA

TICK AS APPROPRIATE PLEASE

A: BIO-DATA OF RESPONDENTS

1. Name of school…….

2. Status (a) Principal ( ) (b) Vice Principal ( ) (c) Head of Department ( ) (d) Teachers ( )

3. Gender (a) male ( ) (b) female ( )

4. Type of (a) boarding ( ) (b) Day ( ) (c) Boarding/Day school ( )

5. Age (a) 20 – 30 ( ) (b) 31 – 40 ( ) (c) 41 – 50 ( ) (d) 51 above ( )

6. Qualification (a) M.ED ( ) (b) B.ED ( ) (c) N.C.E ( ) (d) Diploma ( ) (e) others Specify ----------

7. Years of experience (a) 1-10 ( ) (b) 11-20 ( ) (c) 21-30 ( ) (d) 31-35 ( )

SECTION B:

PREVAILING AUTOCRATIC LEADERSHIP STYLE OF PRINCIPALS OF SECONDARY SCHOOL IN ZONKWA ZONE

S/No		Strongly agree (SA)	Agree (A)	Undecided (UD)	Disagree (DA)	Strongly disagree (SD)
1.	Decisions regarding the progress of the school are solely made by the principal and senior management team.					
2.	The system of administration is Top – Down.					
3.	It is enjoyable when teachers count on me for ideas and suggestions regarding the progress of the school.					
4.	All power is centralized to the principal.					
5.	Most of the teachers feel frustrated and discomforted with leadership style of the principal in the school.					
6.	There is lack of prospect among the teachers and principal in the school.					
7.	Most of the teachers are working under pressure and tension due to lack of cordial relationship with their principal in the school.					
8.	Principal believes that teachers that work under pressure and tension show good result in the school.					
9.	As a result of the hard nature of the principal's leadership, teachers perform below expectation in the school.					
10.	The principal's action results in passive resistance from the teachers he requires continual pressure in order to get things done.					

SECTION C:
PREVAILING DEMOCRATIC LEADERSHIP STYLE OF PRINCIPALS OF SECONDARY SCHOOL IN ZONKWA ZONE

S/No		Strongly agree (SA)	Agree (A)	Undecided (UD)	Disagree (DA)	Strongly disagree (SD)
1.	The principal encourages the teachers to participate in decision making.					
2.	The principal invites teachers to engage in addressing administrative problems.					
3.	The principal consults the teachers before making decisions that concerns academic progress of the school.					
4.	The principal involves fellow staff in solving administrative problems for the smooth running of the school.					
5.	The principal believes that academic excellence is through consensus building.					
6.	Teachers' involvement in designing school programmes is highly supported in this school.					
7.	Delegation of power to subordinates strongly exists in this school.					
8.	Respect for teachers' opinion in improving the school exists in my school.					
9.	Teachers' participate in determining school resource allocation and utilization.					
10.	There is free delegation of responsibilities and duties for the overall progress of the school.					

SECTION D:

PREVAILING TRANSACTIONAL LEADERSHIP STYLE OF PRINCIPALS OF SECONDARY SCHOOL IN ZONKWA ZONE

S/No		Strongly agree (SA)	Agree (A)	Undecided (UD)	Disagree (DA)	Strongly disagree (SD)
1.	The principal always motivate staff to work harder.					
2.	The principal always provide rewards for every assignment that is completed to time and successfully.					
3.	The principal is efficient in all his roles in the school.					
4.	The principal always intervene when the teachers don't meet acceptable performance levels and initiates corrective action to improve performance.					
5.	As long as the teachers are hard working, the principal always strive to meet their needs as much as possible.					
6.	The principal prefers to always follow the existing roles than making changes to the school.					
7.	The principal establishes and standardize practice through checking or marking of lesson notes/plan of teachers always.					
8.	The principal establishes and standardize practice through regular classroom visitation.					
9.	The principal encourages team work where emotion has little or no part to play.					
10.	The principal carefully plan his/her activities in order to achieve the set goals.					

SECTION E:

PREVAILING CHARISMATIC LEADERSHIP STYLE OF PRINCIPALS OF SECONDARY SCHOOL IN ZONKWA ZONE

S/No		Strongly agree (SA)	Agree (A)	Undecided (UD)	Disagree (DA)	Strongly disagree (SD)
1.	The principal has a listening ear and encourages the teachers not to keep any problem encounter in teaching to themselves.					
2.	The principal mixes well which help him to gather information and new ideas about the school and teachers.					
3.	The principal behave in a way that creates sense of purpose for the school which motivates and inspires the teachers to work hard.					
4.	The principal discusses in simple language that makes everybody understands the points he is trying to get across.					
5.	The principal makes every staff to feel important and thereby build confidence in each of them.					
6.	The principal believe that the only permanent thing is change therefore he hates status-quo.					
7.	The principal is very humble which may be the reason why he values all the teachers.					
8.	The principals behavior makes the teachers do their work well.					
9.	The principal likes to expose himself to a wide range of individuals thereby creating a personality cult.					
10.	The principal behaves in such a way as to wear out the teachers.					

SECTION F:

PREVAILING SITUATIONAL LEADERSHIP STYLE OF PRINCIPALS OF SECONDARY SCHOOL IN ZONKWA ZONE

S/No		Strongly agree (SA)	Agree (A)	Undecided (UD)	Disagree (DA)	Strongly disagree (SD)
1.	The leadership my principal employ depends on the prevailing situation in the school.					
2.	Leadership in this school is focused on the school environment and the people when making decision.					
3.	Different kind of situation demand different leadership style.					
4.	A successful principal in a particular school may be a failure in a different school if he does not adjust his leadership style.					
5.	Students are bold enough to express their feeling to their teachers in any situation in the school.					
6.	During the periods of crisis the principal result to the laid down rules and regulations to administer the school.					
7.	During the day to day administration of the school an effective my principal normally administer using consensus building.					
8.	The principal always work with the teachers after supervision to improve their areas of weakness in the teaching learning process.					
9.	The principal always take over challenging situation solving the problem by applying specific knowledge and experience.					
10.	There is free delegation of responsibilities and duties for the overall progress of the school.					

SECTION G:

PREVAILING VISIONARY LEADERSHIP STYLE OF PRINCIPALS OF SECONDARY SCHOOL IN ZONKWA ZONE

S/No		Strongly agree (SA)	Agree (A)	Undecided (UD)	Disagree (DA)	Strongly disagree (SD)
1.	The principal has great trust in all his teachers.					
2.	The teachers have high commitment to their principal.					
3.	In my school the teachers achieve high level performance leading to a high overall performance.					
4.	My principal attends promptly to the teachers needs.					
5.	In my school, the principal's behavour improves the teaching – learning process and methodology of teachers thereby improving the teachers' outcomes.					
6.	The teachers are motivated and carry along with the principal in achieving the school goals which they find meaningful and identify with.					
7.	The principal communicates continually the goals the school needs to achieve and make sure that the teachers have the desired actions required to achieve these goals.					
8.	My principal takes risk when it is necessary in order to promote change and innovation.					
9.	My principal provides emotional support during difficulties and whenever any teacher is frustrated.					
10.	The principal strives to select, train and acculturate the teachers in order to function effectively and efficiently.					

Rural and Urban Secondary School in Zonkwa Education Zone

No	Name of School
1.	GTC Abet
2*.	GSS Aduwan Gida
3.	GSS Akupal
4*.	GSS Anchuna Sarki
5.	GSS Ashafa
6*.	GSS Bafai Gora
7.	GSS Bakin Kogi Kitibin
8*.	GSS Bale
9.	GSS Boto
10*.	GSS (Jnr) Fadan Kamantan
11.	GSS (Snr) Fadan Kamantan
12*.	GSS Fadan Kaje
13.	GSS Fadia Tudun Wada
14*.	GSS Fanjim
15	GSS Farman
16*.	GSS Gan Gora
17.	GSS Jankasa
18*.	GSS Kabam
19.	GSS (Jnr) Kamuru Ikulu
20*.	GSS (Snr) Kamuru Ikulu
21.	GSS Kangun
22*.	GSS Kigudu
23.	GSS kurdan
24*.	GSS Kurmin Masara
25.	GSS Mabushi
26*.	GSS (Jnr) Madakiya
27	GSS (Snr) Madakiya
28*.	GSS Magamiya
29.	GSS Marsa
30*.	GSS Sako
31.	Takanai
32*.	GSS Ungwa Juju
33.	GSS Ungwa Makama
34*.	GSS Ungwa Rohogo
35.	GSS Wadon
36*.	GSS Zagom
37*.	GSS Zauru
38*.	GSS Zitti
39.	GSS Zutrung Kariyi
40*.	GSS Zutrung Mago

Source: Field Survey 2014

Urban Secondary Schools in Zonkwa Education Zone

No	Name of School
1.	GSS Kurmin Bi
2*.	GSS Samaru
3.	TBMCC Samaru
4*.	GSS (Snr) Zangon Kataf
5.	GSS (Jnr) Zangon Kataf
6*.	GGC Zonkwa
7.	GGSS (Jnr)Zonkwa
8*.	GGSS (Snr) Zonkwa
9	GSS (Jnr) Zonkwa
10*.	GSS (Snr) Zonkwa