



# PRINCIPALS' LEADERSHIP BEHAVIOUR AND STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC SENIOR SECONDARY SCHOOLS IN RIVERS STATE, NIGERIA

**John Igwe OKORO**

Department of Educational Management

Faculty of Education

Ignatius Ajuru University of Education, Nigeria

---

## ABSTRACT

The study investigated principal's leadership behaviours and students' academic performance in the public senior secondary schools in Rivers State. The study focused on: the principals' supportive, directive, participative, achievement-oriented, and People-oriented task-oriented leadership behaviours among others as the behaviour variables. The study was guided by eight research questions and eight corresponding hypotheses. The study anchored on the path-goal theory. The study adopted a correlational survey design; the population of the study was 192, 200 comprising 7, 200 classroom teachers and 185,000 students. A sample size of 399 respondents was drawn from the population using the Taro Yamane formula to collect the data for the study. A total of 360 copies of the instrument was retrieved and used for the analysis. The instrument used for data collection in this study entitled 'principals' leadership behaviour and students' academic performance questionnaire' (PLBSAP) was a 19 item self-structured questionnaire based on the modified 4 points Likert scale. The reliability index of the instrument was .850. The data collected for the study was analyzed using the statistical package for the social sciences (SPSS) version 25. Mean and standard deviation were used to answer the research questions while regression statistic was used to test the hypotheses, at 0.05 levels of significance. The findings revealed that principals' leadership behaviours are positively related with students' academic performance in the public senior secondary schools in Rivers State. The study concluded that good leadership behaviours are indispensable in the achievement of students' academic performance. Based on the findings the following recommendations among others were made: school principals should ensure consistent display of good leadership behaviour to encourage their students, principals and school authorities should create opportunities to support students to engage in reading, quiz and debates. They should be decisive and prompt in directing and monitoring teachers teaching skills to ensure they cover their scheme of works.

**Keywords:** Principals, Leadership, Behaviour, Students, Academic Performance, Public, Senior Secondary, Schools, Rivers State, Nigeria.

Reference to this paper should be made as follows:

Okoro, J. I. (2022). Principals' Leadership Behaviour and Students' Academic Performance in Public Senior Secondary Schools in Rivers State, Nigeria. *International Journal of Institutional Leadership, Policy and Management*, 4(1), 104-146.

## INTRODUCTION

The evolution of leadership dates back to the days of the early Greek philosophers, which means that the study of leadership behaviour and its characteristics is not a recent development as many scholars had made efforts and attempts long before the 21<sup>st</sup> century to research on the concept of leadership behaviour. The first among these great philosophers was Plato who shared the ideal difference between leaders and non-leaders among men in the society. All such early attempts to pinpoint men with special qualities and attributes for leadership position brought about the leadership studies.

There have been many questions raised by scholars on leadership behaviour and institutional management. Some of such questions as what differentiate human being from possessing what make them unique for others to follow them while some struggle for followers? What makes an individual who leads others to succeed where others fail? Can we say here that the leadership traits in individual differ? If so are these traits inherited or acquired through education and training? To provide answers to these questions, have evoked serious research interest in leadership studies and these varied interests amongst individuals have led several scholars to expand the scope of the study on leadership behaviour.

The society has various institutions among which educational institutions are one of them. Educational institutions especially secondary schools have become significant as a result of the importance placed on education (Budohi, 2014). These educational organizations include secondary schools which have aims and objectives to achieve through the leaders who coordinate the activities. Leadership is a broad concept that has been described and defined by different scholars.

Every leader has a crucial role to play in the growth and development of his or her organization. Leadership in schools has been a major cause for concern, not only in our Nigerian society, but on a global level. Metaphorically, leaders are viewed as anchors in that they are totally responsible for the success of their organization. One need to realize that the school consists of various entities of leadership of which the principal plays a dominant role that is inextricably linked to the growth and development of the school. The role of the educational leadership cannot be discussed without discussing briefly the history of educational leadership.

The term school leadership came into existence in the late 20th century for several reasons. Demands were made on schools for higher levels of pupil achievement, and schools were expected to improve and reform. These expectations were accompanied by calls for accountability at the school level. Maintenance of the status quo was no longer considered acceptable. Administration and management are terms that connote stability through the exercise of control and supervision. The concept of leadership was favoured because it conveys dynamism and pro-activity. The principal or school head is commonly thought to be the school leader; however, school leadership may include other persons, such as members of a formal leadership team and other persons who contribute toward the aims of the school (Ikegbusi et al., 2016).

While school leadership or educational leadership have become popular as replacements for educational administration in recent years, leadership unarguably presents only a partial picture of the work of school, division or district, and ministerial or state education agency personnel, not to mention the areas of research explored by university faculty in departments concerned with the operations of schools and educational institutions. For this reason, there may be grounds to question the merits of the term as a catch-all for the field. Rather, the etymology of

its use may be found in more generally and contemporarily experienced neo-liberal social and economic governance models, especially in the United States and the United Kingdom. On this view, the term is understood as having been borrowed from business (Ikegbusi et al., 2016).

Prevailing political, social and economic shifts in the environment in which schools are located, as well as significant changes in the education structure itself, such as the way educational institutions are managed; demand that school leaders need to be well developed to meet the challenges of the twenty first century (Northouse, 2010). Moreover, increased competition, technological advancements, the global demands of a professional workforce and the diverse needs of students are just a few indicators of why school leaders need to be efficient and to continually foster development to enable their schools to be sustained within a challenging environment in an era of globalization (House et al. 2004).

Leadership is considered very significant for improvement for individuals and school performance. Stakeholders like parents, teachers, students, policy makers and society as a whole are anxious to see learners excel in their academic work (Cherry, 2015, 2017, 2018). Even without the necessary framework and resources, everyone still expects that standard of performance should be high at all times, and for poor academic performance, the Head of the school is mostly held responsible. Education is a vital strategy for the development of society. This strategy requires careful planning at every stage of its development especially in the development of the human capital. Human resources determine the pace of economic and social development through the principal mechanism of formal education. Education empowers access to the productive nature of man, not only in social and economic terms but in term of imparting values, ideas, attitudes and aspirations important for natural development (Johannsen, 2016).

Many people tend to believe that a leader implies one person dominating another person or group of people; however, a leader is one who unifies and embodies the opinion of the people to any desired goal. Leadership is a key factor to improve the condition of any department and is also the same in school aspects. Functional schools and outstanding performance do not exist without effective leadership behaviours.

### **Statement of the Problem**

The leaders' behaviour is a fundamental factor in institutional leadership, growth and development. Looking at the educational system in Nigeria, poor academic performance of students is no longer news. It has become an annual occurrence that students of public senior secondary schools perform abysmally poor in both the internal and external examinations. This is worrisome and has raised concerns about how the students are taught and; the leadership behaviours of school leaders especially the principals. However, it is not surprising to observe that many students of the public senior secondary schools particularly in Rivers State lack proficiency in oral communication skills in English language; inability to participate actively in classroom discussions, quizzes and debates not to talk of practical application of learned experiences in real life situations. This is more worrisome and calls for scientific investigation.

### **Aim and Objectives of Study**

The aim of this study was to examine the relationship between the principals' leadership behaviour and students' academic performance in public senior secondary schools in Rivers State. Specifically, the study sought to:

- Examine the principals' leadership behaviours that can influence students' academic performance in public senior secondary schools in Rivers State
- Identify how principals' supportive leadership behaviours influence students' academic performance in public senior secondary schools in Rivers State.
- Determine how principals' directive leadership behaviours influence students' academic performance in public senior secondary schools in Rivers State.
- Evaluate how principals' participative leadership behaviours influence students' academic performance in public senior secondary schools in Rivers State

## **Research Questions**

The following research questions were raised to guide the study:

- What are the principals' leadership behaviours that can influence students' academic performance in public senior secondary schools in Rivers State?
- How does principals' supportive leadership behaviour influence students' academic performance in public senior secondary schools in Rivers State?
- How does principals' directive leadership behaviour influence students' academic performance in public senior secondary schools in Rivers State?
- How does principals' participative leadership behaviour influence students' academic performance in public senior secondary schools in Rivers State?

## **Hypotheses**

The following null hypotheses were formulated to guide the study:

- There is no significant relationship between principals' leadership behaviours and students' academic performance in public senior secondary schools in Rivers State.
- There is no significant relationship between principals' supportive leadership behaviour and students' academic performance in public senior secondary schools in Rivers State.
- There is no significant relationship between principals' directive leadership behaviour and students' academic performance in public senior secondary schools in Rivers State.
- There is no significant relationship between principals' participative leadership behaviour and students' academic performance in public senior secondary schools in Rivers State.

## **Significance of the Study**

This study is significant because the principal function that leads to students' academic performance 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 will be of great importance in diverse ways.

This research on leadership behaviours as it relates to the students' academic performance will help the society have insight of a unique model for leadership and that will in turn boost students' academic performance. The model proposed in the research will, hopefully,

facilitate and simplify the practitioner's implementation process in leadership not only in schools but also in the industry. The research findings will also help to enlighten and provide the needed insights in quality leadership behaviours 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 behaviours to employ in a given situation. When the appropriate leadership behaviour is used in an institution, the teachers' morale to work will be boosted and in turn makes the teachers to provide at least optimal skills if not maximal for students' academic performance. 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 behaviour(s) and type(s) to improve school performance that in turn lead to the academic achievement of the students.

### **Scope of the Study**

The study focused on principal's leadership behaviour and students' academic performance in public senior secondary schools in Rivers State. The study was delimited to the components of leadership behaviours (supportive, directive, participative) as the independent variables while the dependent variable was student's academic performance.

## **REVIEW OF RELATED LITERATURE**

### **Theoretical Framework: The Path-Goal Theory**

The theoretical foundation of this study was based on the Path-Goal theory propounded by Robert House in the year 1971 as cited in Northouse (2016). The theory extracts elements from the Ohio state leadership research as well as the expectancy theory of motivation that reflects on the leaders' purpose and behaviour towards realization of institutional goal.

Path-goal theory states that leaders have to adjust their leadership style based on the characteristics of followers and type of tasks that need to be completed. Path-goal theory attempts to increase the motivation and happiness of the followers in each situation (Northouse, 2016). A leader will increase the motivation and job satisfaction of followers by adding value to follower needs, while also making the goal clear to all followers. Path-goal theory focuses on leadership behaviour, which is seen as source of influence that can change the attitude, motivation and behaviour of subordinates (Malik et al., 2014). (a) The Leaders' Purpose: In Path-Goal theory, the leader's job is to provide followers with information, support, or other resources necessary for them to achieve their goals. Effective leaders clarify the path to goal achievement and remove any roadblocks the workers encounter along the path. (b) Leader Behaviours: Unlike Fiedler, House assumes leaders are flexible and that the same leader can display any or all of the necessary behaviours for effectiveness in a given situation.

There are four identified leadership behaviours in this theory: (1) Directive: these leadership behaviours include letting followers know what is expected of them, scheduling work to be done, and giving specific guidance as to how to accomplish tasks. (2) Supportive: these behaviours include being friendly and showing concern for the needs of followers. (3)

Participative: the leader consults with followers and uses their suggestions before making a decision. (4) Achievement-Oriented: the behaviours for this type of leader include setting challenging goals and expecting followers to perform at their highest level. (c) Contingency Variables. This theory proposes two classes of contingency variables that moderate leadership behaviour: (1) Environmental Variables: factors that are outside the control of the employee such as task structure, the formal authority system, and the worker. These variables determine the type of leader behaviour required for outcomes to be maximized. (2) Employee Characteristics: variables such as locus of control, experience, and perceived ability, which are the interpersonal characteristics of the employee. These variables determine how the environment and leader behaviour are interpreted. (d) Path-Goal Theory Predictions. The theory proposes the leader behaviour will be ineffective when it is redundant with the sources of environmental structure or incongruent with employee characteristics. Specific predictions (i.e., effective matches between leadership behaviours and contingency variables) include: (1) Directive leadership behaviours are more appropriate when tasks are ambiguous or stressful. (2) Supportive leadership is more effective when employees are performing structured tasks. (3) Directive leadership is inappropriate when employees have high perceived ability or considerable experience.

Participative leadership behaviours are more appropriate for employees with internal locus of control. (5) Achievement-oriented behaviours are appropriate when tasks are ambiguously structured. (e) Path-Goal Theory Summary. The theory itself, due its complexity, has received mixed support. While this theory is attractive, it may be quite a while before we can safely say that it has practical uses in the workplace.

In brief, path-goal theory is designed to explain how leaders can help follower along the path to their goal by selecting specific behaviours that are best suited to followers' needs and to the situation in which followers are working. By choosing the appropriate style, leaders increase followers' expectations for success and satisfaction.

Within path-goal theory, motivation is conceptualized from the perspective of the expectancy theory of motivation (Vroom, 1964). The underlying assumption of expectancy theory is that followers will be motivated if they think they are capable of performing their work, if they believe their efforts will result in a certain outcome, and if they believe that the payoffs for doing their work are worthwhile. The challenge for a leader using ideas from expectancy theory is to understand fully the goals of each followers and the reward associated with the goals. Followers want to feel efficacious, like they can accomplish what they are set out to do. But, they also want to know that they will be rewarded if they can accomplish their work. A leader needs to find out what is rewarding to followers about their work and then make those rewards available to them when they accomplish the requirements of their works.

Conceptually, path-goal theory is complex. It is useful to break down into smaller units so we can better understand the complexities. Figure 1 below illustrates the some of the components of path-goal theory, including leaders' behaviours, followers' characteristics, task characteristics and motivation. Path-goal theory suggests that each type of leader behaviour has a different kind of impact on followers' motivation. Whether a particular leader's behaviour is motivating to the followers is contingent on the followers' characteristics and the characteristics of the task.

The relevance of path-goal theory in the school system is in its meta-proposition that leaders (principals) are effective as they engage in behaviours that complement subordinates' (staff and students) environment and abilities in a manner that compensate for deficiencies and; being instrumental to subordinates' satisfaction and performance. Again, the relevance of path-

goal theory to this study is the fact that true and effective leadership is by being exemplary. It is no doubt that students are easily influenced, inspired and encouraged to contribute to their individual success and the growth of their schools when they are guided and envisioned to succeed by learning the behaviours of their teachers hence, the need to apply path-goal theory in school setting is necessary.

The application of path-goal theory of motivation to this study is fundamental because it provides the opportunity to view principal’s leadership behaviours in the light of students’ academic performance. It is viewed to have positive results, improves quality relationship between the principal, teachers and students; enhance performance and institutional climate. To this end, the choice of the concepts used in this study suits its framework as the reflection on principals’ leadership behaviours is important in addressing the much-talked-about fallen standard of education in Nigeria.

### Conceptual Framework

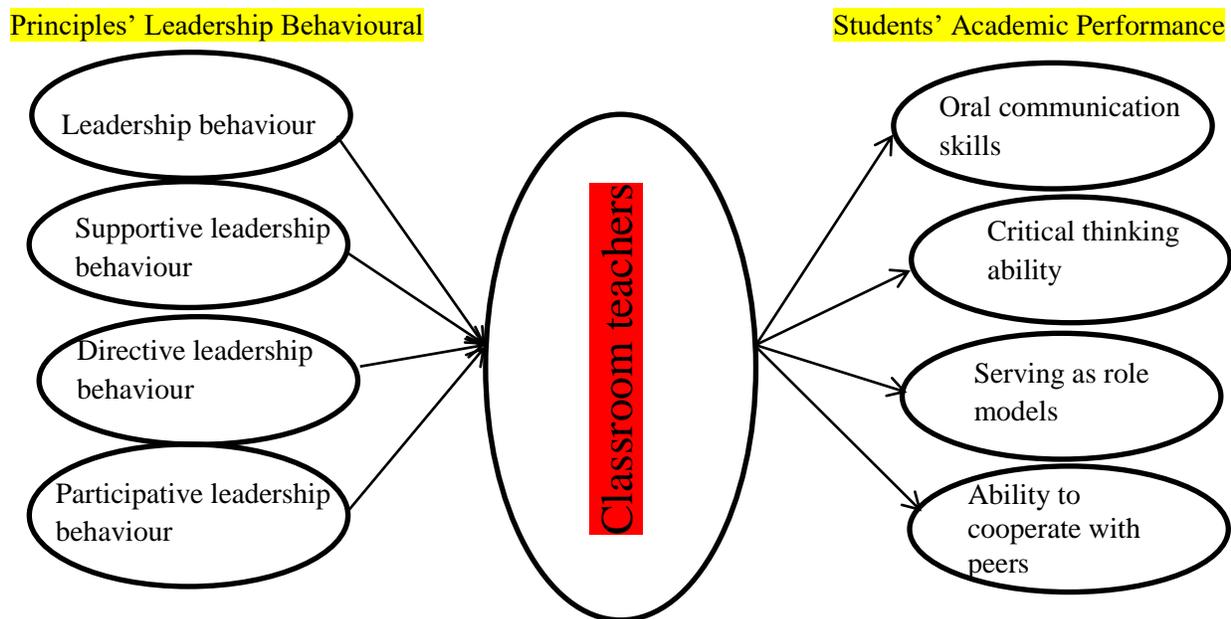


Figure 1: Principals’ Leadership Behavioural and Students’ Academic Performance

### Concept of Leadership

Leadership has been defined variously by different authors based on the context of its usage. Generally, leadership is defined as the ability to influence others without force or violence. The popular belief that quality leadership is a major factor in schools and students’ performance remains true to this day (Ololube, 2018a).

Edwards (2009) defined leadership as the practices that lead to positive influence, growth, and development of both the individual and groups for a collective purpose. The definition implies that a leader should not be self-centered but make sure to please most of his constituents if not all. Again the leader’s way of life should influence his followers in a positive way as to the achievement of the collective goals of the group.

Kouzes et al. (2006) define leadership as mobilizing others to get extraordinary things done. They further emphasize that leadership skills are practices to transform values into action and vision into realities, obstacles into innovation, separation into solidarity and risks into rewards. Leadership also created the atmosphere that transforms challenging opportunities into great success.

Leadership is rather a complex concept (Adam, 2003). This is the reason why several approaches have been employed to provide meaning to the term leadership and its effectiveness. According to Ololube (2017, 2019), leadership is a process of influencing followers to achieve the desired expectations. The success of any teaching process is determined upon the quality of leadership. Such leadership is imperative for school to function successfully the way strong leadership is vital for any organization to operate efficiently. Discipline is a function of the administration of institutional leadership at school level. Leadership as the process whereby an individual or group of individuals in an organization galvanize the effort of group members towards achieving predetermined objectives most rationally using available resources. Leadership according to Tracy (2014) is the ability to elicit extraordinary performance from ordinary people.

Similarly, many of the definitions perceive leadership as a process by means of which a leader influences the students' performance (David, 2014; Northouse, 2010). According to Yukl (2002), the term leadership itself projects images of powerful, dynamic individuals who command victorious armies, build wealthy and influential empires, or alter the course of nations. Stated succinctly, people commonly believe that leaders make a difference and want to understand why. Leadership as a wide, diverse, and a growing set of stakeholders who are known as leaders, and they are largely responsible for school performance.

A number of researchers have developed theoretical frameworks of instructional leadership roles of school principals, contributing to the clearer conceptualizations of the term. The works of Boal and Hooijberg (2010) may be considered pioneering efforts directed toward a deeper understanding of instructional leadership roles of a school principal.

These researchers emphasized that a school principal, through his or her activities, roles, and behaviours in managing school structures does not affect student achievement directly, in the ways the teachers do. However, classroom teaching may be impacted by principals' actions, such as setting and clearly communicating high expectations for all students, supervising teachers' instructional performance, evaluating student progress, and promoting a positive teaching/learning environment. The works of Bossert et al. (2008) were expanded by the studies of Hallinger et al. (2013), Sweeney (2012), and Smith et al. (2013). However, much of the effective school research over the past two decades has concentrated on examining the relationship between the leadership behaviour of school principals and the enhancement of institutional performance (Shum et al., 2007). Nonetheless, particular interest have been studies that have highlighted the mediating role principal's serve between teachers and learners. Interestingly, results from these studies have suggested that principals have the ability to indirectly affect student achievement by improving the tone or learning environment of a school (Johnson et al., 2000). Further, recent paradigm shifts in conceptualizing leadership have also encouraged educational researchers to consider these relationships from the perspective of new leadership models. Prominent among them is the transformational and transactional leadership models (Bernstein & Nash, 2008; Ololube, 2019), which suggests that follower performance can be lifted to beyond what is normally considered to be acceptable. Further, transformational

leaders are able to manipulate and alter their environmental constraints in order to achieve their performance goals.

Research has consistently acknowledged and emphasized the critical role played by school principals in improvements of the performance of institutions, individuals and students (Al-Omari, 2008; Sinek, 2014). Regarding the significance of leadership in educational institutions, Sinek (2014) argued that leadership is one of the major factors or sometimes it seems the only factor that will determine whether an educational organization, be it a school, a college or a university, will succeed or fail. This generally accepted notion is supported by significant initiatives undertaken for the development of educational leadership (Ololube, 2017).

Like love, leadership is universally desired but difficult to define explicitly. The concept of “leadership,” as used today, made its way into the general literature across the last century and has only recently become of increasing interest in the education sector. The idea of a charismatic individual leader, capable of recruiting followers to his or her path, has given way to team-based problem solving. Today, institutional goals are pursued by people who move rapidly between leading and following roles. This team model accomplishes two critical goals: better decisions are made because leaders are listening to and considering the diversity of input from co-workers with different experiences and insights, and there is improved acceptance of the group decision through consensus building as a result of the collaborative process, thereby fostering compliance.

Effective leadership requires insight and self-awareness, organization, ongoing communication and reinforcement, the ability to catalyze a shared future vision, and successful recruitment of followers motivated to action. Effective leaders do not possess a defined thematic list of personal traits but, rather, deliver both high performance in addressing institutional task issues and consideration for individuals with concern for interpersonal relations. Demands for more effective leadership are frequently heard at all levels and aspects of human endeavor especially the education sector. While references to educational leadership are sparse and reflect a range of concepts and purposes, the number of books, articles, and courses that focus on leadership has emerged over the last two decades (Ololube, 2017).

Leadership is creativity in action. It is the ability to see the present in terms of the future while maintaining respect for the past. Leadership is based on respect for history and the knowledge that true growth builds on existing strengths. Leading is in part a visionary endeavour, but it requires the fortitude and flexibility necessary to put vision into action and the ability to work with others and to follow when someone else is the better leader. Leaders also need resilience to function in normal and not-so-normal times. The definition of a leader is a person who is in front and leads a gathering. While considering the concept of leadership, there are many different definitions. This is because leadership exists in various forms in different fields of human endeavor including education. For this reason, Leithwood (2003) posited that: educational leaders must guide their schools through the challenges posed by an increasingly complex environment, curriculum standards, achievement benchmarks, programmatic requirements, and other policy directives from many sources that may generate complicated and unpredictable requirements for schools. Principals must respond to increasing diversity in student characteristics, including cultural background and immigration status, income disparities, physical and mental disabilities, and variation in learning capacities.

Principals need strong leadership skills to successfully lead the schools of the twenty-first century and address school improvement pressures. Current educational reform has focused greatly on the influence of leadership behaviour on school progress (Harris, 2005). Leithwood

(2003) argued that the affective principal behaviour in terms of transformational and transactional leadership behaviour. They are of the view that, 'influence of principals on teachers' teamwork has an effect on the behaviour of principals' and teachers' regarding school improvement'.

Basically, less has been targeted on the relationship between principals' 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. In Pakistani scenario the difference between these perceptions of school leaders as stated by them and as described by the senior school teachers is also required to be compared. Reason behind this belief is that school leaders are supposed to perform various duties instead of the activities regarding school development. Accordingly, teachers are also officially involved in many of the functions other than school premises. In lieu of all these reasons this study will contribute towards finding the facts about students' academic achievement as a result of school leaders' behaviour.

## **Leadership Behaviour**

Leadership is an important factor for organizations (Yukl, 2002). Leadership behaviour theory has traditionally included two dimensions derived from factor analysis. These two dimensions are relation- and structure-orientation (Yukl, 2006). The balance between these dimensions as they relate to different desired institutional outcomes in different situations has been discussed by a number of researchers over the past several decades. Some have concluded that high-high (sometimes called 9, 9) behaviour in both dimensions in all situations is what leads to the most effective organizations – a universal perspective. Others maintain that leadership behaviour must change according to situational aspects and preferred outcomes – a contingency perspective. There is not a lot of research about this dimension (Ololube, 2018b; Yukl, 2006).

Leadership behaviour is the manner and approach of providing direction, implementing plans and motivating people. According to Cherry (2021), Lewin in (2011) led a group of researchers to identify different behaviours of leadership. This early study has been very influential and established three major leadership behaviours. The three major behaviours of leadership are Autocratic or Authoritarian, Democratic (participative) and Laissez faire. A good leader uses all three behaviours, with one of them normally dominant whereas a bad leader tends to stick to a particular behaviour (Oluremi, 2013). According to Cherry (2021), Lewin found out from his research that it was more difficult to move from an authoritarian behaviour to democratic behaviour than vice versa. Abuse of authoritarian behaviour is viewed as controlling, bossy and dictatorial. Levin's study found out that democratic leadership was generally the most effective. In his study, children in this group were less productive than the members of the autocratic group, but their contributions were of much higher quality.

Children under the Laissez-faire leadership were the least productive of all the three groups. Writing on the caliber of leadership, Watkins et al. (2005) aptly argued that the caliber of leadership in a school could have a dramatic effect on student achievement. Furthermore, their study indicates that there was a strong relationship between effective leadership behaviour and student achievement. Wiesenthal et al. (2015) found out that authoritative leadership behaviour

had a significant effect on school effectiveness (an indicator of student achievement) as compared to democratic behaviour in public schools in Murang'a County, Kenya.

According to Cannella et al. (2008), authoritarian or autocratic leadership behaviour is used when leaders tell their employees what they want done and how they want it accomplished, without getting the advice of their followers. This behaviour results in the group members reacting aggressively and apathetically in the work environment. They further suggest that authoritarian behaviour should normally only be used on rare occasions. This often results in unending industrial disputes in an organization hence affecting the achievement of the overall goals and objectives. The participative or democratic leadership behaviour involves the leader including one or more employees in the decision making process in determining what to do and how to do it. However, the leader maintains the final decision making authority. Using this behaviour is not a sign of weakness; rather, it is a sign of strength that your employees will respect. Delegative or free reign is where the leader allows the employees to make the decisions. This is used when employees are able to analyze the situation and determine what needs to be done and how to do it.

The laissez-faire behaviour of leadership is where a leader succumbs to Theory Y (McGregor, 1960). The theory argues that people are innately motivated, naturally like to do work and therefore there should be no rules since everybody has an inborn sense of responsibility. However, this behaviour of leadership may result in indiscipline due to non-enforcement of rules and regulations in a school leading to poor performance in examinations. The analysis of the three leadership behaviours shows that effective head teachers pays more attention to planning work and special tasks, and permits teachers to participate in decision making processes in an effort to achieve school goals, as participatory leadership behaviour provides the climate of sense of unity in pursuit of set goals.

This concurs with Okoth (2000) that head teachers with an administrative experience of 11-15 years are rated as being democratic than those with less administrative experience, the same finding corroborated by Wangui (2007). Kimacia (2007) however found that there is no relationship between professional experiences of teachers in rating leadership behaviours of head teachers. There is need to investigate further on the noted points of contrast. Pervasive and sustained student learning is more likely to occur in schools with strong instructional leadership.

Morphet et al. (2014) stress that administrative efficiency will be valid only to the extent to which it will contribute to the attainment of goals of the organization, the goals of actors in the organization and the extent that it will meet the requirements of the environment for the survival of the organization. Bell (1992) noted that effective leadership will provide schools with a vision, explicit philosophies laid on consultation and team work and lead to success in attainment of good results in national examinations. In classifying studies with respect to outcomes, Bridges (1982) made a distinction between those studies dealing with the impact that school administrators have on school outcomes and ratings of administrator's effectiveness. In the administrator's impact studies, researchers attempted to determine whether administrators made measurable differences in schooling. As observed by Bridges (1982), when assessing the impact of school administrators, researchers are far more likely to focus on institutional maintenance than institutional achievement. In his words: As the notion of educational leadership behaviour evolved through the past decades, so did the research of the impact of the school leaders' behaviour on the school. At the time when the idea of instructional leadership became dominant, a number of researchers conducted empirical studies in an attempt to determine if the

instructional leadership roles, behaviours, and activities practiced by school leaders may be correlated with school outcomes.

Koontz and Wehrich (1990) and Luthans (2002) stressed that effective leadership behaviour will be on the basis of utilizing a variety of behaviours ranging from highly boss-centered to highly subordinate-centered. Accordingly, effective leadership behaviours will be on the basis of the following elements: Forces operating in the manager's personality: These will include his or her value system, confidence in subordinates, inclinations and feelings of security in uncertain situations. Forces in subordinates: These will be including their willingness to assume responsibility in decision-making, interests in problems, degree of tolerance for ambiguity and identification with the institutional goals. Forces in the situation: These will include the values of the organization and traditions, effectiveness of subordinates as a working unit, nature of the problem, feasibility of safely delegating authority to handle it and the pressure of time. In a school setting, Ololube (2017) noted that school leadership will only be effective if head teachers have strong leadership qualities and endeavour to develop team spirit in school which will result in mutual respect, shared ideals and hence hard work towards attaining good results in national examinations.

Leadership research often assumes that leadership has a considerable influence on institutional effectiveness but that the identified strength of the connection varies. Anderson and Sun (2015) argued that researchers assume, but seldom demonstrate, that leadership significantly influences institutional effectiveness. He went on to point out that if leadership behaviour is taken to be the major influence then there is little room left for influence from other factors such as strategic planning, investments, product development and marketing. He added that subordinate (normally around 90% of an organization) competences, input and motivation would then have to be considered even less important for institutional effectiveness something researchers never assume. Andersen concluded his observations by remarking that it is more realistic to suppose that institutional effectiveness is influenced by both internal factors (where leadership is one of several) and external factors like market demand.

Empirical tests by Moon et al. (2018) of four leader behaviour theories showed that the highest predictive factors (with effectiveness as the outcome variable) were task-orientation (initiating structure) and group-maintenance (relation-orientation). These two factors had a significant but limited relationship with institutional effectiveness. Research on two-dimensional leadership behaviour has been the path which has been the most favoured, empirical and productive with respect to understanding the relationships between leadership and effectiveness. Research using three dimensions in leader behaviour theory showed that high relation and high production-orientation were best matched for cost-effectiveness. For change effectiveness to occur high relation and high change-orientation are most appropriate (Arvonen & Petterson, 2002). Another important leadership factor that seems to influence an organization's effectiveness is its leader's room to maneuver.

According to Goetsch et al. (2013) both a purely relation-oriented leadership and a combined behaviour (both relation and structure-oriented) have positive effects on job satisfaction among subordinates and in most cases also lead to higher productivity. These findings are based on a large amount of research. In a later work, he mentioned that causal analysis by cross-lagged surveys and experimentation implied that relation-oriented behaviours both increase the satisfaction of subordinates and is increased by it. He went on to say that if the structure initiated by a leader is low, and then increased, a subordinate's performance will likely improve. When the desired subordinate performance has been reached the need for structure-

orientation in the leadership behaviour is reduced. Also according to Goetsch et al. (2013) leadership is an iterative process in which a leader uses formal or informal feedback from subordinates to identify any need for change. These findings by Bass paint a picture of a leadership behaviour which includes understanding of subordinates and a commitment to motivate rather than to closely control.

Yukl (2002) defined task-oriented behaviours as those which are used primarily to improve efficiency and process reliability. He defines change-orientated behaviours as being primarily used to improve adaptation to external environments. Relations-oriented behaviours are primarily used to improve human relations and human resources. Riggio (2016) concludes that transformational leadership affects group performance regardless of whether performance is measured subjectively or objectively. Another way for leaders to influence performance determinants is by implementing or modifying formal programmes, using management systems as, for instance, total quality management (TQM), and adding key aspects of formal structure.

Leadership characterized by a clear line of authority that gives the leader the power of delegation, and the power to control the subordinates' level of participation in decision making process. It is the most common form of leadership (Adams, 2017). There are two motivations that drive people to seek positions of leadership dominance and prestige, and those motivations shape the strategies people use to lead others. On One hand, dominance is characterized by a desire for the authority, control, and power that comes with formal positions of leadership. Prestige, on the other hand, is characterized by a desire for the admiration, respect, and elevated status often bestowed upon leaders.

Although these two motivations are far from mutually exclusive people can desire both formal authority and others' admiration the extent to which a person is more oriented toward dominance versus prestige has important implications for their leadership behaviour (Bergen et al., 2014). As leaders, dominance-oriented people enjoy making decisions for their team, giving orders, and getting things going. They are interpersonally assertive, sometimes overwhelmingly so. In meetings, they often do most of the talking and may even lower the pitch of their voice as a means to intimidate others. Dominance oriented leaders often leverage their power and positions of formal authority to coerce people into doing what they want them to do. For instance, managers who are highly dominance oriented tend to incentivize their employees with bonuses and promotions and coerce them with the threat of punishment.

In essence, they are less concerned with fostering positive relationships with their team members than they are with getting things done the way they see fit. Prestige-oriented leaders behave quite differently. Because prestige-oriented people care deeply about their relationships with team members, they avoid using intimidation or coercion. Instead, they try to display signs of wisdom and expertise, so that they can be seen as a role model for their team. Unlike highly dominance-oriented leaders, leaders who are predominantly prestige-oriented are often able to influence their team because they are well liked by their followers (Ejimabo, 2015).

Prestige-oriented leaders are not as assertive as dominance oriented leaders, instead tending to lead from behind – providing guidance and direction but allowing their team the freedom to make some decisions on their own. When it comes to selecting a leader whose approach is in line with your team's goals, there is no “one size fits all” approach. Whether your team would benefit most from the kind of leadership strategies employed by someone who is predominantly dominance-oriented, predominantly prestige-oriented, or a mix of both largely depends on contextual factors. To determine which kind of leadership approach best suits your

team, you should consider your team's goals and the type of institutional culture you seek to cultivate (Duncan, 2014).

Dominance tends to function best when the organization needs team members to get on board with a particular plan and to move forward with that plan via a highly coordinated and unified effort. Within such teams, it can be useful to have top-down leadership someone who can call the shots and who expects his or her subordinates to fall into line. For example, in launching a new product in which the launch strategy is set and ready to go, a manufacturer may need the marketing team, sales teams, and product manager to work together to organize the launch. When each entity constitutes an essential piece of the puzzle, there is little room for independence.

Each needs to do their part and that sometimes requires dominant leadership to provide clear direction. Dominance also works well in institutions that have a traditional command-and-control style culture. When people are used to following orders and adhering to a strict chain of command, dominant styles of leadership fit well with people's expectations. Indeed, in contexts with a clear hierarchy, many subordinates prefer strong guidance and like to have mandates that help structure their operations (Joshi, et al., 2011). In such contexts, adopting a leadership approach that is too non-directive (i.e. prestige-oriented) can leave people feeling as though they lack the proper guidance and structure needed to do their job well.

### **Supportive Leadership Behaviour**

Hoyle (2012) defined supportive principal behaviours through actions such as openness to suggestions, the ability to give and receive criticism, and genuine use of praise. Additionally, supportive principals treated staff members with respect and demonstrated both a professional and a personal interest in the well-being of all staff members (Hoyle, 2011). He measured supportive principal behaviour dimensions through the utilization of the OCDQ-RE.

Supportive leadership behaviour is defined by their approach to emotions, training and time. Supportive leaders listen carefully to their employees and help them deal with stress and the conflicting personalities of other employees. This requires empathy and a degree of sensitivity that is difficult for some managers to achieve. Supportive leadership behaviour is characterized by a leader who has friendly relationships with subordinates, respects and cares for them by supporting to their human needs. A supportive leader focuses on taking a role of an equal instead of a boss. Many researchers state that the most important role of the principal is creating supportive working conditions that foster success for all (Carlson, 2004; Morrison, 2012; Watkins, 2005). According to Clement (2016), the implementation of improved hiring, sustained induction practices, supportive supervision, positive workplaces, and leadership opportunities will improve teacher retention. As a result, teachers will have the opportunity to flourish both professionally and personally within the school walls (Darling-Hammond, 2003).

The literature review revealed that there is not a set or agreed upon definition of the principal's role or a method that one can follow in order to be an effective principal for all schools, at all times and in all contexts (Hickey, 2006). Behaviours that have been consistently proven as effective, however, can contribute to improved teacher job satisfaction and retention.

Teacher turnover is almost evenly split between attrition, those who leave teaching altogether; those who migrate, and those who move to teaching jobs in other schools (Ingersoll, & Smith, 2003; Ololube, 2011a,b). Ijeoma (2010) found that school staffing problems are due to the revolving door of teachers leaving their jobs for reasons other than retirement. His study

found that almost half of all teachers who depart cite either job dissatisfaction, the desire to pursue another job, or to improve career opportunities outside of the profession as their reasons for leaving. The teachers in his study, who cited job dissatisfaction, linked their choice of leaving to low salaries, lack of support from the administration, student discipline problems, poor student motivation, and/or a lack of teacher influence in decision-making.

Ijeoma (2010) explained that recruiting more teachers would not solve the problem if 40% to 50% of teachers then leave within five years. His solution addresses the institutional problems that cause teacher attrition such as low pay, isolated job conditions, little professional autonomy, and the faint sense of a career ladder. He also concludes that improving supports will contribute to lower rates of turnover, in turn, diminishing school staffing problems and ultimately aiding performance of schools.

Supportive leaders train employees to deal with issues themselves, as they arise, relying on the manager when necessary but dealing with the problems themselves as much as possible. This requires significant time investment by the leader. Supportive leadership helps to build and maintain effective interpersonal relationships. A manager who is considerate and friendly toward people is more likely to win their friendship and loyalty. The emotional ties that are formed make it easier to gain cooperation and support from people on whom the manager must rely to get the work done. It is more satisfying to work with someone who is friendly, cooperative, and supportive than with someone who is cold and impersonal, or worse, hostile and uncooperative (Yukl, 2013). Here are nine behaviours that supportive leaders should work on according to Yukl (2010):

- Show acceptance and positive regard for others;
- Be polite and considerate, not arrogant and rude;
- Treat each employee as an individual;
- Remember important details about the person (like their name!);
- Be patient and helpful when giving instructions or explanations;
- Provide sympathy and support when the person is anxious or upset;
- Express confidence in the person when there is a difficult task;
- Provide assistance with the work when it is needed;
- Be willing to help with personal problems.

According to Morrison (2012), teachers are leaving faster than they can be replaced and shortages will remain until retention efforts are addressed. While there are numerous factors influencing teacher turnover, this review focuses on Maslow's Hierarchy of Needs theory, the changing role of the principal, and three areas of support that include instructional, school culture, and professional growth. Supportive behaviours prevalent in the literature are discussed. Principals should focus on them in order to create caring conditions, which will increase teacher retention. Smith and Ingersoll (2004) used the term the revolving door to describe the constant movement of teachers in and out of America's schools, and considered it to be one of the fundamental causes of inadequate school performance.

As a large population of the teaching force is nearing retirement age, attracting, supporting, and retaining beginning teachers becomes more critical to ensure a stable workforce. Darling-Hammond (2003) emphasized that keeping a good teacher should be one of the most important agenda items of any school leader because well-prepared and capable teachers have the largest effect on student learning. She suggests that school and district leaders should change

policy and practice in order to improve working conditions, which she believes will increase teacher retention.

### **Directive Leadership Behaviour**

Directive leadership is defined as the process of providing the subordinates with a framework for decision-making and action that is in agreement with a leader's perspective (Somech, 2006). It entails the leader who is taking the ultimate power and control over all decision-making processes. This type of leader does not see any value in allowing subordinates to participate in the process of making decisions and expects them to follow instructions given by the leader (Mroz et al., 2018). It is also commonly perceived as a task-oriented behaviour with a strong tendency to control discussions, dominate interactions, and personally direct task completion (Clark et al., 2016; Haar et al., 2017). At all levels of the institution acts as an alpha person since it is he or she who determines purposefulness of collective activity, selection of personnel, psychological climate and other aspects within an enterprise (Javad et al., 2013). One of the most common sorts of leadership to our days still remains the directive one. It is often compared with autocracy and totalitarianism necessary for victory and survival among strong rivals. So, this approach is not suitable for everyone.

Directive leadership type is characterized by high centralization and dominance of undivided authority. Such businessmen closely monitor the laborers' work and severely criticize them for assumed mistakes, supplementing it with a hidden and sometimes obvious threat. A working collective becomes excessively dependent on the authorities. They are required to coordinate any action. Therefore, in the event of chief's sickness or even release, a workflow will be disorganized, as no one decides to take the initiative. So, a commanding leader must always be healthy, full of strength and energy, favourite methods of influence are demands, remarks, reprimands, and deprivation of bonuses. The directive leader does not allow demonstrating own curiosity or empathy toward wage-earners as he or she keeps a clearly expressed distance. Dissatisfaction with workplace, status, colleagues or system is growing. Intrigue and gossip are gaining. As a result, laborers either begin often to ache, or become opportunists, engaging in personal benefit.

Directive leadership encourages team members to transcend challenging goals and achieve high levels of performances (Nobile, 2015; Ceri-Booms et al., 2017). It also provides clear goals, which turn institutional objectives into short term goals and serve as a standard guide for team members (Sagie et al., 2002; Abecassis-Moedas & Gilson, 2017). Other researchers argue that it stimulates reflection processes (Burke et al., 2006). As such, this leadership behaviour also helps to improve the exchange and processing of knowledge, which in turn, leads to performance improvement. Directive leadership behaviours further increase the work commitment and involvement of the team members (Ceri-Booms et al., 2017). The institutional knowledge and intellectual abilities of directive leaders help to improve team performance (Burke et al., 2006; Nobile, 2015). The strategies of these leaders assist in the acquisition and diffusion of knowledge among team members, which in turn, also promotes team efficiency. The motivation factors associated with this style also facilitate the influence of the directive leadership on team performance (Sagie et al., 2002). The most critical motivation factor induced by a directive leadership style is the willingness of team members to expend more effort on work. It promotes goal attainment by serving as a source of feedback for team members (Somech 2005; Gelfand et al., 2007). As such, the evaluation and control of team members' work are the

behavioural qualities of this leadership style. Directive control allows the leader to adapt team resources and goals when required. These stated qualities contribute to increasing team members' work performances. As such, highly directive leaders promote the highest level of team members' work performance (Nobile, 2015).

Furthermore, directive leadership strengthens the behaviours of adherence to rules and procedure and attention to details, which also promotes team members' work performances (Nobile, 2015). It helps to improve team member's competences. As such, in functionally diverse teams, team members are capable of giving back the inputs their leaders have guided them to provide. Directive leadership, therefore, encourages team members to offer highly critical inputs, suggestions and solutions, which improves the processes of team reflection (Somech, 2006).

Experts advise resorting to it exclusively in extreme conditions, requiring coordinated actions of the team in a short period of time. The reason is that corporate culture in most firms is built around the establishment of reciprocal linkage, to which commanding individual is not capable. Today applying examples of directive leadership is perceived rather as a micromanagement, than a long-term behaviour pattern. Directive leadership is one style of leadership that can do wonders in certain situations. Directive leaders highlight structure to their subordinates in accordance with the vision, make them aware of performance expectations, tell them what to do and how to accomplish task thus provide complete guidance in all aspects of work. They heavily rely on authority and position powers provided by the organization and decide on unshared information (Sinek, 2014).

Researchers (Somech et al., 2006) have also argued that using a directive leadership style has crucial and indispensable benefits in team circumstances. As such, it produces high levels of team performances. It also helps to develop clear rules of conduct in work teams, and this helps to produce high levels of performance. Furthermore, it stimulates team members to develop effective work processes and systems (Sagie et al., 2002; Ceri-Booms et al., 2017). Directive leaders show a strong sense of inner purpose and direction (Nobile, 2015). As such, they motivate team members to take actions that support the leader's strategy for the organization. Their strategies are, therefore, transformational (Bell et al., 2018).

## **Participative Leadership Behaviour**

Participative leadership behaviour also known as Democratic Leadership behaviour is a method of leadership that involves all team members in terms of identifying important goals as well as developing strategies and procedures to achieve the goals. The participative leader shares duties with subordinates by encompassing them in the preparation, decision-making, and implementation phases (Wiesenthal et al., 2015). Workers participation in decision making process which affects staffs and their job is one of the psychological motivational activities which could be used to raise employee's morale and productivity (Brown, 2011). Participative leadership is defined as the process of making joint decisions or at least sharing influence in decision making by the superior and his or her subordinates (Puni et al., 2014). It has become increasingly important in African organizations than ever before (Ijeoma, 2010). Modern business institutions reflects a growing recognition among academics and managers that a high productivity/high wage economy require new labour management relationships, including ways to share gains and organized work that more fully develop and utilize the skills, knowledge, and motivation of the workforce (Fincham, 2005) .

A study in Uganda by Nsubuga (2009) revealed that the democratic or consultative form of leadership was widely used and found to be effective in public schools in the country. It was also found that most head teachers in Uganda used this kind of leadership in order to create ownership. The findings of the study also showed that no one kind of leadership behaviour was used in schools. Although the democratic behaviour was the most preferred, it was found that depending on situations in schools, leaders tended to use the different leadership behaviours and at times used other behaviours of leadership. It was established that where the democratic behaviour of leadership was practiced, the school was likely to achieve good overall school performance.

Jakhar (2017) observed that head teachers who used democratic leadership behaviour posted high exam results. No significant relationship was found between the autocratic leadership behaviour and academic performance in public secondary schools in Nigeria. Other researchers (Ololube et al., 2016; Ololube, 2017) perceive this behaviour as entailing perceiving employees as critical knowledge resources who make up the hub of an organization. Participative leaders focus on interpersonal interactions and socialization. As such, it is the same as an empowering leadership paradigm (Mroz et al., 2018). It is a very significant concept in research, strategy development, and organization management (Cheng & Tracy, 2014; Cheng et al., 2013; Cheng et al., 2016; Fatima et al., 2017). However, there is a deficit of empirical studies that have been entirely devoted to assessing the effect of this style on team effectiveness (Sagie et al., 2002).

Researchers (Somech, 2010; Ololube, 2017; Cherry, 2015) have argued that using participative leadership behaviour is effective in team situations. It has indispensable benefits. As such, using such a leadership strategy is very crucial for managing teams effectively (Newman et al. 2016). Such a leader's behaviour affects the effective reactions of team members (Somech, 2010). This leadership style produces high levels of team outputs (Bell et al., 2018). As such, it helps to solicit for new ideas from team members and this produces high performance levels in work teams. It also provides a basis for understanding complex leadership behaviours in team circumstances. Furthermore, it motivates team members to develop more effective work systems and processes (Bouwman et al., 2017).

The more consistent merits of participative leadership behaviour are found in decision-making processes (Sagie et al., 2002). It reduces problems among diverse team members in heterogeneous team functions by creating an environment of open exchange of ideas (Lewis et al., 2002; Mczyński et al., 2017). Participative leadership, therefore, facilitates diverse perspectives to be put forward and thereafter help to achieve a consensus among team members (Heller et al., 2007). It also promotes knowledge sharing and the development of team members' competencies (Somech, 2010; Buengeler et al., 2016). This leadership style motivates team members to rethink and reflect on their ideas and consider other ideas that may not be known to them previously. This, therefore, creates a good team environment where ideas are openly given, discussed, thoroughly analyzed, and reflected on (Fatima et al., 2017). Furthermore, it encourages team members to find new opportunities and challenges and, therefore, to get knowledge through acquiring, sharing, and integrating ideas (Somech, 2005; Fatima et al., 2017).

Fincham (2005) identified this type of style as one that involves the leader including one or more employees in the decision making process (determining what to do and how to do it). However, the leadership maintains the final decision making authority. Using this style is not a sign of strength that your employees will respect (Sinek, 2014). Participative management addresses the relationship between the institutions and the role of employees and stakeholders in

all levels of institutional decision making (Dhamika et al., 2013). In addition to philosophical issues of governance and the appropriate relationship between workers and their employers, participative management can help managers dealing with the fundamental challenges facing today's dynamic and competitive environment (House et al. 2004).

Maintaining levels of effectiveness, productivity, innovativeness and worker motivation in an increasingly dynamic, competitive environment should be the concern of all organization (Monzani, 2015). Participation is one of the important ingredients in gaining employees commitment on an overall basis (Griffin et al., 2017). The commitment can lead to less need for the use of formal authority, power, discipline, threats and pressure as a means of obtaining job performance (Ijeoma, 2010). Greater goal concern by reducing conflicts, improve cooperation's and enhance condition without the need for elaborate control or systems for checking and correcting difficult behaviour (Finchan et al., 2005). Human outcomes of poor leadership include employee stress, disenchantment, and lack of creativity, cynicism high employee turnover, and low productivity. Poor leadership destroys the human spirit essential to ensure work effectiveness (Robbins, 2014).

Institutions today are moving towards more democratic structures which allow staff to influence the decision made because of concern for quality and the requirement of a high degree of commitment by employees to their work (Rost, 2013). The average Nigeria employee in recent times appears satisfied with an open door policy of management with adequate avenues for effective communication consultation and delegation of powers which covers some degree of participation (Bergen et al. 2014). The aim of involving people in decision making process of the organization is to create in such a person a sense of recognition and belonging which could raise the person morale, as they will see themselves as very important in the organization (Hartong et al. 2011). This will invariably lead such person(s) to a higher output in terms of productivity (Goodnight, 2011).

The feeling of empowerment or psychological empowerment has been understood as a form of intrinsic motivation to perform the job and is shown in four cognitive dimensions, meaning, impact, competence and self-determination (Huang, 2010). Robbins (2003) considered the distinction between the sharing of decision with individual subordinates and with the group as a whole. He emphasized that the criteria for choosing the proper style include among others, the importance of acceptance of a decision by subordinates time and cost minimization. Managers should therefore be able to analyze the relevant factors and decide on the degree of decision that would be appropriate (Dvir et al., 2002). Adams (2017), Javad (2013) and Ejimabo (2015) found the level of trust is high leaders; subordinates may expand more effort to accomplish work tasks.

Participative leadership has a strong potential for achieving team performances that institutions cannot attain using traditional bureaucratic structures (Somech, 2010; Kim et al., 2018). As such, it is very critical today when institutions are struggling to adjust and invent their structures to respond to a growing demand for flexibility, concern for quality, and the requirement for a high level of commitment among team members to their work (Ceri-Booms et al., 2017).

Scholars have also argued that the problems facing institutions today are too heavy for any leader to solve alone. As a result, allowing team members to participate in the decision-making process provides many indispensable benefits. It can generate the social capacity necessary for effective institutions and improving the quality of the decisions, enhancing team members' motivation, and contributing to the quality of their work-life (Bell et al., 2014; Fatima

et al., 2017). Participative leadership, therefore, provides the best strategy in contemporary institutional environments (Somech, 2010). It increases team members' commitment and work satisfaction. And in times of institutional change, it promotes higher levels of change acceptance and effectiveness (Fatima et al., 2017). The cognitive variables of information sharing and quality of ideas, as well as motivational ones, facilitate the effect of this style of leadership on team performance (Bouwman et al., 2017; Fatima et al., 2017).

Participative leadership behaviour also stimulates thinking processes that promote quality decisions leading to task performance. These processes include clarification of problems, information seeking, knowledge sharing, quality of ideas, and synthesis of ideas (Bouwman et al. 2017).

Furthermore, it promotes team goal commitment, self-efficacy, leader-subordinate mutual trust, and ownership of decisions (Sagie et al. 2002; Lee et al. 2017). It is also very effective for decision initiation and continuous development of team members (Somech, 2005). Lastly, but not least, it leads to improved team innovation and team members' attitudes towards work (Bouwman et al. 2017).

There are basically dual forms of participation namely direct and indirect participation. Direct participation in decision-making is the participative processes whereby employees are involved in decision relating to their immediate task or environment (Werner, 2007). This form of participation is mainly found in productivity bargaining which is an arrangement between a worker and his employer to the effect that an increase in his productivity will make him earn an additional wage. Productivity bargaining arises mainly in circumstances where working practices need changes (Chiek, 2001).

Dull (2010) noted that indirect form of participation is the participation process whereby employees are involved in decision making through their selected representatives or delegates. Looking at the strategy applied by managers to involve employees in decision making in organization, participative principles is normally employed to achieve the desired result. Managers have many opportunities for involving subordinates in institutional planning and decision making. Mission refers to defining a meaningful long term direction for the organization (Brown, 2011).

Joashi et al. (2011) identified four participative methods which are: (i.) Delegation: means the transfer of authority from the superiors to the subordinates. (ii.) Committee Action: Committees are a vital mean of continually gaining inputs from a large number of institutional members. Most companies have certain standing committees to deal with continuing or receiving problems facing the organization. These could be related to corporate policy goals and operations. Depending upon the institutional structure special committees may be established to deal with budgets, employment policies, grievances, disciplinary problems and a variety of other institutional problems and activities. (iii.) Question Asking: Managers who respect the knowledge, opinions and judgment of their subordinates may achieve a relatively high level of participation by simply asking questions. Here, the participative leader asks for information and insights that will improve the quality of their responsibility of their subordinates in terms of intelligence and problem solving. (iv.) Shared Goals: Participative leaders are prone to become involved in management by objectives and similar goals – oriented programmes. Ideally, an MBO programme is highly participative (See figure 2 for the Hypothesized Principals' Leadership Behavioural Model).

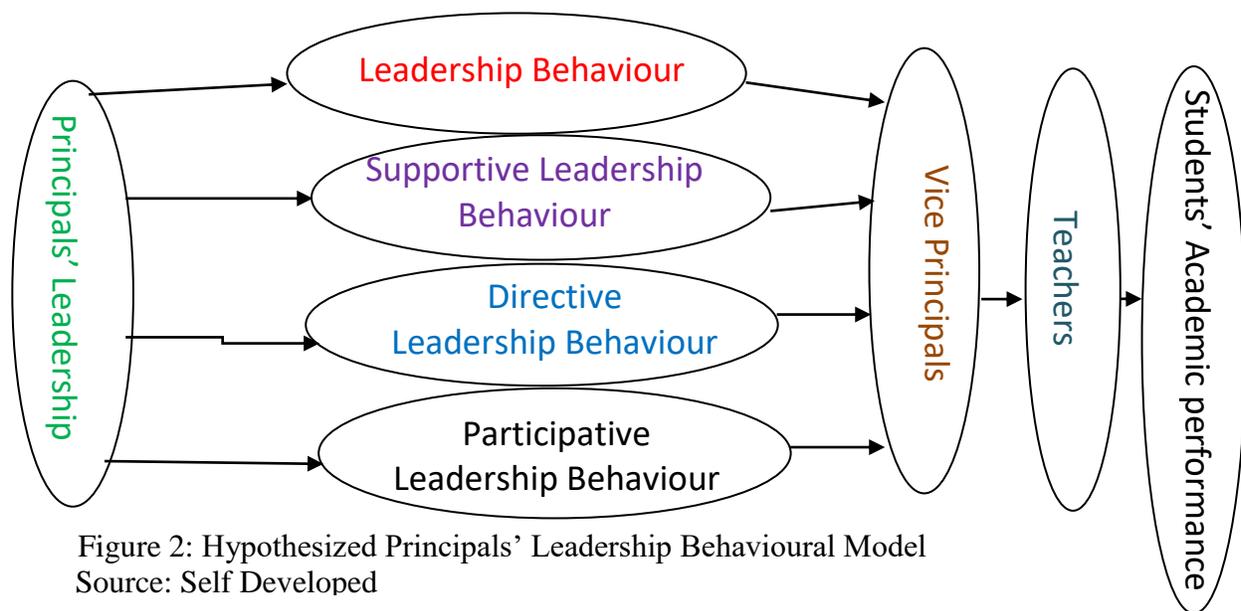


Figure 2: Hypothesized Principals' Leadership Behavioural Model  
Source: Self Developed

### Students' Academic Performance

Academic performance is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important. Bossaert et al. (2011) defined academic achievement as student's success in meeting short or long term goals in education in the big picture according to the authors, academic achievement means completing high school or earning a college degree. Lassiter (2005) looked at students' academic achievement as referring to a students' strong performance in a given academic area.

A student who earns good grades or awards in science has achieved in the academic field of science. He further stated that education associations and schools monitor the overall level of student academic achievement to decide what, if any challenges, need to be made in the educational system. Good (2009) defined academic achievement as "the knowledge obtained or skills developed in the school subjects usually designed by test scores or marks assigned by the teacher. Mehta (1996) defined academic achievement as "academic performance includes both curricular and co- curricular performance of the students, it indicates the learning outcomes of the students. In classrooms, students perform their potentials efficiently, as a result of it, learning takes place: the learning outcome changes the behaviour pattern of the student through different subjects.

In educational institutions, academic performance is the outcome of educational goals that are achieved either by students or the teacher for example, how well a student meets standards set out by the institution itself. Hughes (2014) defined performance as a measurement of how much learning has taken place and can be observed and measured using various instruments such as written tests, quizzes and assessments. It is the manifestation of learning. Academic performance refers to how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers (MolokoMphale & Mhlauli, 2014). It is the ability to study and remember facts and being able to communicate your knowledge

verbally or down on paper. Thus, it implies a process where a student's success in school is measured to determine how they stand up to others in the same areas.

In school situations, sometimes parents differ greatly with the teachers over academic performance of their children. Recently a lot of emphasis has been laid on students' academic performance. Studies by Omboko (2010), indicates that conflicts in schools may reduce strengths and resources such as social support and integration among teachers and all those involved in education which ultimately increase problems in schools among students. Thus, conflicts not only threaten school functioning, but may trigger a chain of other educational and social problems which include abuse of office, disagreement, quarrels, hostility and violent fights which may have a negative impact on the successful running of the school. There are more and more tussles about roles of school's stakeholders in education. Mji et al. (2006) concurred by stating that success in educational institution is measured by the performance of students in external examinations. Examinations are used among others to measure the level of candidates' achievement and clarify the candidates' level of education, training and employment. They also provide the basis for evaluating the curriculum both at local and national level.

Knowledge attained or skills developed in school subjects by test scores. Academic achievement or (academic) performance is the extent to which a student, teacher or institution has achieved their short or long – term educational goals. Cumulative GPA and completion of educational degrees such as High school and bachelor's degrees represent academic achievement (Ibukun, 2008). Academic achievement is commonly measured through examinations or continuous assessments but there is no general agreement on how it is best evaluated or which aspects are most important – procedural knowledge such as skills or declarative knowledge such as facts. Furthermore, there are inconclusive results over which individual factors successfully predict academic performance, elements, such as test anxiety, environment, motivation and emotions require consideration when developing models of school achievement. In California, the achievement of school is measured by the academic performance index.

The decline in the academic performance of secondary school students is on the increase (Arong et al., 2010; Moradeyo et al., 2011). A lot has been put in research wise, on tackling the provision of good teachers, maintenance of provided facilities but so little has been put into enquires on the availability of the facilities and how its absence affects the performance of the students. Research in Nigeria is gaining a lot of recognition but it is quiet disturbing that student especially secondary school students are scarcely involved in the research process when it is done and eventually their grades and generally level of performance suffer.

A great percentage of schools in Zaria are usually not designed for institutional purposes and the environment do not encourage academic success due to a number of reasons; absence of essential school facilities, absence of well-designed environment, change of use of building which in most cases do not have the facilities to cater for its users and schools situated in residential quarters (Odeh et al., 2015).

## **Leadership in Schools**

Leadership is a broader concept than management. Management is a special kind of leadership in which achievement of institutional goal is paramount. Leadership occurs when ever one person attempts to influence the behaviour of an individual or a group regardless of the reason. It may be for one's own goals or the goal of others and these goals may not be congruent with institutional goals (Paul et al., 2001). Efficacy is making the right choices about goals (Paul et

al., 2001). Leadership, therefore, is a summation of those qualities of originality, people centered, inspiration, taking the challenge and above all to be efficient and effective in striving to doing the right thing at all times. Those who are in leadership require people of particular talent, and ability and not people who occupy positions of authority because of associated benefits or favors.

The Pareto principle or “80-20 rule” which says that 80% of unfocused effort produce only 20% of results, (AFFUL-BRONI, 2013) many successful leaders in our schools had to experiment with many ideas, policies or leadership principles. The initial errors due to ignorance, immaturity or inexperience could have been avoided. In effect, in any organization, including the school, there is the need for leaders to have powerful influence on the quality of teaching and student performance. (Dinham, 2007) there can be little doubt from examination of research findings that leadership is important in developing effective innovative schools and in facilitating quality teaching and learning.

Leadership is considered very significant for improvement, for individuals and school performance; it has attracted the attention of researchers, theorists and educational institutions, where programmes in leadership studies have started, throughout the world (Northouse, 2010). Some theorists conceptualize leadership as an attribute or behaviour, whilst other researchers consider it the relational point of view (Northouse, 2010).

Although some research has indicated that school leaders have an indirect effect on student achievement, there are indeed identified leadership traits that are more conducive to increasing student performance by enhancing working conditions and the educational environment. School leadership is not just a learned behaviour, but also depends on a variety of direct and indirect variables such as personality, district, goals, values and collective efficacy of all parties involved (Waters et al. 2004; Waters et al., 2007).

Leadership behaviour in education is rooted and influenced by scientific management theory with well-structured bureaucracy. It is loosely linked to the autonomy of teachers, based on pyramid theory of top down management behaviour which is criticized for lack of effectiveness because participation and creativity were discouraged, with no room for followers to have a part in the decision-making process. Learning outcome is the academic standing of a student in a school at a given moment. This academic standing is demonstrated through students’ performance as measured by their change in knowledge, skills and attitudes as a result of academic experiences (Adeyemi, 2006). How students are able to prove that they have acquired certain competencies, is a true measure of performance. Performance has been regarded as a measure of educational output (Adeyemi, 2006).

All actions taken by school leaders have repercussions on school capacity and may improve or weaken student learning outcomes. School capacity is defined as the collective power of a school staff to raise student achievement (Youngs et al., 2002). An effective educational leader is one who has the ability to develop school’s capacity in a way that enhances student learning through the motivation of teachers, staff and students (Guarino et al., 2011). Leadership is a fundamental factor in school outcomes since schools which perform consistently well tend to have sound and efficient leadership (Nyongesa, 2014). Principals who set goals and establish strong management for improvement process normally create conditions that support teachers in helping students to succeed. Principals in high performing schools devote their energy in developing clear goals that are focused towards student achievement. When principals improve the quality of teaching in schools, learning outcomes will definitely improve. A quarter of school learning effects were reported to be as a result of the quality of school leadership (Leithwood et

al., 2003). Teachers' central position between the principal and students play a vital role in converting leadership effects to school outcomes. Therefore, school leaders should consider strategies that aim at stimulating teachers towards effective pedagogies hence learning outcomes. The success of any school undoubtedly depends on the type of leadership that the school has. The current school leaders perform multiple functions as compared the past leaders. They perform managerial, instructional, curriculum, counselor, arbitrator and in some cases advisory roles in the community. Researches have argued tirelessly on the link between quality leadership and school performance for many years. The conclusions reached made some authors to believe that no schools can be greater than their leaders and that a school is as good as its leadership (Yusuf, 2012).

Other authors contend that there is insufficient evidence to support the relationship between school leadership and students' academic performance (Witziers et al., 2003). However, the majority of studies carried out about school leadership has revealed that school leadership quality directly impact the school success, teachers effectiveness and students' academic performance. The School Head is an overseer of all activities taking place in a school and answerable to activities within the school compound. His/her core business is the success of the school by making teaching and learning enjoyable and more effective. It is a wish for every School Head to be trusted, respected and praised by the community he serves. One of the factors that make school leaders to be belittled is when the school performs badly; and as such it is an area which the School Head will try to avoid at all cost. In order to sustain academic performance the leadership will have to create an academic achievement ethos, organize instruction throughout the school spectrum and aims to attain the target set by the supervisory department, thus becoming instructional leaders.

There are several ways in which school leaders have an impact on the students' academic performance. One of the ways is the school leader being an instructional leader. Instructional leadership involves setting goals, managing curriculum, monitoring lesson plans, allocating resources and evaluating teachers regularly to promote student learning and growth (Bhebhe & Nyathi, 2019). An effective instructional leadership is able to build the culture of learning, provide resources needed for quality teaching, and structure the classroom environment to stimulate teachers and learners motivation.

Effective instructional leadership behaviour of the school leader has been shown to be the most crucial role to improve teachers' performance and students' academic achievement (Strauss, 2013). Using his supervisory role the head should have time to check what happens in the classroom. He should spare some of his time to observe teachers teaching. After lesson observation his duty should be that of advisory than castigation. He should give feedback on the teachers' strong and weak points. Always giving praise for the good work makes teachers valued and motivated to work an extra mile. Where proper advice is given, makes teachers happy and they will then work on their weakness to enhance their performance. In fact, teacher appraisal is part of the School Head duties.

Another way is school leaders being excellent communicators. They should constantly remind teachers, parents and students of the schools vision, mission, values; and the core purpose of the school as to provide teaching and learning. They should assure teachers and students that nothing is impossible even in times of hardships. They should listen to everyone in the school, be it students, ancillary staff or teachers. The school leaders should practice the shared leadership, where decision – making involve other education stakeholders. The ideas and opinions from the school community can help to improve students' academic performance. Their communicative

skills can inspire trust, motivation and confidence among teachers and students. This can instill a sense of effectiveness in teachers and ultimately have a positive impact on students' academic performance. In their capacity as collaborative leaders the school leaders should encourage collaboration from teachers. Teachers should meet together as colleagues' to share knowledge, experiences and as well as sharing the risks they face with regard to the teaching and learning process. This eliminates teachers' isolation so that discussions about students' performance become a collective effort. Coupling with his collaborative leadership the school leader should be accessible, visible and approachable by members of school community. He should be seen to be always positive, be their role model and try to double individuals' effort to reinvent the process of teaching and learning and providing staff training and development. A successful instructional leader should possess excellent planning and observation skills as well as proficiency in research and evaluation of both teachers and students performance (Bhebhe & Nyathi, 2019).

### **The Principal as a Leader**

The principal as the formally appointed administrative and instructional leader of a secondary school occupies a unique position in the educational system anywhere in the world, including Rivers State of Nigeria. Secondary schools like any other educational institution are people processing organization (as products) in addition to other goal-realization strategies. They produce graduates and render other service to the neighbourhood communities and society at large. The principal of a secondary school therefore, is faced with double human quality management problems. He has the problem of attracting and retaining/maintaining quality teachers and that of motivating the teacher towards raising their morale-tone towards job satisfaction level that will positively impact on the quality of the product of the school.

Principals play a significant role in determining the academic performance in secondary schools due to their varied tasks and roles together with their constant supervision of their teachers determined to a great extent the level of teacher input and students' academic achievement (Budohi, 2014). Many of them have failed in school leadership because of many management problems relating to institutional planning, human relations, discipline, instructional supervision and community relations experienced which ultimately impact on students' academic performance.

Given the critical importance of well trained, competent staff member and a continuing commitment of providing all students with opportunities to succeed, it is assumed that schools have policies and procedures that:

- Enhance the likelihood of all students achieving goals of school without putting any particular group of students at a disadvantage;
- Support the professional growth of teachers;
- Link staff selection, evaluation, development and school improvement.

Principals must be prepared to take on certain executive functions, which in the past have been reserved for the schools board. They must see that various stakeholders including teachers, parents and students have the opportunities to participate in the development of school-based policies and procedures. They must monitor these policies and procedures to ensure that they are implemented properly, and that they are accomplishing their intended purposes. In cases where

policies and procedures are not having desired effects, principals must see that the necessary adjustments are made. The principal's role in the area of policies and procedures should stress two specific functions, and they are:

- The principal, in collaboration with staff members, develops and implements a coherent, integrated set of policies for staff selection, evaluation, development and school improvements that are designed to promote student achievement.
- The principal develops and implements with staff members and other groups, appropriate policies and procedures which will enhance the likelihood that all students will achieve school goals without putting any particular group of students at a disadvantage.

**Programme and Instruction:** The primary purpose of every school is to provide instruction and programmes commensurate with goals, and instruction occurs in a variety of ways, including tutorials, small groups, large groups and self-instruction formats. To ensure effective administration, the principal has to know about effective instructional process and the need of contemporary students, and they are:

- Based on current understandings of human learning and motivation;
- Characterized by high expectation for all students;
- Designed to accommodate different rates and styles of learning;
- Designed to expose students to multiple perspectives e.g. gender, cultural etc.;
- Based on multiple forms of ongoing students assessment, all of which meet acceptable standards of validity and reliability.

The implication for principals in implementing and supervising programmes and instruction are:

- The principal must ensure that the school structures and practices, promote curriculum articulation and integration within and across all classes or levels;
- The principal must develop with staff members, a variety of methods for conveying high expectations for students;
- The principal has to maximize the instructional time and encourage staff members to make effective use of non-classroom time;
- The principal has to provide support to staff members in the design and use of multiple forms of assessment;
- The principal has to monitor student's progress in collaboration with the staff members.

**Student Discipline:** This is one of the least popular aspects of school management for most teachers and school administrators, yet they acknowledge that teaching and learning cannot take place amidst disorder and disruption. All organizations require some measure of control to ensure that people remain focused on central purposes. The implications for principals in instilling students discipline are:

- The principal has to establish, implement and monitor disciplinary processes, which promote order, respect and safety for those who work in and attend school;
- The first step in managing school governance is to see that mechanisms are in place to facilitate broad based participation, and these mechanisms may include advisory groups

and management teams. The intention is not to burden people with unnecessary meetings, but to obtain information, which increase the likelihood, that sound decisions can be made.

The implications for principals in ensuring perfect school governance are as follows:

- The principal has to provide opportunities for stakeholders to participate in school decision-making;
- The principal has to follow through on decision to ensure that they are implemented in a timely and within appropriate commitment on the part of all stakeholders;
- The principal helps staff, members acquire leadership skills and delegates authority, so that these skills can be internalized and used for the benefit of the school.

**Communication and Co-ordination:** Ololube(2017) defined communication as: The means of transmitting message to the channels which link people to the language and symbolic codes used to transmit the message. The most common form of daily communication is interpersonal – that is face-to-face, at the same time and in the place.

Communication is the exchange of understating. Without understanding among the staff members of a school it is impossible to accomplish even the most basic task, not to mention something as ambitious as a school mission. Understating does not ensure agreement or acceptance, but constitutes the basis for productive interaction, and in me absence of understanding, distrust and confusion can surface, undermining school culture and reducing the likelihood of co-operation. Closely related to communication is co-ordination, which is defined as the processes and procedures, designed to reduce the need for institutional control by facilitating communication and fostering integration.

## **METHODOLOGY**

### **Research Design**

The study adopted a correlational research design. This design is considered most appropriate by the researcher since the study investigated the relationship between the dependent variable (students' academic performance) and the independent variable (principal leadership behaviour). The researcher obtained the data for the study through the use of questionnaire while the analysis was carried out using appropriate data analytical techniques.

### **Population**

The population of this study consists of 192, 200 respondents which include 7.200 teachers and 185, 000 students in public senior secondary schools in Rivers State (Source: Rivers State Senior Secondary Schools Board, November, 2019).

### **Sample and Sampling Techniques**

In this study, the teachers and students in the three senatorial districts in Rivers State were sampled using the Taro Yamane formula and a sample of 399 respondents was drawn. The Taro

Yamane formula is given thus:  $n = \frac{N}{1 + N(e)^2}$ . Where: n is the sample size. N is the population of the study. E is the margin error in the calculation.

$$\frac{\frac{N}{\left[1 + N(e)^2\right]}}{192,200}}{1 + (192,200)0.05^2}$$

$$\frac{192,200}{1 + 480.5}}$$

$$= 399.16$$

$$= 399$$

### **Instruments for Data Collection**

The instrument for data collection was self-structured questionnaire tagged Principal's Leadership Behaviour and Students' Academic Performance Questionnaire (PLBSAPQ). This instrument was aimed at eliciting information from teachers and students on principals' leadership behaviour (supportive, directive, people-oriented, and task-oriented among others) and, the students' academic performance to ascertain whether there is any relationship between them. The instrument consists of a total of 19 items which are in agreement with the research questions and hypotheses.

The items on the survey adopted a four (4) point modified Likert scale of Strongly Agree (SA) 4 points, Agree (A) 3 points, Disagree (D) 2 points and Strongly Disagree (SD) 1 point. The instrument consists of two (2) sections. Section one (1) elicits personal information about the respondents while section two (2) drew information on various leadership behaviours with a view to answering the research questions. thus: items 1-4 elicited information on principals' leadership behaviours; items 5-9 drew information on principals' supportive leadership behaviour; items 10-14 took care of principals' directive leadership behaviour; items 15-19 elicited information on principals' participative leadership behaviour.

### **Validity of the Instrument**

The face and content validities were determined in the study. The instruments were given to the two lecturers each in the Departments of Guidance and Counseling and Educational Management, Ignatius Ajuru University of Education. They looked at the clarity of words, sentences and whether the variables of the study were properly captured in the questionnaire items. Their corrections, suggestions and recommendations were utilized to produce the final draft of the instrument.

### **Reliability of the Instrument**

The reliability of the instrument was determined in the study using the Test-retest reliability technique. In conducting this, 30 copies of the instrument (PLBSAPQ) were administered to respondents in three public senior secondary schools (ten in each senatorial zone) in Rivers State who were not part of the study. After two weeks, the instrument was re-administered to the same

respondents and data collected on the two intervals were analyzed using the Pearson's Product Moment Correlation analysis and the reliability index of 0.85 was obtained.

### Method of Data Collection

A total of 399 copies of the PLBSAPQ were administered to the respondents as sampled. A total of 360 copies of the questionnaire was retrieved and used in the analysis of data representing 90% return rate. The researcher with the help of three trained research assistants administered the instruments. The three research assistants were briefed on the method and mode of approach to the respondents and the importance of confidentiality of their responses. The instruments were collected at the point of completion.

### Method of Data Analysis

The data collected for the study was analyzed using the Statistical Package for the Social Sciences (SPSS) version 25 of which mean and standard deviation were used to answer the research questions while regression statistic tool was used to test the hypotheses, at 0.05 levels of significance.

## RESULTS

### Answers to Research Questions

**Research Questions One:** What are the principals' leadership behaviours that can influence students' academic performance in public secondary schools in Rivers State?

Table 1: Mean responses on the principals' leadership behaviours that influence students' academic performance in public senior secondary schools in Rivers State

S/N	Principals' leadership behaviours	Mean	Std.	Remark
1.	Leadership behaviour	3.11	0.85	Agreed
2.	Supportive leadership behaviour	3.49	0.78	Agreed
3.	Directive leadership behaviour	3.17	0.78	Agreed
4.	Participative leadership behaviour	3.13	0.87	Agreed
<b>Grand Mean</b>		<b>3.22</b>	<b>0.82</b>	<b>Agreed</b>

The data in table 1 showed the leadership behaviours (Mean=3.11, Std=0.85), supportive leadership behaviour (Mean=3.49, Std=0.78), directive leadership behaviour (Mean=3.17, Std=0.78), and participative leadership behaviour (Mean=3.13, Std=0.87). The grand mean has a mean of (M=3.22) with a Std of (0.82), which showed that principals' leadership behaviours influence students' academic performance.

**Research Questions Two:** How does principals' supportive leadership behaviour influence student's academic performance in public senior secondary schools in Rivers state?

Table 2: Mean responses on the principals' supportive leadership behaviours that influence students' academic performance in public senior secondary schools in Rivers State

S/N	Principals' supportive leadership behaviour	Mean	Std	Remark
5.	Supportive leadership behaviours of the principal enables students' to get involved actively in group reading and class discussion.	3.12	0.80	Agreed
6.	This method of leadership makes students' to embark on group reading.	3.13	0.90	Agreed
7.	The principals' supportive leadership method enables students' to participate fully in school debate.	3.08	0.93	Agreed
8.	As a result of the principal supportive leadership behaviour students do not miss classes.	2.96	0.92	Agreed
9.	The principals' supportive leadership behaviour has made the students to be very punctual to class.	2.94	1.01	Agreed
<b>Grand Mean</b>		<b>3.05</b>	<b>0.91</b>	<b>Agreed</b>

The data in table 2 showed that both the students and teachers agreed that supportive leadership behaviours of the principal enables students' to get involved actively in group reading and class discussion (Mean=3.12, Std=0.80), makes students' to embark on group reading (Mean=3.13, Std=0.90), enables students' to participate fully in school debate (Mean=3.08, Std=0.93), students do not miss classes as a result of the principal supportive leadership behaviour (Mean=2.96, Std=0.92) and makes the students to be very punctual to class (Mean=2.94, Std=1.01). The grand mean (3.05) showed that principals' supportive leadership behaviour influence students' academic performance.

**Research Questions Three:** How does principals' directive leadership behaviour influence student's academic performance in public senior secondary schools in Rivers state?

Table 3: Mean responses on the principals' directive leadership behaviours that influence students' academic performance in public senior secondary schools in Rivers State

S/N	Principals' directive leadership behaviour	Mean	Std	Remark
10.	Principals' directive leadership enables students' finish their scheme of work on time	3.00	0.96	Agreed
11.	Principals' directive leadership behaviour helps students' participate in and out of school academic activities	3.03	0.85	Agreed
12.	The principal directive leadership behaviour enables students' to copy their notes in the class and present same to the teacher for marking.	3.06	0.87	Agreed
13.	The students have high level of academic creativity due to the principals' behaviour as a directive leader.	2.94	0.95	Agreed
14.	The directive leadership behaviour of the principal has encouraged the students to read hard so as to avoid failure.	3.09	0.87	Agreed
<b>Grand Mean</b>		<b>3.03</b>	<b>0.90</b>	<b>Agreed</b>

The data in table 3 showed that both the students and teachers agreed that principals' directive leadership enables students' finish their scheme of work on time (Mean=3.00, Std=0.96), helps students' participate in and out of school academic activities (Mean=3.03, Std=0.85), enables students' to copy their notes in the class and present same to the teacher for marking (Mean=3.06, Std=0.87), the students have high level of academic creativity due to the principals' behaviour as a directive leader (Mean=2.94, Std=0.95) and encouraged the students to read hard so as to avoid failure (Mean=3.09, Std=0.87). The grand mean (3.03) showed that principals' directive leadership behaviour influence students' academic performance.

**Research Questions Four:** How does principals’ participative leadership behaviour influence student’s academic performance in public senior secondary schools in Rivers state?

Table 4: Mean responses on the principals’ participative leadership behaviours that influence students’ academic performance in public senior secondary schools in Rivers State

S/N	Principals’ participative leadership behaviour	Mean	Std	Remark
15.	The principals’ participative leadership behaviour makes students’ gets actively involved in group class reading.	3.23	1.77	Agreed
16.	The principals’ participative leadership behaviour encourages students’ to be actively involved in inter-class debates?	3.07	0.91	Agreed
17.	Due to this principals’ leadership behaviour the students’ are actively involved in practical group assignments in the laboratory.	3.15	0.83	Agreed
18.	Due to this leadership behaviour of the principal, students now participate actively in group reading.	3.09	0.86	Agreed
19.	The students’ now maintains high grades in all examinations due to the principals exhibiting participative leadership behaviour.	3.07	0.90	Agreed
<b>Grand Mean</b>		<b>3.12</b>	<b>1.06</b>	<b>Agreed</b>

The data in table 4 revealed that both the students and teachers agreed that principals’ participative leadership behaviour makes students’ gets actively involved in group class reading (Mean=3.23, Std=1.77), encourages students’ to be actively involved in inter-class debates (Mean=3.07, Std=0.91), actively involved in practical group assignments in the laboratory (Mean=3.15, Std=0.83), students participate actively in group reading (Mean=3.09, Std=0.86) and students’ maintain high grades in all examinations due to the principals exhibiting participative leadership behaviour (Mean=3.07, Std=0.90). The grand mean (3.12) showed that principals’ participative leadership behaviour influence students’ academic performance.

### Test of the Hypotheses

**HO<sub>1</sub>:** Principals’ leadership behaviours are not significantly related to students’ academic performance in public senior secondary schools in Rivers State.

Table 5 is the result of regression analysis model conducted to predict the relationship between principals’ leadership behaviour and students’ academic performance in public senior secondary schools in Rivers State. From the Part A of the table the result showed that the relationship between principals’ leadership behaviour and students’ academic performance is 0.732 while the R<sup>2</sup> is 0.535, this implies that the students’ academic performance is explained by principals’ leadership behaviour by 53.5%. (0.535x100). The F-ratio in Part B showed that principals’ leadership behaviours are significantly related to students’ academic performance in public senior secondary schools in Rivers State (F1, 358=412.242, Sig=0.000). Hence, the null hypothesis was rejected and the alternate retained at 0.05 level of significance. The remaining 46.5% was not captured but explained by variable outside the model. The part C estimated the equation of the regression line as Y (Students’ Academic Performance) = 16.469 + 1.731X (Principals’ leadership behaviour), meaning that increase in students’ academic performance is a reflection of principals’ leadership behaviour.

Table 5: Summary of Regression Analysis on the relationship between Principals' leadership behaviours and students' academic performance in public senior secondary schools in Rivers State

<b>Model Summary</b>								
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate				
1	.732 <sup>a</sup>	.535	.534	5.46431				
a. Predictors: (Constant), Principal Leadership Behaviour								
<b>ANOVA<sup>a</sup></b>								
Model		Sum of Squares	Df	Mean Square	F	Sig.		
1	Regression	12308.992	1	12308.992	412.242	.000 <sup>b</sup>		
	Residual	10689.408	358	29.859				
	Total	22998.400	359					
a. Dependent Variable: Academic Performance								
b. Predictors: (Constant), Principal Leadership Behaviour								
<b>Coefficients<sup>a</sup></b>								
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	16.469	1.672		9.853	.000	13.182	19.756
	Principal leadership behaviour and students' academic performance.	1.731	.085	.732	20.304	.000	1.563	1.899
a. Dependent Variable: Academic Performance								

**HO<sub>2</sub>:** Principals' supportive leadership behaviour is not significantly related to students' academic performance in public senior secondary schools in Rivers state.

Table 6 is the result of regression analysis model conducted to predict the relationship between principals' supportive leadership behaviour and students' academic performance in public senior secondary schools in Rivers State. From the Part A of the table the result showed that the relationship between principals' supportive leadership behaviour and students' academic performance is 0.611 while the R<sup>2</sup> is 0.374 this implies that their students' academic performance is explained by principals' supportive leadership behaviour by 37.4%. (0.374x100). The F-ratio in Part B showed that principals' supportive leadership behaviours are significantly related to students' academic performance in public senior secondary schools in Rivers State (F1, 358=213.449, Sig=0.000). Hence, the null hypothesis two was rejected and the alternate retained at 0.05 level of significance. The remaining 62.6% was not captured but explained by variable outside the model. The part C estimated the equation of the regression line as Y (Students' Academic Performance) = 24.010 + 1.222X (Principals' supportive leadership behaviour), meaning that increase in students' academic performance is a reflection of principals' supportive leadership behaviour.

Table 6: Summary of Regression Analysis on the relationship between Principals' supportive leadership behaviours and students' academic performance in public senior secondary schools in Rivers State

<b>Model Summary</b>								
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate				
1	.611 <sup>a</sup>	.374	.372	6.34395				
a. Predictors: (Constant), Supportive Leadership								
<b>ANOVA<sup>a</sup></b>								
Model		Sum of Squares	Df	Mean Square	F	Sig.		
1	Regression	8590.425	1	8590.425	213.449	.000 <sup>b</sup>		
	Residual	14407.975	358	40.246				
	Total	22998.400	359					
a. Dependent Variable: Academic Performance								
b. Predictors: (Constant), Supportive Leadership								
<b>Coefficients<sup>a</sup></b>								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	24.010	1.803		13.314	.000	20.464	27.557
	Supportive leadership behaviour and students' academic performance.	1.222	.084	.611	14.610	.000	1.058	1.387
a. Dependent Variable: Academic Performance								

**HO<sub>3</sub>:** Principals' directive leadership behaviour is not significantly related to student's academic performance in public senior secondary schools in Rivers state.

Table 7: Summary of Regression Analysis on the relationship between Principals' directive leadership behaviours and students' academic performance in public senior secondary schools in Rivers State

<b>Model Summary</b>								
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate				
1	.783 <sup>a</sup>	.613	.612	4.98330				
a. Predictors: (Constant), Directive Leadership								
<b>ANOVA<sup>a</sup></b>								
Model		Sum of Squares	Df	Mean Square	F	Sig.		
1	Regression	14108.102	1	14108.102	568.114	.000 <sup>b</sup>		
	Residual	8890.298	358	24.833				
	Total	22998.400	359					
a. Dependent Variable: Academic Performance								
b. Predictors: (Constant), Directive Leadership								
<b>Coefficients<sup>a</sup></b>								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	11.947	1.614		7.403	.000	8.774	15.121
	Directive leadership behaviour and students' academic performance.	1.231	.052	.783	23.835	.000	1.130	1.333
a. Dependent Variable: Academic Performance								

Table 7 is the result of regression analysis model conducted to predict the relationship between principals' directive leadership behaviour and students' academic performance in public senior secondary schools in Rivers State. From the Part A of the table the result showed that the relationship between principals' directive leadership behaviour and students' academic performance is 0.783 while the  $R^2$  is 0.613 this implies that their students' academic performance is explained by principals' directive leadership behaviour by 61.2%. ( $0.612 \times 100$ ). The F-ratio in Part B showed that principals' directive leadership behaviours are significantly related to students' academic performance in public senior secondary schools in Rivers State ( $F_{1, 358} = 568.114$ ,  $Sig = 0.000$ ). Hence, the null hypothesis three was rejected and the alternate retained at 0.05 level of significance. The remaining 38.8% was not captured but explained by variable outside the model. The part C estimated the equation of the regression line as  $Y$  (Students' Academic Performance) =  $11.947 + 1.231X$  (Principals' directive leadership behaviour), meaning that increase in students' academic performance is a reflection of principals' directive leadership behaviour.

**HO<sub>4</sub>:** Principals' participative leadership behaviour is not significantly related to student's academic performance in public senior secondary schools in Rivers state.

Table 7: Summary of Regression Analysis on the relationship between Principals' participative leadership behaviours and students' academic performance in public senior secondary schools in Rivers State

<b>Model Summary</b>								
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate				
1	.857 <sup>a</sup>	.734	.733	4.13633				
a. Predictors: (Constant), Participative Leadership								
<b>ANOVA<sup>a</sup></b>								
Model		Sum of Squares	Df	Mean Square	F	Sig.		
1	Regression	16873.312	1	16873.312	986.214	.000 <sup>b</sup>		
	Residual	6125.088	358	17.109				
	Total	22998.400	359					
a. Dependent Variable: Academic Performance								
b. Predictors: (Constant), Participative Leadership								
<b>Coefficients<sup>a</sup></b>								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	17.354	1.059		16.386	.000	15.271	19.437
	Participative leadership behaviours and students' academic performance.	1.781	.057	.857	31.404	.000	1.670	1.893
a. Dependent Variable: Academic Performance								

Table 8 is the result of regression analysis model conducted to predict the relationship between principals' participative leadership behaviour and students' academic performance in public senior secondary schools in Rivers State. From the Part A of the table the result showed that the

relationship between principals' participative leadership behaviour and students' academic performance is 0.857 while the  $R^2$  is 0.734 this implies that their students' academic performance is explained by principals' participative leadership behaviour by 73.4%. ( $0.734 \times 100$ ). The F-ratio in Part B showed that principals' participative leadership behaviours are significantly related to students' academic performance in public senior secondary schools in Rivers State ( $F_{1, 358} = 986.214$ ,  $Sig = 0.000$ ). Hence, the null hypothesis four was rejected and the alternate retained at 0.05 level of significance. The remaining 26.6% was not captured but explained by variable outside the model. The part C estimated the equation of the regression line as  $Y$  (Students' Academic Performance) =  $17.354 + 1.781X$  (Principals' participative leadership behaviour), meaning that increase in students' academic performance is a reflection of principals' participative leadership behaviour.

## **DISCUSSION**

### **Principals' leadership behaviours and Students' Academic Performance**

This study is in line with several studies that believe that Leadership is an important factor for organizations (c.f., Arnetz, 2005; Arvonen, 2002; Yukl, 2006; Arvonen, 2002; Yukl, 2006; Wolve'n, 2000; Yukl, 2006). Thus, supportive leadership behaviour, directive leadership behaviour, participative leadership behaviour, achievement and task oriented leadership behaviours, people and position power oriented leadership behaviours are the principals' leadership behaviour commonly found in public senior secondary schools in Rivers State. The data from this study showed that relationship between principals' leadership behaviour and students' academic performance was high. This implies that their students' academic performance is explained by principals' leadership behaviour. The increase in students' academic performance is a reflection of principals' leadership behaviour. The study also agreed with Thailam (2013) who found that there is significant relationship between affiliative leadership behaviours and task performance of military officers.

### **Principals' Supportive Leadership Behaviours and Students' Academic Performance**

The supportive leadership behaviour of the principal enables students' to get involved actively in group reading and class discussion, makes students' to embark on group reading, enables students' to participate fully in school debate, students do not miss classes as a result of the principal supportive leadership behaviour and makes the students to be very punctual to class.

This study's findings is in line with many researchers who stated that the most important role of the principal is creating supportive working conditions that foster success for all (Boyd et al., 2011; Brown et al., 2009; Carlson, 2004; Morrison, 2012; Watkins, 2005). Furthermore, according to Clement (2016), the implementation of improved hiring, sustained induction practices, supportive supervision, positive workplaces, and leadership opportunities will improve teacher retention. As a result, teachers will have the opportunity to flourish both professionally and personally within the school walls (Darling-Hammond, 2003).

Thus, there is relationship between principals' supportive leadership behaviour and students' academic performance. This implies that their students' academic performance is explained by principals' supportive leadership behaviour. Again, the study revealed that principals' supportive leadership behaviours are significantly related to students' academic

performance in public senior secondary schools in Rivers State. Meaning that increase in students' academic performance is a reflection of principals' supportive leadership behaviour.

### **Principals' directive leadership behaviours and students' academic performance**

The study found that principals' directive leadership enables students' finish their scheme of work on time, helps students' participate in and out of school academic activities, enables students' to copy their notes in the class and present same to the teacher for marking, the students have high level of academic creativity due to the principals' behaviour as a directive leader and encouraged the students to read hard so as to avoid failure. The data in this study showed that the relationship between principals' directive leadership behaviour and students' academic performance is positive. This implies that students' academic performance is explained by principals' directive leadership behaviour.

This study's finding is in line with Nobile (2015) and Ceri-Booms et al. (2017) who stated that directive leadership encourages team members to transcend challenging goals and achieve high levels of performances. It also provides clear goals, which turn institutional objectives into short term goals and serve as a standard guide for team members (Sagie et al., 2002; Abecassis et al., 2017). Also other researchers argue that it stimulates reflection processes (Burke et al., 2006).

### **Principals' participative leadership behaviours and students' academic performance**

The statistics showed that principals' participative leadership behaviour makes students' gets actively involved in group class reading, encourages students' to be actively involved in inter-class debates, actively involved in practical group assignments in the laboratory, students participate actively in group reading and students' maintain high grades in all examinations due to the principals exhibiting participative leadership behaviour. The study further revealed that the relationship between principals' participative leadership behaviour and students' academic performance is positive, which implies that students' academic performance is explained by principals' participative leadership behaviour. Thus, principals' participative leadership behaviour increase in students' academic performance.

This study is in line with Haymon (2010) who found a positive relationship between participative leadership behaviours and student performance in the schools. Haralambos et al. (2013) found that a democratic (participative) behaviour produced higher test scores than authoritarian or Laissez-faire leadership behaviour in Memphis, Tennessee. Nsubuga (2009) revealed that the democratic form of leadership was widely used and found to be effective in public schools.

## **CONCLUSIONS**

The study examined the relationship between the principals' leadership behaviours and students' academic performance in public senior secondary schools in Rivers state. The study showed that some of the leadership behaviours of the school principals' are supportive, directive, participative. These behaviours are found effective in administering day-to-day school transactions as well as enhancing students' academic performance in public senior secondary schools. The study also found that some of the principals' leadership behaviour outcomes of

students include active involvement in group reading and class discussions, making students' to embark on group reading, enabling students' to participate fully in school debate, finish their scheme of work on time, and helping students participate in and out of school academic activities. The major conclusion of the study is that good leadership behaviours are indispensable in the achievement of students' academic performance.

## Recommendations

Based on the findings, the study recommends the following:

- School principals should ensure consistent display of their leadership behaviours to encourage the students' academic outcomes;
- Principals and the school authorities should seize every available opportunity to support students to engage in reading, quiz debates to encourage their performance in the school;
- The principals and the school authorities should be decisive in directing and monitoring teachers' teaching skills to ensure they cover their scheme of work; and
- Principals should ensure more time is provided for students to be actively involved in practical group assignments and laboratory activities this will in a way boost students' confidence on their learning.

## REFERENCES

- Abecassis-Moedas, C., & Gilson, L. L. (2017). Drivers and levels of creative leadership: An examination of choreographers as directive and integrative leaders. *Innovative Organisation and Management*, 20(2), 122-138.
- Adams, R. (2017). *Good data*. <https://help.gooddata.com/display/doc/Normality+Testing+-+Skewness+and+Kurtosis>.
- Adeyemi, T. O. (2006). *Fundamentals of Educational Management*. Atlantic Publishers.
- Al-Omari, A. (2008). The relationship between leadership style of Hashemite University department chairs and job satisfaction as reported by department faculty members. *University of Sharjah Journal for Humanities & Social Sciences*, 5(2), 101-12.
- Anderson, M. H., & Sun, P. T. Y. (2015). Reviewing Leadership Styles: Overlaps and the Need for a New 'Full-Range' Theory. *International Journal of management Review*, 19(1). 76-96.
- Arvonen, J., & Petterson, P. (2002). Leadership behaviours as predictors of cost and change effectiveness. *Scandinavian Journal of management*, 18(1), 101-112.
- Bell, C., Dodd, N., & Mjoli, T. (2018). The effect of participative and directive leadership on team effectiveness among administrative employees in a South African tertiary institution. *Journal of Social Science*, 55(1-3), 81-91
- Bergen, C., & Bressler M. (2014). Laissez-Faire Leadership: Doing nothing and its destructive effects. *European Journal of Management* 14 (1), 83-94. 4.
- Bernstein, D. A. & Nash, P. W. (2008). *Essentials of psychology* (4th Ed.). Cengage Learning.
- Bhebhe, S., & Nyathi, W. (2019). Instructional leaders' strategies for maintaining high performance in high schools: A case of high performing high schools in the Kingdom of Eswatini. *International Journal of Home Science*, 5(1), 250-256.
- Boal, K., Hooijberg, R. (2010). Strategic leadership research: Moving on. *The Leadership Quarterly*, 11(4), 515- 549.

- Bossaert et al. (2011). Predicting children's academic achievement after the transition to first grade: A two-year longitudinal study. *Journal of Applied Developmental Psychology*, 32(2), 47-57.
- Bouwman, M., Runhaar, P., Wesselink, R., & Mulder, M. (2017). Fostering teachers' team learning: An interplay between transformational leadership and participative decision-making? *Teaching and Teacher Education*, 65, 71-80.
- Bridges, E. M. (1982). Research on the school administrator: The state of art 1967-1980. *Educational Administration Quarterly*, 18(3), 12-33.
- Brown, D.R. (2011). *An experimental approach to organizational development, 8th Edition*, Pearson Education.
- Budohi, L.A., (2014). The effect of principal's leadership styles on the academic achievement of students in public secondary schools in Lurambi division, Hakamega County. *Unpublished Master's thesis of Kenyatta University*.
- Burke, C. S., Stagl, K.S., Klein, C., Goodwin, G.F.& Salas, E. (2006). What type of leadership behaviours is functional in Teams? *A meta-analysis. Lead Quart*, 17: 288-307.
- Cannella, B., Finkelstein, S. & Hambrick, D. C. (2008). *Strategic leadership theory and research on executives, top management teams, and boards*. Oxford University press.
- Carlson, D. (2004). The principal's role in retaining teachers: Effective practices that enhance teachers retention and impact teacher mobility (*Unpublished Doctoral Dissertation*). University of Wisconsin.
- Ceri-Broom, M., Cur'eu P.L. & Oerlemans L.A.G. (2017). Task and person-focused leadership behaviours and team performance: A meta-analysis. *Human Resource Management Rev*, 27(1): 178-192.
- Chen, Y. H. (2007). *Principals' distributed leadership behaviors and their impact on student achievement in selected elementary schools in Texas*. Texas A&M University.
- Cheng, J. T. & Tracy, J. L. (2014). Toward a unified science of hierarchy: Dominance and prestige are two fundamental pathways to human social rank. In J. T. Cheng, J. L. Tracy, C. Anderson (Eds.). *The Psychology of Social Status* (3-27). Springer.
- Cheng, J. T., Tracy, J. L., Foulsham, T., Kingstone, A. & Henrich, J. (2013). Two ways to the top: Evidence that dominance and prestige are distinct yet viable avenues to social rank and influence. *Journal of Personality and Social Psychology*, 104(1), 103-125.
- Cheng, J. T., Tracy, J. L., Ho, S. & Henrich, J. (2016). Listen, follow me: Dynamic vocal signals of dominance predict emergent social rank in humans. *Journal of Experimental Psychology*, 145(5), 536-547.
- Cherry, K. (2015). *Leadership styles*. <https://verywellmind.com/what-is-autocratic-leadership2795314>
- Cherry, K. (2017). *What is position power leadership?* <https://www.verywellmind.com/what-is-Position-power-leadership-2795314>.
- Cherry, K. (2018). *Autocratic leadership: Key characteristics, strength, and weaknesses*. <https://verywellmind.com/what-is-autocratic-leadership2795314>
- Cherry, K. (2021). Leadership Styles and Frameworks You Should Know. <https://www.verywellmind.com/leadership-styles-2795312#citation-8>
- Chiek F. (2001). leadership behaviours: Effect on Job satisfaction, Productivity and Organization Commitment, *Journal of Nursing Management* 9, 191 – 204.
- Clark, D. (2015). *Leadership Styles*. [https://resources.saylor.org/wwwresources/archived/..](https://resources.saylor.org/wwwresources/archived/)

- Clement, M. (2016). *Five easy steps for retaining top teachers*. *Principal Leadership*, 16(7), 18-19.
- Darling-Hammond, L. (2003). Keeping good teachers: Why it matters, what leaders can do? *Educational leadership*, 60(8), 6-13.
- David, B. A. (2014). Examining the relationship between non-cognitive skills and leadership; the influence of hope and grit on transformational leadership behaviour. *Unpublished Ed.D.* University of Kansas, Ann Arbor.
- Dharmika, K. A. S., Ahmad, F. B., & Sam, T. L. (2013) Transactional, Transformational and Organizational Commitment: An Examination of the Effect Flaws. *International Journal of Business and Social Science* 4(6)103 9.
- Dinham, S. (2007). How schools get moving and keep improving: Leadership for teacher learning, student success and school renewal. *Australian Journal of Education*, 51(3), 263-275.
- Drucker, P. (1999). *Management Challenges for 21st Century*. Harper Business.
- Dugguh, S. I., & Ayuga, .D. (2004). Job satisfaction Theory, trace ability to employee performance in organization. *IOSR Journal of Business and Management (IOSR-JWM)*. 16, 95) 11-18.
- Dull. (2010). Leadership and organizational culture: Sustaining dialogue between practitioners and scholars. *Public Administration Review* 70 (6), 857-866 12.
- Duncan, P.P. (2014). The Impact of leadership styles on employee performance, *PhD Thesis*. University of Central Florida.
- Dvir T., Dov E., Avolio B., Shamir B. (2002). Impact of transformational leadership on follower development and performance: A field experiment. *Academy of Management Journal*, 45(4), 735-744.
- Edwards, A. K. (2009). *Professional citizenship and otherness leadership development: Examining the relationships among meaning, moral reasoning, and diversity competencies of graduate students*. Bowling Green State University.
- Ejimabo, N.O. (2015). An approach to understanding leadership decision making in organizations. *European Scientific Journal*, 11(11), 1-24.
- Fatima, T., Majeed, M., & Saeed, I. (2017). Does participative leadership promote innovative work behaviour. The Moderated mediation model. *Business & Economic Review*, 9(4), 139-156.
- Federal Republic of Nigeria (2013). *National Policy on Education (ed)*. NERDC Press.
- Fincham, R. & Rhodes, P. (2005). *Principles of Organizational Behaviour*, 4th Edition,,: Oxford University Press.
- Gelfand, M. J., Erez, M. & Aycan, Z. (2007). Cross-cultural organisational behaviour. *Annual Review of Psychology*, 58; 479-514.
- Goetsch, D. L., Davis, S. (2013). *Quality Management for Organizational Excellence: Introduction to Total Quality*. McGraw-Hill.
- Good, T. (2009). Teacher effectiveness in the elementary school: What do we know about it now? *Journal of Teacher Education*, 30, 52-64.
- Goodnight, R. (2011). *Laissez-Faire Leadership*. Encyclopedia of Leadership: Sage Publications.
- Griffin M.A. Griffin A., Neal S.K. & Parker, (2017). A new model of work role performance: Positive behaviour in uncertain and interdependent contexts. *Academy of Management Journal*, 50 (2) (2007), 327-347

- Guarino, C. M., Santibanez, L., & Daley, G. A. (2011). Teacher recruitment and retention: A review of the recent empirical literature. *Review of Educational Research*, 76(2), 173-208. doi: 10.3102/00346543076002173
- Haar, S. V., Koeslag-Kreunen, M., Euwe, E., Segers, M. (2017). Team leader structuring for team effectiveness and team learning in command-and-control teams. *S Group Research*, 48(2), 215-248.
- Hallinger, P., & Lee, M.S. (2013). Exploring principal capacity to lead reform of teaching and learning quality in Thailand. *International Journal of Educational Development*, 33, 305-315.
- Haralambos, M., & Holborn, M. (2013). *Sociology Themes and Perspectives*: Harper.
- Harris, A. (2005). Crossing Boundaries and Breaking Barriers: Distributing Leadership in School. *Specialist School Trust, London*, available at: [www.sst-inet.net](http://www.sst-inet.net).
- Hartog, D. N. D., & Koopman P.L. (2011) Leadership in Organizations. *Handbook of Industrial, Work & Organizational Psychology, Vol.2*. SAGE Publications, 166-187.
- Hickey, M. (2006). Learning to lead while leading; Understanding the experience of beginning urban principals (*Unpublished doctoral dissertation*). Harvard University, MA.
- House R., Hanges P., Javidan M., Dorfman P. & Gupta V. (2004), *Culture, Leadership, And Organizations: The GLOBE Study of 62 Societies*. Sage Publications.
- Hoyle, J. R. (2012). *Encyclopedia of Educational Leadership and Administration*. Ed. Thousand Oaks, CA: SAGE Reference Online. <http://www.studysites.sagepub.com/northouse6e/study/materials/.../reference4.1.pdf>  
<http://irlibrarY-ku.ac.ke/bitstream/handle/123456789/930/Mwaura%2C%20James%20Maina.pdf?sequence>. <http://jproxy.lib.ecu.edu/Login?url=http://search.ebscohost.com>
- Huang, X., Lunj L.A. & Gong Y. (2010). Does participative leadership enhance work performance by inducing empowerment or trust? *Journal of Organizational Behaviour*, 31(1), 122-143.
- Ijeoma, A. (2010). *Unpublished Gender issues and leadership effectiveness in Nigeria labour union activities: An Appraisal*. University of Lagos.
- Ikegbusi, N. G., Eziamaka, C.N. (2016). The impact of teachers' instruction tasks on teacher performance in secondary schools in Nigeria. *International Journal of Advanced Research in Education Technology*, 3(3), & 12-16.
- Ingersoll, R. M., & Smith, T. M. (2003). The wrong solution to the teacher shortage. *Educational Leadership*, 60(8), 30-33.
- Jakhar, S. (2017). *Why and how democratic leadership style is one of the most effective management styles*. <https://www.linkedin.com/pulse/why-how-demo-cra-tic-leadership-style-one-most-effective-jakhar>.
- Javad, M., Nemotollah S. & Ali K. (2013). Studying the effect of leadership participative Behaviours on Employee effectiveness, perception and performance (Kohdasht Municipality as case study). *International Journal of Academic Research in business and Social Sciences*, 3(1).
- Johannsen, M (2016). *The nature of visionary leadership*. [https://www.legacee.com/transformational\\_leadership/visionary-leadership-the-visionary-leader/](https://www.legacee.com/transformational_leadership/visionary-leadership-the-visionary-leader/)
- Joshi, A., Liao H., & Roh H. (2011). Places demography research a review and reconceptualization. *Journal of organisational management*, 37(2), 521-552.
- Koontz, H., & Weihrich, H. (1990). *Essentials of management (5th Ed.)*. Tata McGraw Hill.

- Kouzes, J. M., & Posner, B. Z. (2006). *The leadership challenge* (Vol. 3): John Wiley.
- Lassiter, K. (1995). The relationship between young children's academic achievement and measures of intelligence. *Psychology in the Schools*, 32, 170-177.
- Leithwood, K., & Reil, C. (2003). What we know about successful school leadership. Brief prepared for the Task Force on Developing Research in Educational Leadership, Division. *A Journal of American Educational Research Association*. Temple University.
- Lewis, M.W., Weish, M.A. Dehier G.E. & Green S.G. (2002). Product development tension. *The Academy journal of management*.
- Luthans, F. (2002). *Organizational Behaviour (9th Ed)*. McGraw- Hill.
- Malik, S. H., Aziz, S., & Hassan, H. (2014). Leadership behaviour and acceptance of leaders by subordinates: Application of Path-goal theory in telecom sector. *International Journal of Trade, Economics and Finance*, 5(2), 170-175.
- McGregor, D. (1960). *The Human Side of Enterprise*. McGraw-Hill Book.
- Mehta, R. . (1996). Managing international distribution channel partners: A cross-cultural approach. *Journal of Marketing Channel*, 17(2), 89-117.
- MolokoMphale, L. M., & Mhlauli, M. B. (2014). An investigation on students academic performance for junior secondary schools in Botswana. *European Journal Of Educational Research*, 3(3), 111-127.
- Moon, Y. J., Choi, M., & Armstrong, D. J. (2018). The impact of relational leadership and social alignment on information security system effectiveness in Korean governmental organizations. *International Journal of Information Management*, 40, 54-66.
- Morphet, J., Hood, K., Cant, R., Baulch, J., Gilbee, A., & Sandry, K. (2014). Teaching teamwork: an evaluation of an inter-professional training ward placement for health care students. *Advances in Medical Education and Practice*, 5, 197-204.
- Morrison, J. (2012). The principal's role in teacher retention: Keeping new teachers. *A white paper produced for the RETAIN Center of Excellence Newberry College*. <http://www.retainscteachers.org/wordpress/wpcontent/upload/2013/10/Morrison-Principals- Role-in Teacher-Retention-24.pdf>.
- Mroz, J. E., Yoerger, M., Allen, J. A. (2018). Leadership in workplace meetings: The intersection of leadership styles and follower gender. *Journal of Leadership and Organisation Studies*, 25(3), 1-14.
- Nobile, J.D. (2015). The directive communication of Australian primary school principals. *International Journal of Leader in Education*, 18(2): 239-258.
- Northouse, P. G. (2016). *Leadership: Theory and practice* (7th ed.). Thousand Oaks, CA: Sage.
- Northouse, P.G. (2010). *Leadership; Theory and practise* (5<sup>th</sup> edition). Thousand Oaks, CA: Sage.
- Nsubuga, Y. K. (2009). Analysis of Leadership Styles and School Performance of Secondary Schools in Uganda. Doctoral thesis. Port Elizabeth: Department of Education, Nelson Mandela Metropolitan University. Uganda.
- Nyongesa, L. (2014). Head Teacher's Leadership Style on School Academic Performance in Keyan
- Odeh. R. C. et al. (2015). Influence of school environment on academic achievement of students in secondary schools in Zone "A" Senatorial District of Benue State, Nigeria. *International Journal of Recent Scientific Research*, 6(7), 4914-4922.
- Okoth, U. A. (2000). A Study of the effects of Leadership styles on Performance in KCSE Examination in Nairobi Province. *Unpublished M. Ed. Thesis*. University of Nairobi.

- Ololube, N. P. (2011a). *Professionalism, school effectiveness and quality improvement: potentials and issues surrounding school effectiveness*. Lambert Academic Publishers.
- Ololube, N. P. (2011b). *Education and society: an interactive approach*. Springfield Publishers.
- Ololube, N. P. (2017). *Educational management, planning and supervision: model for effective implementation (2<sup>nd</sup> Edition)*. Pearl Publishers.
- Ololube, N. P. (2018a). Education law, institutional leadership and staff-personnel promotion in tertiary education in Nigeria. In N. P. Ololube (Ed.), *Encyclopedia of institutional leadership, policy and management*. (pp. 344-368). Pearl Publishers.
- Ololube, N. P. (2018b). Does Core Qualities of Principled Leaders Regulate Educational Leadership and Management? In N. P. Ololube (Ed.), *Encyclopedia of institutional leadership, policy and management* (pp. 8-27). Pearl Publishers.
- Ololube, N. P. (2019). *Practical guide to human resources management and organizational theory*. Pearl Publishers.
- Ololube, N. P., Ololube, D. O., & Aiya, F. (2016). Investing in building resilient infrastructures, promoting inclusive and sustainable industrialization to foster innovation through effective higher education. *Journal of Global Economics, management and Business Research*, 7(4), 257-273.
- Oluremi, J. (2013). Principals' organizational management and students' academic achievement in secondary school in Ekiti state, Nigeria. *Singaporean Journal of Business Economics and Management Studies*, 2(2), 76-84.
- Paul, H., Blanchard, K. H., & Johnson Dewey, E. (2001). *Management of organizational behavior: Leading human resources*. Prentice-Hall.
- Puni, A., Ofei, S.B. & Okoe A. (2014) The Effect of Leadership Styles on Firm Performance in Ghana. *International Journal of Marketing Studies*, 6(1), 177-185
- Robbins, S. P. (2003). *Organizational behaviour: concepts, controversies, and applications*. Prentice Hall.
- Robbins, S. P. (2014). *Organizational Behaviour*. Prentice Hall.
- Robert, C. (n.d). *Characteristics of visionary leadership*. <https://yourbusiness.azcentral.com/characteristics-visionary-leadership-9056.html>
- Rost, J. C. (2013). *Leadership for the twenty-first century*. Praeger .
- Sagie, A., Zaidman, N., Amichai-Hamburger, Y., Te'eni, D., & Schwartz, S. (2002). An empirical assessment of the loose-tight leadership model: Quantitative and qualitative analyses. *Journal of Organizational Behaviour*, 23: 303-320.
- Sinek, S. (2014). *Leaders Eat Last: Why Some Teams Pull Together and Others Don't*. Brilliance Corporation.
- Smith, M. J., Arthur, C. A., Hardy, J., Callow, N., & Williams, D. (2013). Transformational leadership and task cohesion in sport: The mediating role of intrateam communication. *Psychology of Sport and Exercise*, 14(2), 249–257.
- Smith, T. M., & Ingersoll, R. M. (2004). What Are the Effects of Induction and Mentoring on Beginning Teacher Turnover? *American Educational Research Journal*, 41(3), 681–714.
- Somech, A. (2005). Directive versus participative leadership: Two complementary Approach to managing school effectiveness. *Educational Administration Quarterly*, 41(5), 777-800.
- Somech, A. (2010). The effects of leadership style and team process on performance and innovation on functionally heterogeneous teams, *Journal of Management*, 32(1), 132-157.

- Sweeney, T. J. (2012). Leadership for the counseling profession. In C. Y. Chang, C. A. Barrio Minton, A. L. Dixon, J. E. Myers, & T. J. Sweeney (Eds.). *Professional counseling excellence through leadership and advocacy*.
- Thailam, O. K. (2013). *Leadership styles: The best Approach*, [www.eosriournal.org](http://www.eosriournal.org).
- Vroom, V. H. (1964). *Work and Motivation*. Wiley,
- Wangui, E. K. (2007). An Investigation of How Leadership Styles Affect Performance in Public Secondary Schools in Mathioya Division, Murang'a District. *Unpublished M.Ed. Project*. University of Nairobi.
- Waters, J. T., Marzano, R. J., & McNulty, B. (2004). Leadership that Sparks Learning. *Educational leadership*, 61(7), 48.
- Waters, T., & Cameron, G. (2007). The Balanced Leadership Framework: Connecting Vision with Action. Midcontinent Research for Education and Learning (McREL).
- Watkins, P. (2005). The Principal's role in attracting, retaining and developing new teachers: Three strategies for collaboration and support. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 79(2), 83-87.
- Weitzier, B., Bosker, R.J. & Kruger, M.L. (2003). Educational Leadership and Student's Achievement: The Elusive Search for an Association. *Educational Administration Quarterly*, 39(3), 398-425. doi:1177/0013161X03253411.
- Werner, S. (2007). A short comment from a Continental perspective. <https://doi.org/10.1177/1367549407079717>.
- Wiesenthal, A.M., Kalpna, J., McDowell, T. & Radin, J. (2015). The new physician leaders: Leadership for a dynamic health. *The New England Journal of Medicine*, 1(3).
- Youngs, P., King, M. B., Youngs, P., & King, M. B. (2002). Principal Leadership for Professionals. *Educational Administration Quarterly*, 38(5), 643-670. doi:10.1177/0013161X0223642.
- Yuki G. (2002). *Leadership in organization (5th Ed.)*. Prentice-Hall.
- Yukl, G. (2013). *Leadership in organizations (8<sup>th</sup> Ed.)*. Pearson.
- Yukl, G. A. (2002). *Leadership in organization. 5th Edition*. Prentice-Hall.
- Yukl, G., & Mahsud, R. (2010). Why flexible, adaptive leadership is important. *Consulting Psychology Journal*, 62(2), 81-93.
- Yusuf, A. K. (2012). The Research scene in Nigeria's non-university higher institutions. *Journal of Research in National Development*, 10(2), 1-8.