LEADERSHIP STYLES, TYPES AND STUDENTS' ACADEMIC ACHIEVEMENT IN NIGERIA.

SULEIMAN ANAF YAHYA

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ABSTRACT

Good leadership of the school plays an important role in raising the students' academic achievement in Nigeria. This study (leadership styles, types and students' academic achievement in Nigeria) examined whether the principal's leadership styles-types, his gender, highest educational qualification and experience as a principal do play their contributing influence in the school performance as well as students' academic achievement. Finally, the study intends to propose the leadership model for the Nigerian school principals. The research design used is a quantitative descriptive cross-sectional survey research design. Theoretical or educational gap, locational gap, and the approach gap were identified. In the research process, the researcher utilized two inventory questionnaires and the field form that was validated by a panel of experts. Stratified random sampling with 480 teachers and 60 principals employed, but only 380 teachers and 57 principals responded. ANOVA, z-test, correlation, percentage and mean were used. Principals' experience and his highest qualification are significant. ANOVA produced from principal's experience (F = 5.207, p = 0.031; F = 9.713, p = 0.002) and principals' qualification (F = 7.607, p = 0.000). The majority of the principals served for more than five years as a principal, principal's gender has no significance, except when interacted with his qualification or experience; with p-values 0.002, 0.004, and 0.027 respectively. Furthermore, democratic leadership style and transformational leadership type found mostly practiced for in term of maintaining or improving students' academic achievement. Majority of principals do not practice authoritarian and laissez-faire leadership styles. Principals practiced four combinations of leaderships: - Authoritarian style combined with transactional type, Democratic style combined with either transformational type, or transactional type, or with instructional type. Both the teachers and the principals have the same perception on the leadership style and type ran by the principals. These are the basis for formulating the Nigerian principal leadership model that was proposed. Conclusively, the leadership styles and types that maintain or raise the academic achievement of students enumerated, principal's academic qualification and experience are significant, while his gender has no significance except when interacted with either his highest educational qualification or experiences and the Nigerian principals' leadership model proposed.

ABSTRAK

Kepimpinan terbaik di sekolah berperanan penting bagi meningkatkan pencapaian akademik pelajar di Nigeria. Kajian ini menentukan samada gaya kepimpinan pengetua, jantina, pencapaian akademik tertinggi dan pengalaman pengetua mempengaruhi pencapaian sekolah serta pencapaian prestasi akademik pelajar. Kajian ini juga bertujuan mencadang dan mengajukan model kepimpinan terbaik kepada pengetua-pengetua sekolah di Nigeria. Kaji selidik kuantitatif deskriptif silang telah digunakan dalam kajian ini. Jurang theoritikal dan pendidikan, lokasi dan juga cara pendekatan ditentukan. Persampelan rawak bertingkat dijalankan terhadap 480 orang guru dan 60 orang pengetua namun hanya 380 orang guru dan 57 orang pengetua memberi maklumbalas. ANOVA, z-test, korelasi, peratusan dan min digunakan. Pengalaman pengetua dan kelayakan pendidikan tertingginya merupakan faktor yang mempengaruhi. ANOVA yang diperoleh daripada pengalaman pengetua, $F = 5.207$, $p = 0.031$; $F = 9.713$, $p = 0.002$ dan kelayakan akademik pengetua ialah $F = 7.607$, $p = 0.000$. Majoriti pengetua yang berpengalaman lebih dari 5 tahun didapati bahawa jantina tidak memainkan peranan yang signifikan kecuali apabila dikaitkan dengan kelayakan dan pengalaman, nilai-p masing-masing ialah 0.002, 0.004, and 0.027. Kepimpinan demokratik dan kepinpinan secara transformasi dikesan telah diguna pakai bagi mengekalkan pencapaian prestasi akademik pelajar. Kebanyakan pengetua tidak mempraktikkan gaya kepimpinan authoritarian dan laissez-faire. Pengetua mengamalkan empat kombinasi kepimpinan: - authoritarian digabung bersama transaksional, demokratik digabung bersama transformasi atau transaksional atau dengan gaya instruksional. Guru dan pengetua mempunyai persepsi yang sama terhadap bentuk dan jenis kepimpinan yang dijalankan oleh pengetua. Daripada kajian ini, asas bagi memformulasi model kepimpinan pengetua di Nigeria telah diajukan. Kesimpulannya, bentuk dan jenis kepimpinan yang mengekalkan atau meningkatkan pencapaian pelajar ialah kelayakan akademik pengetua dan pengalaman manakala jantina tidak mempengaruhi kecuali apabila berkait dengan kelayakan pendidikan tertinggi atau pengalaman dan dengan ini model kepimpinan untuk pengetua di Nigeria telah dicadangkan.

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LIST OF SYMBOLS AND ABBREVIATIONS

&	=	And
WAEC	=	West African Examination Council
WASCE	=	West African School Certificate Examination
NECO	=	National Examinations Council
NABTEB	=	National Business and Technical Examination Board
UNESCO	=	United Nations Educational, Scientific and Cultural Organization
S.A.W.	=	Sallallahu Alayhi Wassalam
S1	=	Autocratic Leadership Style
S2	=	Democratic Leadership Style
S3	=	Laisez-faire Leadership Style
T1	=	Instructional Leadership Type
T2	=	Transactional Leadership Type
T3	=	Transformational Leadership Type
S1T1	=	Autocratic style combined with Instructional type
S1T2	=	Autocratic style combined with Transformational type
S1T3	=	Autocratic style combined with Transactional type
S2T1	=	Democratic style combined with Instructional type
S2T2	=	Democratic style combined with Transformational type
S2T3	=	Democratic style combined with Transactional type
S3T1	=	Laissez-faire style combined with Instructional type
S3T2	=	Laissez-faire style combined with Transformational type
S3T3	=	Laissez-faire style combined with Transactional type

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CHAPTER 1

INTRODUCTION

The aim of this study was to examine the principals' leadership styles and types, the school performance and students educational achievement. This chapter introduces the study. First, the background to the problem is discussed; followed by the problem statement, purpose, research questions and hypotheses. Next, the theoretical framework, research procedure, assumptions and limitation of the study, the scope of the study, significant and the gaps of the study, operational definition of fourteen terms, the structure of the thesis and finally the chapter concluded with a summary of the chapter.

1.1   Background of the study

In Nigeria, education is a mechanism for implementation of national development. The country's educational goals have been set out in the National Policy on Education in terms of their relevance to the needs of the individual and the society. The national policy on education set up certain aims and objectives which were to facilitate educational development in the country. In fostering these aims and objectives, the school principal has important roles to play. Among these roles include providing effective leadership in secondary schools, thereby enhancing better job performance among teachers. How effective the principals are performing these roles has been a matter of concern to many educationists (Ozuruoke, Ordu, &

Abdulkarim, 2011). It is, therefore, not surprising that there is pressure mounted on effective leadership among principals of secondary schools in Nigeria (Ozuruoke et al., 2011). It seems however that many principals have not considered their styles and types of leadership as determinants of teachers' job performance in their schools (Ozuruoke et al., 2011). Hence, they further pointed out that some of principals seem to find it difficult to effectively administer their schools. As such, leadership styles and types occupy an important position in school management in Nigeria, which was supported by Blanchard (1997) who found that the higher the situational control, the more effective a principal. The administrators provided the formal leadership and their behaviour, determined the extent to which both teachers' and students' view the school as a desirable place for teaching and learning. Ibukun (2008) had observed that secondary schools have derailed in the provision of qualitative education expected of them by achieving higher students' academic achievement. Ibukun (2008) further explained that, a lot of problems seem to bedevil the system, thereby making it ineffective through experiencing low students' academic achievement; hence School need to be provided with good leadership styles and types in order to meet the yearnings and aspirations of the people by achieving higher students' academic achievement.

Education plays a vital role in the development of the country, because it is the source of growth of any country (UNESCO, 2001). Thus, may be it is one of the reasons why UNESCO in 2001 declares education a vehicle for and an indicator of development and that's why even parents are more concerned with the students' academic achievement.

The primary responsibility of the principal is to facilitate effective teaching and learning with the overall mission of enhancing students' academic achievement. All students deserve motivation, the intellectual development, and skills that equip them for successful work and lifelong learning by achieving higher students' academic achievement.

The principals' leadership styles and types in secondary schools involves the application of management principles (leadership styles and types) towards achieving educational goals. Today, the demand for higher students' academic achievment in schools is rapidly taking centre stage more than ever the world over (Okumber, 1999). It is in the school that educational objectives will be achieved (Orora, 1997). To achieve these objectives, school principals should apply

appropriate managerial skills (leadership styles and types). Nigerian employees are said to have a poor attitude to work, resulting in low level productivity (in the case of school system, lower students' academic achievment), and the Nigerian educational sector appears to be one of the hardest hit in this poor attitude to work (Umeh, 1997). That is why in recent years, secondary education has come under mounting criticisms from parents, opinion leaders, politicians, academia and other well-meaning people (Adu, Oshati, & Ifeoma, 2012).

According to Musaazi (2002), leadership styles and types are very central in organizations, especially service organizations like schools because it helped to harness all factors of learning and gear them towards maximising students' academic achievement.

According to Ibrahim & Al-Taneiji (2013), the general assumption is the absence or presence of the effective principals' leaderships' styles and types, both positive school climates, and attitudes of teachers can, directly or indirectly, influence school performance and students' academic achievement. Many researchers have viewed principals as a key component to achieving good results in terms of students' academic achievement. Barth (1986) noted that the primary role of the school principal is to maintain high expectations to coordinate the school's curriculum and monitor student progress which lead to achieving high students' academic achievment. In essence, effective instructional leadership of the principal is a crucial part for continued school improvement that enhances students' academic achievement.

It must be stressed that education cannot be an instrument for achieving national development where the secondary education is not effectively managed to accomplish its aims and objectives. In the administration of secondary schools, the principal is the main player. According to Ibukun (1999), the jobs of the school principal in Nigeria have progressively become more complex and highly intolerable. There are many failures in Nigerian schools today (refer to Table 1.1 and Figure 1.1 below) due to poor management (poor leadership styles and types). Previous research on the effects of school leadership on students' academic achievement has produced contradictory findings (Hallinger & Heck, 1996). Some said that there is no direct effect (Witziers, Bosker, & Kruger, 2003) while others said that there is (Hallinger & Heck, 1998). Hence, in-depth study must be

conducted to examine the effect of leadership styles and types on student academic achievement.

Observational facts have historically exhibited that strong leadership styles and types within a school often enhances the school students 'opportunities to succeed (Pashiardis, 2004). Both personally and academically, research methods have found inadequate statistical support to connect school leadership directly to students' academic achievement, with findings that were either weak or confounded by other variables (Suskavcevic & Blake, 2004; Kaplan, Owings, & Nunnery, 2005). That's why this research intended to find out effect of ledership styles and types on students' academic achievement.

Fenwick & Pierce (2002) who describe the leadership abilities of principals as the passport to successful administrator. They pointed out that principals have huge responsibilities that consist of creating effective relationships among employees' members, acquiring and allocating resources, promoting teacher development, improving student outcome and building mutual supportive school community relations through good leadership styles and types that produce higher students' academic achievement in schools..

Without effective leadership stles and types designed to address young adolescent development, the nation (Nigeia) would have more dropouts and lower grades. With effective school principals' leadership styles and types, they help students successfully to navigate early adolescence so that they can then be successful in high school by achieving higher students' academic achiement (Ibukun, Oyewole & Abe, 2011). Hence, study must be conducted to investigate the leadership styles and types that appropriate for the secondary schools of Nigeria for better academic achievement of students.

Nigeria is a developing nation, which means there is a high demand of workforce at semi-professional and professional level especially dedicated leaders. Salazar (2007) stated that if school reform efforts are to be successful, strong leadership must prevail. The success of any organization solely depends upon the way and manner in which the leader operates within the organization. The styles and types adopted in leading the group will determine the leader. There are three major styles of leadership, viz: Democratic leadership, Autocratic leadership and the Laissez-faire leadership while the types include transformational, transactional and instructional types of leadership.

The studies by Leithwood & Lois (1999) and Harris (2003) all supported the fact that more obligations is resting on principals to display higher instructional leadership characteristic through strategic and directed interventions, aimed at effective teaching and learning. Parents, governments and the society expect the principals to re-frame their roles from customary school management to propagation of good instructional leadership practises that could stimulate higher students' academic achievement among the students.

The principal has a vital responsibility in discharging managerial duties in the school. Principalship is a well-established position as the head that provides educational leadership by coordinating curricular activities like schemes of work, lesson notes, and continuous assessment towards achieving academic performance. In addition, the principal is in charge of extracurricular programmes and is also responsible for the general administration of secondary school. The principals being the educational leaders are in a good position to supervise, monitor, assess, evaluate and spread up to date information on educational issues and current teaching techniques to teachers in order to arouse them so as to achieve higher students' academic achievement. The overall management of schools (leadership styles and types) rests with the principal, working with and through the teachers to make best use of their capabilities in the profession and achieve the desired educational goals (students' academic achievement). The principal's leadership styles and types in school management influence the activities of the school, in terms of how the teachers instruct, how many students learn and the overall performance including students' academic achievement. Many scholars have attributed the success of schools to principals largely. Kythreotis, Pashiardis & Kyriakides (2010: p. 232) reached the conclusion that the principals' leadership styles and types affects students' academic achievements.

It is based on above mentioned contradictions in research findings (effects or relationship between the leaderships' styles and types and students' academic achievements), and the belief that the school principals' leadership styles and types are connected to students' academic achievements (however, no previous study investigated this assumption). From above, indicates a necessity for more studies that examine the possible relationships between school leadership styles and types and students' academic achievements that establish the impact of principals' leadership styles and types on the student's academic achievement in Nigeria.

The poor results experienced in WAEC over the years have provided good reason for the expressed concerns. Performance in WAEC/NECO is a subject that elicits a lot of feelings and concerns amongst education stakeholders, be it students, parents, teachers, educational administrators or political leaders and thus, since performance in the alleged examinations is the sole criterion used to assign opportunities for further training and employment. The Nigeria education system is largely an examination-oriented as enshrined in the educational system of continuous assessment. Hence, the poor performance of students in an examination is always ascribed to the school management (leadership styles and types) where the chief (principal) is at the helm of affairs. Reports of academic performance of students in the SSCE conducted by the WAEC and the NECO by respective examining bodies were poor in Nigeria between 2007 and 2014. The percentage of the students who obtained at least credit passes in five subjects and above, including English language and Mathematics was about 25% in Nigeria in 2010 (QEAA, 2010).

In 2011, only 30.9% of the 1,540,250 candidates obtained credit level passes in five subjects including English and Mathematics while in the 2011 June/July NECO SSCE only 22.34% of the 1,160,561 candidates obtained credit level passes and above in English Language and 25.14% in Mathematics in the 36 states of the Federation and the Federal Capital Territory (Owadie, 2011; Okpala, 2011).

In 2012 May/June WASCE, 649,156 candidates (38.81%) out of the 1,677,224 candidates that sat for the examination obtained 5 credit level passes and above in subjects including English Language and Mathematics in the 36 states of the Federation and the Federal Capital Territory (Owadie, 2011). 982,472 candidates obtained five credits and above.

In 2013, candidates that sat for the examination obtained 5 credit level passes and above in subjects including English Language and Mathematics in the 36 states of the Federation and the Federal Capital Territory stood at 36.57 per cent.

The present fall in students' academic achievment coupled with the saying that "No school can be greater than her teachers" made it imperative to find out the principals' leadership styles and types and its influences on students' academic achievement in secondary school performance (Yusuf, 2012).

In 2014, according to Eguridu (2014: Page 3), only 31.28 percent of the participants had credits in 5 subjects and above, including English and Maths. He

said, "A total of 529,425 candidates, representing 31.28%, obtained credits in five subjects and above, including English Language and Mathematics."

These are summarised below in Table 1.1:

Table 1.1: Percentage of those who got ≥5 Credits and ≤4 credits in WAEC including English and Mathematics

Year	2010	2011	2012	2013	2014
% Who got ≥5 Subjects	25.00	30.90	38.81	36.57	31.28
% Who got ≤ 4 Subjects	75.00	69.10	61.19	63.43	68.72

Figure 1.1 showed that the percentage of those who got less than or equal to 4 subjects are more in number than those who got greater than or equal to 5 subjects.
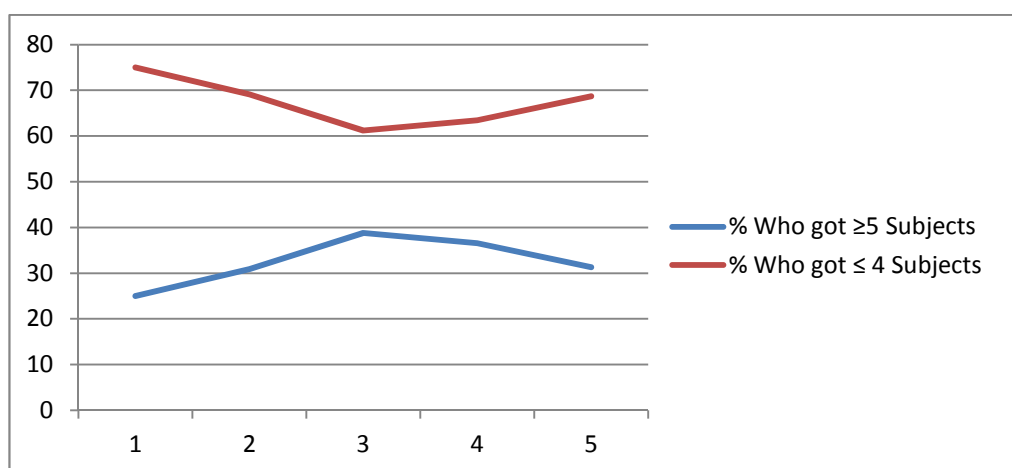
Figure 1.1: Percentage of those who got ≥5 Credits and ≤4 credits in WAEC including English and Mathematics
(Keys: 1 = 2010, 2 = 2011, 3 = 2012, 4 = 2013 and 5 = 2014)

Hemphil, Griffiths, & Fredrickson (1992) in their study found that male principals' leadership styles and types did not demonstrate superior performance than their female counterparts' leadership styles and types. However, Wiles, Hare, Grobman & Hiries (1996) noted that male principals ranked significantly ahead of female principals as democratic leaders. More locally, Adigwu (2004) carried out a comparative study of performance of female and male principals in selected schools in Benin City, Nigeria and observed that both male and female principals had above average performance in their leaderships' styles and types.

Adigwu (2004) further noted that the mean average performance of male principals was observed to be just a few points above that of female principals. He therefore concluded that male principals tended to do better in supervisory activities

compared to their female counterparts. This may be due to the fact that the male principals seem to have more control over students and teachers. There is a need to study further on male and female principals' leadership styles and types coupled with other variables so as to know more if there is a relationship between male and female principals' leadership styles and types.

Research into leadership styles and types has found that women are slightly stronger in relationship-oriented supportive styles, while men score higher in instructive and controlling styles (Kruger, 1996).

Eagly, Johannesen-Schmidt, & Van Engen (2003), for example, offered a quantitative synthesis of 45 studies on transformational, transactional, and laissez-faire leadership types, comparing women and men. They found that women scored higher than men in transformational leadership and contingent reward, whereas men scored higher than women in active and passive management-by-exception and on laissez-faire leadership.

Moreover, women produced considerably better outcomes than men on all of the three outcome measures that the Multifactor Leadership Questionnaire investigated: the extra effort they inspired from subordinates, the satisfaction that people expressed about their leadership, and their overall effectiveness in leading. Kythreotis & Pashiardis (2006) also found that female school principals' impact students' academic achievements more than male school principals. They argue that interpersonal relations constitute a more central point of reference of the management style of women and allow them to exhibit a more democratic and participative style.

Ibn Ahmed (1997) shows that principal who received higher qualification in educational related training are much more likely to achieve a high rate of success in their students' academic achievement than those with no educational background.

According to Schein (1997) who stated that the main influence of the principal's leadership style and type of leadership are the results of experience gains in leading others. In a related study on the performances of principal by Okolo's (2001), results showed that there was a significant difference in performance between principals with duration of experience ranging from 4 to 11 years and those with 20 years of experience and above. For the purpose of this study, only the number of years that the principals have worked shall constitute experience.

The model is a presentation of a real system or process. This includes the linkage of all the input parameters in a secondary school (leadership styles, leadership types, principal's gender, principal's qualification, principal's experience, the school, and the principal - all dependent and independent variables inclusively) needed to describe the system behaviour as well as basic equations. Though for the sake of this study, the background and extraneous variables as well as the school are not part of the study for now.

In terms of model, there is no suitable model of principals' leadership styles/types and students' academic achievement in Nigeria. Thus, lack of suitable model to follow the suit called for the need to propose a model of principal's leadership styles/types and students' academic achievement in Nigeria.

This study (leadership styles, types and students' academic achievement in Nigeria) examined and determined the principals' and teachers' perception of the extent at which principals' leadership variables (styles, types, principals' gender, qualification and experience) that are practiced by the school principals maintains or raise the students' academic achievement and thus, formed the basis for the principals' leadership model for Nigerians Secondary Schools.

1.2   Statement of the research problem

The problems ranges from: 1) The mass failures in examinations that lead to no or minimal attainment of students' academic achievement in Nigerian senior secondary schools over the years (QEAA, 2010; Owadie, 2011; Okpala, 2011; Yusuf, 2012; Eguridu, 2014), 2) Lack of school principals' model to follow the suits 3) Lack of knowing the relationship between the principals' leadership variables (styles, types, gender, educational qualification, and experience) on the school's performances and students' academic achievement (Schein, 1997; Okolo, 2001; Hemphil, Griffiths & Fredrickson, 1992; Ibn Ahmed, 1997; Schein, 1997; Okolo, 2001).

The problems is that, little research has been conducted on why mass failures in WASCE/NECO that lead to no or minimal attainment of students' academic achievement in Nigeria, lack of knowing the relationship between the principals'

leadership variables (styles, types, gender, educational qualification, and experience) on the school's performances and students' academic achievement, and lack of school principals' model to follow the suits.

Fundamentally less has been targeted to the relationship between principal leadership behaviour and academic achievement of students. Moreover, dire need is to explore the perceptions of principals' about their own leadership behaviour towards its effect on students' academic achievement. Accordingly the perceptions of teachers' about their principals' leadership behaviour and its effect on students' achievement is necessary to be investigated.

So there is a great mass failure in WASCE/NECO that leads to under students' academic achievement scores in Nigeria. There is a need to evaluate, explore, understand, and describe the principals' leadership variables on the school performance and students' academic achievement. The quantitative design study explores and describes the leadership styles and types of principals by interviewing the principals and teachers in Nigerian secondary schools.

Therefore, it is against this background that the researcher intends to examine the different leadership styles and types exhibited by principals, their effects on the secondary schools' administration and students' academic achievement of Senior Secondary School with an aim to suggest a model that will at least maintain or enhance the school performance and students' academic achievement in Nigeria.

1.3   Objectives of the research study

The objectives of this study are to determine the extent at which principals' leadership styles and types of their leadership job functions practised by school principals. This study also aimed to examine these these styles and types of leadership that influences the overall students' academic achievement. The main objectives of this research specifically intend to:

i)   Identify leadership styles and types of principals' job functions as practiced by the school principals.

ii)   Investigate the differences between the principal's leadership styles and types based on students' academic achievements.

iii)   Determine the relationship between the leadership styles and types based on students' academic achievement.

iv)   Determine the difference of perception of leadership styles and types between the teachers and principals.

v)   Find out whether gender, educational qualifications and experience of the principal playing an important role in students' academic achievement in Nigerian Senior Secondary Schools.

vi)   Propose the leadership model for the Nigerian School Principals.

1.4   Research questions

On the basis of the aforementioned research problem, the following research questions (RQs) are suggested:

i)   What are the leadership styles and types practiced by the principals?

ii)   Are there any differences between the principal's leadership styles and types based on the students' academic achievements?

iii)   Are there any relationship between the principals' leadership styles and types based on students' academic achievement?

iv)   Are there any difference of perception of the principals' leadership styles and types between the teachers and principals?

v)   Does gender, educational qualifications and experience of the principal influences the students' academic achievement?

vi)   What is the proposed model of leadership styles and types appropriate for the Nigerian School Principals based on students' academic achievement?

1.5   Research hypotheses

The following null hypotheses are derived from the following research questions:

i)   Are there any differences between the principal's leadership styles and types based on the students' academic achievements?

    Ho$_1$: There is no significant difference between the principal's leadership styles and types based on the students' academic achievements.

ii)   Are there any relationship between the principals' leadership styles and types based on students' academic achievement?

    Ho$_2$: There is no significant relationship between the principals' leadership styles and types based on students' academic achievement.

iii)   Are there any difference of perception of the principals' leadership styles and types between the teachers and principals?

    Ho$_3$: There is no significant difference of perception of the principals' leadership styles and types between the teachers and principals.

iv)   Does gender, educational qualifications, and experience of the principals influences the students' academic achievement?

    Ho$_4$: There is no significant influence on students' academic achievement based on the gender of the principals.
    Ho$_5$: There is no significant influence on students' academic achievement based on the educational qualifications of the principals.
    Ho$_6$: There is no significant influence on students' academic achievement based on the experience of the principals.

1.6   Theoretical framework

Theoretical framework for this study is based on leadership practices, which Hallinger & Murphy (1987 and Bass & Avolio (1997) have found to be common among successful leaders. Many studies conducted in USA have used the leadership practices inventory (Gibson, Waller, Carpenter & Conte, 2007). A leadership style that occurs when leaders intervene to make some correction is usually involves corrective criticism and negative reinforcement. The leader engaged in active management and intervenes when followers have not met standards, or problems arise. The principal approaches followers with an eye to exchanging one thing for another: award / honorarium for well-done job, this leadership, bargains and negotiates resources and is persuasive with employees to attain a higher students' academic achievement. These leadership styles, and types interact with one another on school produce satisfied students' academic achievement in their final year WAEC/NECO. The principal works towards the unity and interconnectivity in the school and ensures those teachers, students, and all the stakeholders in the school system have satisfying experiences and rewards. The idea is modified from Armstrong (2001) and Mullins (2002). These concepts can be presented diagrammatically in Figure 1.2: -
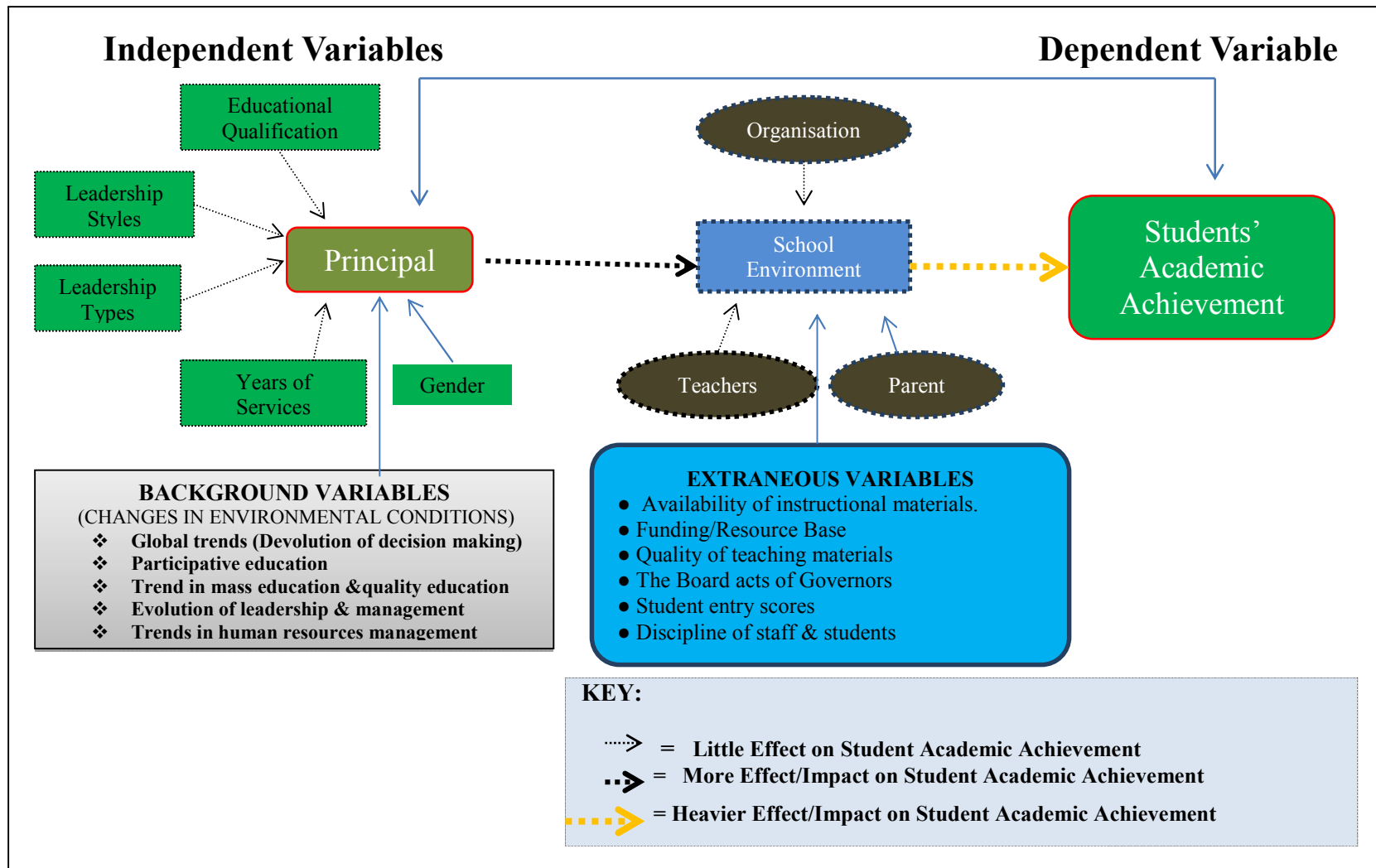
Figure 1.2: Theoretical framework for leadership and school's performance in Nigerian Secondary Schools
(Modified from Armstrong (2001) and Mullins (2002))

1.7   Conceptual framework

The conceptual framework of the study is based on the interactions of the principals' independent variables like principals' leadership styles, leadership types, gender, experience and educational qualification on the students to achieve satisfaction in the dependent variable (students' academic achievement). See the figure 1.3 below:

Independent Variables

| Principal's leadership styles |

| Principals' leadership types |

| Principals' gender |

| Principals' experience |

| Principals' educational qualification |

Dependent Variable

Students' Academic Achievement
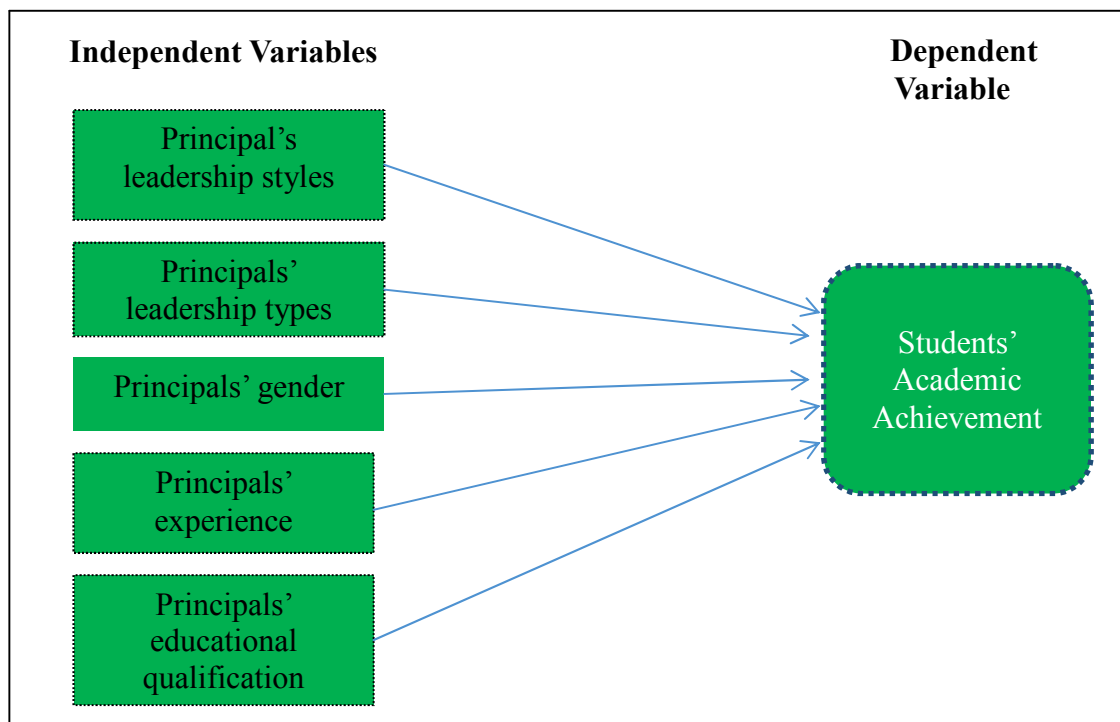
Figure 1.3: Conceptual framework for leadership and school's performance in Nigerian secondary schools

1.8   Research procedure

This research was conducted in eight stages of the research process as follows below:

1.8.1   First stage

Identification of the research problem is the most crucial. Research problems were identified by stating them.

1.8.2   Second stage

The research process consists of the basic knowledge that the research has prior to the research, which consists of the review of related literature, to provide an understanding of the leadership styles and types. This stage encompasses the following aspects like definitions of leadership, theoretical framework, leadership theories and models, leadership styles and types, the conceptual framework of leadership and secondary school performance, leadership studies, the effects of these styles and types on school performance and students' academic achievement, school leadership and students' academic achievement.

1.8.3   Third stage

This stage provides background for the preliminary development of the research objectives, questions, hypotheses and models which centre on the effects of leadership styles and types of the principals on school performance vis-a-vis the student's academic achievement in Nigerian Senior secondary Schools. The research objectives developed in order to achieve the research goals, aims, and purpose of the study.

1.8.4   Fourth stage

The research design marked the fourth stage in the research process. It's an informed framework that gives an insight into the scenery of the research. It helps in identifying the research gap that the research seeks to fill. In this aspect of the research, the theoretical and conceptual framework was described and explained so as to have a clear focal point in the conduct of the research. The research framework primarily developed in order to answer all the research objectives, questions, and hypotheses used in the research.

1.8.5   Fifth stage

This stage is vital since it helps in positioning research philosophy, implement research questions and determine the research approach, as well as research techniques. The research used the questionnaires. A pilot study first conducted. It is necessary because it gave an insight into the nature of the problem that could be encountered in the process of data collection. As plainly explained in chapters 3 and 4, the research data were collected between the months of July and September 2013. The process of administering the questionnaires to the respondents was carried out personally, with the help of twelve assistances; four from each state were called upon in collecting data from respondents.

Self-administered survey data through a questionnaire was administered. A total of 580 questionnaires was administered to the respondents (480 for teachers and 60 for principals). 437 valid (380 for teachers and 57 for principals) responses were used for analysis (see tables 4.1 and 4.2). The instrument was refined and validated. The questionnaires were revised.

1.8.6 Sixth stage

Samples area (states) was selected randomly. Three states, one from each geopolitical zone selected. Twenty secondary schools selected in each state making sixty in the northern zone of Nigeria. At each school, eight teachers selected randomly too. The instruments were administered in three states using sixty secondary schools with 420 teachers and 60 principals. The target was to get 420.

1.8.7 Seventh stage

In this stage, the numerous feedback got from the respondents (questionnaires) were eventually screened, entered into the computer, and analysed between the months of October and November 2013. The analysis was performed with the backing of the Statistical Package for the Social Sciences (SPSS) software Version 22. In essence, two different sets of questionnaires (Principal's and Teacher's Questionnaires) were adapted and administered to both respondents.

1.8.8 Eighth stage

Looking at the nature of the research, the data collected for the research are reported, presented, analysed and interpreted. The findings of the research are discussed with a view to answering the research questions and testing the hypotheses postulated to achieve the objective of the study. The hypotheses formulated for this study guided the arrangement of the tables. Each hypothesis focuses on the variables identified (leadership (styles and types), gender, academic qualification, experience). A summary of the main findings follows each hypothesis and in addition and where relevant, selected findings from the personal data collected are used to inform and contrast the findings.

1.9   Assumptions and limitations of the study

The general assumptions regarding the respondents and the processes used in the studies: -

1)   The researcher assumes that the respondents are self-reported and expressing their own beliefs and attitudes about leadership practiced in their schools.

2)   The respondents of the questionnaires act professionally answering all survey questionnaires regarding their school honestly and accurately.

3)   The researcher assumes the responses from the sample are representative of the population to which he is interested in studying and generalization.

4)   The instrument applied in this study measures perceived leadership styles and types of all the principals/vice-principals and teachers.

5)   The distribution of the randomly selected respondents was assumed to be normal and provided a valid representation of the population of the study.

1.10   Scope of the research study

The aim of this study was to examine the principals' leadership styles and types, the school performance and students educational achievement in Nigeria. The target population of this study was the Nigerian's principals, vice-principals, and teachers. The scope of this research is that it measures the principal's leadership styles and types using a questionnaire titled "Leadership Behaviour Descriptions for the Nigerian Principals Questionnaire" (LBD4NPs). The study investigates and associates the perceptions of teachers on their principals and the principal' perception of his leadership styles and types. It further tries to find out whether principal gender, educational qualification and years of service (experience) do play an important role toward achieving students' academic achievement.

Likewise, the study found out and advised on the most suitable style(s) / type(s) practiced by Nigerian principals, coming out with a befitting proposal for a model of principal's leadership style/type for Nigerian Senior Secondary Schools.

The study conducted from July till September 2013.has not included the following three variables per say in its study: Extraneous variables, background variables and school performance because of time, cost and coverage of the large area in the study.

The location of the research is delimited to Principals and academic staff from the three states randomly chosen one state from each of the three northern geopolitical zones of Nigeria; that is Adamawa State (North East), Katsina State (North West), and plus the Federal Capital Territory (FCT) Abuja (North Central), see Appendix R. In addition, this study is delimited by the use of a questionnaire type instrument. It is self-reported by the Principals and academic staff. The study was planned to be limited to teachers having at least two years of experience with their current principals.

1.11   Significance of the study

This study is significant because the principal function that leads to students' academic achievement could be more appreciated. It could also help the ministries of education, to appreciate the extents of the school principals' appropriateness.. It could go a long way to assisting in timely decision making concerning the schools and the principals by the ministry of education and the other stakeholders.

This study would be of great importance in diverse ways. This research on principal's leadership styles and types that relates to the students' academic achievement will help the society in an insight of a unique model for leadership and that in turn boost the students' academic achievement. The model proposed in the research will, hopefully, facilitate and simplify the practitioner's implementation process for the leadership not only in schools but also in the industry.

The research findings will also help to enlighten and provide the insights for quality leadership styles and types as such; it is expected to benefit both researchers and practitioners.

It would benefit the educational leaders by helping them to know the appropriate leadership styles and types to employ in a given situation. When the appropriate leadership style and type is used in an institution, the teachers' morale to work will be boasted and in turn will make teachers to provide at least optimal skills if not maximal to students and parents and in turn more students' academic achievement in their educational attainment, in WAEC / WASCE / NECO / NABTEB are obtainable.

Furthermore, this study would be of great importance to the research community, because when students are trained and educated, the production of right workforce will be achieved in the community and the society. Thus, this study will help some principals who for one reason or the other have not been effective in carrying out their responsibilities, and work with more effectiveness and efficiency using appropriate leadership style(s) and type(s) to improve school performances that in turn lead to the academic achievement of the students.

The findings of this study will be highly contributed to knowledge, which might justify stakeholders' expectations of the Principals. The researcher believed that the starting point to improve the performance of the teachers as well as the improvement of the students' academic achievement is to have good leadership. The findings revealed ways the Nigerian principals could adjust their leadership style(s) and type(s) to create an environment conducive for learning and in turn high academic achievement are expected to be achieved by the students, which should it, might invariably lead to the fulfilment of Nigeria's Vision 202020.

1.12 Gap

Gaps are competencies that are not considered strengths, but are important. Three gaps were identified; namely: theoretical or educational gap, locational gap, and the approach gap. From the literature review, a theoretical gap otherwise known as educational gap has been identified to be about the differences in leadership styles and types, as well as the performance of staff and students' academic achievement. Therefore, the research will try to fill this gap by assessing the difference between styles, types, and the school's performance as well as the students' academic

achievement. The approach gap identified is that the research done in Nigeria is, mostly, it doesn't combine three types and styles like this, while I combined three types and styles of leadership at once. The locational gap is also another one. There exist the difference in culture, economic background, education, religious and exposure with other countries where such a study is carried. So as such one can carry a similar but in a different environment, like Nigeria.

1.13 Operational definitions of terms

In the context of this study, the following are the operational definitions of the independent (the principal's highest qualification, gender, experience and his leadership styles and types), dependent (students' academic achievement), background and extraneous variables that featured in this study: -

i. Principal

According to the Oxford English dictionary, the principal is a person with the highest authority or most important position in an organization or institution. Principal is the chief or head or director of the school. He is an overall person in charge (boss) in the school setting.

ii. School performance

School performance encompasses the full range of activities that would characterize a school as being successful in term of achieving higher number students that have got students' academic achievement. The definition is thus students' academic achievement in terms of pass rates and success in national examinations. The higher

the number of those who got at least five credits in relevant subjects the more the school is considered performing high.

iii. Leadership

Leadership is a process of influencing the activities of an individual within a group in its effort towards goal achievement in a given situation. It is a total of activities and processes encompassing all the leaders' skills and competencies geared towards motivating and influencing followers to accomplishing a given organisational objectives (which is in this case; getting higher students' academic achievement) within a reasonable time frame.

iv. Leadership styles

Leadership style is the manner and approach of providing direction, implementing plans, and motivating people. These are the ways principals (managers) handled subordinates to achieve their goals or targets in the secondary schools and these are seen / observable practically. Leadership styles (authoritarian, democratic and laissez-fare) are something that may vary in every situation. A different leadership style may be required under different circumstances. They may vary from time to time. If the condition requires an iron fist and the staff to require the stick approach, the leader will use an iron fist. On the other hand, if the workers are self-motivated, intelligent, and work for the benefit of the company, then the leaders will employ a softer approach. Thus, sections B and C answers styles practiced by the principal (authoritarian, democratic and laissez-fare).

v.   Leadership types

These are the ways the leader maintains the school in terms of infrastructures, supervisory roles that are not instantly observable. This depends on his/her overall disposition rather than the situation. A leader will have one or more of these leadership qualities inherently. Hence, it's essential that while looking for someone who will occupy the post of the leader, one check the type of leader the organization needs, and otherwise it would be a futile exercise. Thus, sections C - F answers the types of the leadership practised by the principal (instructional, transformational and transactional leadership types) .

vi.   Students' academic achievement

Student academic achievement is said to have been acquired when a student got five credits and above, including English Language, Mathematics and any other three or more in relevant subjects in their WAEC/SSSCE/NECO for the purpose of getting admission into Nigerian University. The grades obtained by a student in their WAEC/SSSCE/NECO from highest to lowest as A1 to C6 are good regarded while P7 to F9 are considered bad. The grading system is A1 (75-100) is interpreted to 87.5, B2 (70-74) to 72.0, B3 (65-69) to 67.0, C4 (60-64) to 62.0, C5 (55-59) to 57.0 and C6 (50-54) to 52.0. For the purpose of recording the students result of the schools, A = 87.5, B2 = 72.0, B3 = 67.0, C4 = 62.0, C5 = 57.0, and C6 = 52.0. These constitute "the mean students' academic achievement score".

    The principals (Exam Officers) were given Tally Forms I-III to tally the number of students who scores A1 – C6 based on the Forms and later using the tallied form to fill the Result Form as a summary sheet for the school for the year. See the attached tally and result in the forms in Appendices W, X, Y, and Z.

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