

**RELATIONSHIP BETWEEN PRINCIPALS' LEADERSHIP STYLE AND
TEACHERS' EFFECTIVENESS IN PRIVATE SECONDARY SCHOOLS OF KANO
METROPOLIS, KANO STATE NIGERIA.**

By

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DEDICATION

This research work is dedicated to the memory of my late Father, Engineer Abubakar Bayero, who was the pacesetter of whatever achievement I have recorded in life, may his gentle soul rest in perfect peace amen; to my loving mother Malama Maryam Shuraihu for her support and prayers, and also to my caring husband Ibrahim Y. Babanyara for his tireless assistance and encouragements throughout the course of my study.

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ABSTRACT

This study has investigated the relationship between principals' leadership style and teachers' effectiveness in private secondary schools of Kano metropolis. The objective was to identify the types of leadership styles commonly employed by principals in private secondary schools of Kano metropolis, and whether or not they have relationship to the effectiveness of teachers. Autocratic, Democratic, and laissez-faire leadership styles were considered in this study. The study followed a correlational design method, and the population consisted teachers and principals of private secondary schools of Kano metropolis which are 6299 and 312 respectively. The study sampled the population using research advisors table 2006 for determination of sample size, and employed stratified sampling technique and distributed the sample proportionally across the strata (five educational zones within the population). The study generated data through self developed questionnaires; principal leadership style questionnaire (PLSQ) and teachers' effectiveness questionnaire (TEQ) which were validated based on face by research experts in the department. The instruments were reliable as the researcher conducted a pilot study through test re-test and a reliability coefficient of 0.69 was recorded. The instruments were subjected to relevant statistical analysis, thus Question 1 attracted simple percentage, while Question 2, Question 3, and Question 4 attracted Pearson Product Moment Correlation analysis. The results showed that democratic and autocratic leadership styles have significant positive relationship with the effectiveness of teachers while laissez-faire leadership style had negative relationship with the effectiveness of teachers. The study concluded that teachers under the principals employing democratic leadership style are more effective in executing their responsibilities. However, based on the findings of the study it is recommended that principals of private secondary schools of Kano metropolis should adopt different styles of leadership instead of sticking to a single one so as to achieve the desired objective of the organization.

Key Words: *Leadership style, Teachers' Effectiveness, Private Schools.*

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OPEATIONAL DEFINATIONS OF TERMS

1. Principal: the primary leader in a school who establishes a culture of high expectations and belongingness for every child, staff member, and parent.
2. Educational Leadership: Educational leadership involves working with and guiding teachers towards improving educational processes in elementary, secondary and postsecondary institutions.
3. Leadership Styles: Leadership style is a leader's ability to direct, manage, motivate and guide groups of people. They also refer to methods or ways of executing duties/ responsibilities assigned to high ranking officials in organizations such as schools
4. Effectiveness: The concept of effectiveness explains the degree to which objectives are achieved and the extent to which targeted problems are solved.
5. Teachers' Effectiveness entails the ability of a teacher to cultivate thinking skills, stimulate interest in the subject, and motivate students to learn.
6. Private Secondary Schools: A school founded, conducted, and maintained by a private group rather than by the government, usually charging tuition and often following a particular philosophy, viewpoint, etc.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The coming together of people relating with common goals and objectives is termed “Organization.” Emetaron (1998) maintains that an organization is a group of people bound together in a formal relationship to achieve organizational objectives. In the same vein, a structured and carefully designed organization is known as the formal type. Ukeje, Akabogu, and Ndu, (1992) see formal organization as the consciously constituted and systematically operated group of people that bind themselves together for the purpose of achieving a definite objective or definite purpose.

Different organizations exist and one of them is school. School can be seen as a formal institutional organization where instructions are given to people at different levels of life with the aim of producing self-actualized citizens. Bello (2005) sees school as formally organized social institutions where teaching and learning take place under the guidance of academically and professionally prepared teachers and administrators.

Schools like many organizations could be public or private. The latter are formal organizations founded, conducted and maintained by private individual or group. However, private schools exist as corporate entities separated from public schools which are supported by the government, though they differ widely in function, geographical location, size, organizational pattern and means of control. They are ordinarily under the immediate control of a private corporation, not a government agency or board, and they are supported primarily by private fund. They are characterized by a process of double selection because the schools select their teachers and students also parents select the schools for their children.

However level of school organizations comprise of the primary, the secondary, and the tertiary levels of education. The major concern of this study is on the secondary level and how teachers at this level are affected positively or otherwise in executing their duties. Being the second stage of receiving formal instruction, secondary school can be seen as a stem upon which primary and tertiary education rest with stronger objectives. The national policy on education (2004) spelt out objectives of secondary education thus:

- Provide all primary school leavers with the opportunity for education of a higher level, irrespective of sex, social status, religious or ethnic background.
- Offer diversified curriculum to cater for the differences in talents, opportunities and future roles.
- Provide trained manpower in the applied science, technology and commerce at sub-professional grades.
- Develop and promote Nigerian languages, art and culture in the context of world's cultural heritage.
- Inspire students with a desire for self-improvement and achievement of excellence.
- Foster National Unity with an emphasis on the common ties that unite us in our diversity.
- Raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciate those values specified under our broad National goals and live as good citizens.
- Provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development.

Schools like other public and private organizations should be governed by the effective leaders for the attainment of the set objectives. School organizations are headed by principal who is expected to demonstrate leadership styles by employing relevant style to

manage human and material resources entrusted to him/her. The school leadership should provide appropriate climate, efficient use of human and material resources towards attainment of set goals and teachers being the key players in school organization remain the direct beneficiaries of the leadership by making them efficient and competent in discharging their mandate.

However, leadership style entails leader's ability to direct, manage, motivate and guide groups of people. They also refer to methods or ways of executing duties/ responsibilities assigned to high ranking officials in organizations such as schools.

Similarly, teacher's effectiveness entails their proficiency or competency to display at different situations the right behaviour for the successful achievements of the schools objectives. In relation to this, the attainment of educational goals relies heavily on the following: –

- Teachers should be sound in their areas of specialization.
- They should be the means to develop desirable behaviour.
- They should also be competent in guiding the learning process.
- They should understand and tolerate relating with younger ones.

However, the principals' leadership style without doubt affects directly or indirectly, negatively or positively; the teachers' zeal and performance in rendering their services to the school. Hence leadership entails the work done by the high ranking officers in an organization, (in school a principal). The term entails the ability to influence the behaviour, actions, beliefs and feelings of teaming followers in a given organization for the realization of set goals and objectives of the group. It also has to do with formulation of programmes, the taking of decisions and the execution. This by extension stresses that for the attainment of educational goals and objectives, teachers must be qualified and productive in discharging their duties without which any policy and or system planned will be void.

In view of the above therefore, principals of private secondary schools have to be conscious of their behaviour towards their subordinates as it greatly determines the productivity of the employees (teachers). Moreover, this means a leader has to have a focus via which activities of the organization are to be directed through, since leadership styles are representations of behaviour. Similarly, production of quality teachers relies on the principals' ability to motivate and co-ordinate them to carry out their responsibilities; as motivation of teachers plays a vital role in determining the success or otherwise of a private secondary school. It is however through studies of this kind that the issue of discussion "relationship between principals' leadership style and teacher's effectiveness" can be discovered and it will in turn pave way for principals yawning for qualitative and productive teachers to boost their schools' standard so as to achieve overall success. However, leadership in private secondary schools should go beyond directing teaching activities, for it is a key requirement for qualitative school administration. On the side of the principals, they should be those that adopt different kinds of leadership styles depending on the situation on ground, and also enquire the feelings of teachers so as to know the type that is more effective in the organization (School), and in view of the above, this study is worthy of investigation.

1.2 Statement of the Problem

Principal - teacher relationship in private secondary schools is a scenario worthy of investigation as principals demand absolute and complete allegiance from teachers; while Teachers on the other hand find difficult to cope with such expectations from their principals; as such the communication channel between the former and the latter is indescribable. As a result of this, the researcher designed this topic to study whether or not principals of private secondary schools of Kano metropolis make use of the three major styles of leadership (autocratic, democratic, and laissez-faire) upon which behaviour and

attitude were built in order to direct teaming members towards realization of objectives. Similarly, the study “Relationship between principals’ leadership style and teachers’ effectiveness in private secondary schools” have the following problems to be studied:

- Does an autocratic leader provides direction, determines policy, and is very conscious of the position given in private secondary schools of Kano Metropolis?
- Does a democratic leader gets members involved in decision making by guiding them to determine how members function in private secondary schools of Kano Metropolis?
- Does a laissez-faire leader allows people in the group to determine their own direction and function without involvement in private secondary schools of Kano Metropolis?

1.3 Objectives of the Study

This study examined the relationship between principals’ leadership style and teachers’ effectiveness; as such the following are the objectives.

- 1 To identify types of leadership styles commonly employed by principals of private secondary schools in Kano Metropolis.
- 2 To find out relationship between autocratic leadership style employed by principals and teachers’ effectiveness in private secondary schools of Kano Metropolis.
- 3 To examine relationship between democratic leadership style employed by principal and teachers’ effectiveness in private secondary schools of Kano metropolis.
- 4 To examine relationship between laissez-fair leadership style employed by principals and teachers’ effectiveness in private secondary schools of Kano Metropolis

1.4 Research Questions

The study answered this question:

1. What are the types of leadership styles commonly employed by principals in private secondary schools of Kano Metropolis?

1.5 Research Hypotheses

The following hypotheses were tested for this study:

HO₁. There is no significant relationship between autocratic leadership style employed by principals and teachers' effectiveness in private secondary schools of Kano Metropolis.

HO₂. There is no significant relationship between democratic leadership style employed by Principals and teachers' effectiveness in private secondary schools of Kano Metropolis.

HO₃. There is no significant relationship between laissez-faire leadership style employed by principals and teachers' effectiveness in private secondary schools of Kano state.

1.6 Significance of the Study

The study is significant for it will benefit the ministry of education Kano state as it will find it very easy to discharge its responsibilities like inspections and other duties that can lead to educational development ranging from production of more private schools through recognition and recommendation so as to improve the quality and standard of private schools in the state, because there can never be meaningful development in an atmosphere of chaos. The study will benefit private school proprietors in order to clearly comprehend the need for effective leadership in their schools as well as the appropriate types to be adopted in order to provide teachers with necessary support needed to execute their responsibilities.

The study also will benefit school principals of private secondary schools in ways that they will uncover lapses in their management and leadership styles so as to address such lapses with clear and valuable solutions. The study will also benefit teachers in providing a frame work on how to respect their leaders as it is with this that a meaningful and sustainable educational development could be achieved. The study will be of immense

benefit to parents in the sense that with the cordial relationship existing between these stakeholders, qualitative knowledge will be imparted to their children.

In the same vein, the study will be beneficial to scholars as they will find it very easy to make a value judgment regarding the relationship between these stakeholders of education as well as their effectiveness in private secondary schools in Kano State. Conclusively, the study will also be beneficial to potential administrators and managers, as it will present the necessary qualities and techniques needed in principals position as the achievement of organizational objectives can and will only be attained through people so also proper management and leadership is paramount.

1.7 Scope and Delimitation of the Study

Kano metropolis has a number of five (5) educational zones which are Nassarawa, Dala, Dawakin Kudu, Minjibir and Municipal educational zones with eight (8) local government areas, which are Dala, Fagge, Gwale, Kumbotso, Municipal, Nassarawa, Tarauni, and Ungogo respectively. The study is concerned with the relationship between principals' leadership style (s) and teacher's effectiveness in private secondary schools of the entire mentioned areas. As such principals and teachers of public secondary schools in the same area are not part of the study.

In the same vein, other factors that may influence teachers' effectiveness such as teachers' qualification, adequate teaching materials are not part of this study. Also the study is limited to the leadership style (s) of principals; therefore styles of leadership employed by lower administrative managers like the vice principal senior master and head of departments will not be covered. Conclusively, the relationship between head teachers and staff at primary schools and or university within the area are not part of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviewed previous works of scholars on effective leadership styles and how effective they are to teachers in selected private secondary schools of Kano metropolis. The research however, focuses attention on the type of leadership that selected private secondary schools of Kano metropolis exhibit, qualities of a good leader worthy of emulation, roles of a good leader and their implications on teachers' effectiveness with ultimate aim to ensure cordial relationship between principals and teachers for a sustainable educational development of private secondary schools in Kano metropolis.

2.2 Theoretical/ Conceptual Frame Work

2.2.1 Theoretical Frame Work

Generally, it is understood that effective leadership is very crucial in administration and management of organizations of every kind so as to achieve success. In the same vein, leadership is taken seriously by practicing administrators as an important avenue for co-ordination and harmonization of subordinate. This is of paramount importance as educational organizations in Nigeria especially the secondary level require effective leadership for a smooth and successful attainment of the set goals and objectives. Therefore, this study reviewed the behavioural theory of leadership that have been formulated to describe the current trends put into leadership in today's educational settings as such, this study is hinged upon theoretical review of leadership and leadership styles.

However, in response to the early criticisms of the trait approach, theorists began to research leadership as a set of behaviours. They evaluated what successful leaders did, developed taxonomy of actions, and identified broad patterns that indicated different leadership styles. Behavioural theory also incorporates B.F. Skinner's theory of behaviour modification, which takes into account the effect of reward and punishment on changing behaviour. An example

of this theory in action is a manager or leader who motivates desired behaviour by scolding employees who arrive late to meetings and showing appreciation when they are early or on time. Behavioural theory suggests that leadership requires a strong personality with a well-developed positive ego; self confidence is essential, (www.Boundless.com)

2.2.2 Overview of Behavioural theory of Leadership

Behavioural theory of leadership is a big leap from trait theory, in that it assumes that leadership capability can be learned rather than being inherent. This theory is based on the principle that behaviours can be conditioned in a manner that one can have a specific response to specific stimuli. Rather than seeking inborn traits this theory looks at what leaders actually do by studying their behaviours in response to different situations, assessing leadership success by studying their actions and then correlating significant behaviours with success. In reaction to the trait leadership theory, the behavioural theories are offering a new perspective, one that focuses on the behaviours of the leaders as opposed to their mental, physical or social characteristics. Thus, with the evolutions in psychometrics, notably the factor analysis, researchers were able to measure the cause and effects relationship of specific human behaviours from leaders.

2.2.3 Assumptions of the Theory

- There are different sets of leadership styles or behaviours that leaders adopt. This focuses on what leaders do, or how they behave rather than their traits.
- Leaders can be made, rather than are born. Behavioural theories of leadership do not seek inborn traits or capabilities. Rather, they look at what leaders actually do.
- Successful leadership is based in definable, learnable behaviour. If success can be defined in terms of describable actions, then it should be relatively easy for other people to act in

the same way. This is easier to teach and learn than to adopt the more ephemeral ‘traits’ or ‘capabilities’.

2.2.4 Advantages/ Disadvantages of the Theory

Behavioural theory promotes the value of leadership styles with an emphasis on concern for people and collaboration. It promotes participative decision making and team development by supporting individual needs and aligning individual and group objectives. It helps managers evaluate and understand how their behavioural styles as managers evaluate and understand how their behavioural style as a manager affects their relationship with the team and promotes commitment and contribution towards organizational goals. This theory helps them decide how to behave as a leader, depending on concerns for people and for productivity. Behavioural theory of leadership also known as “the style approach to leadership” focuses on the behaviour of the leader and what leaders do and how they act. Behavioural theory is relatively easy to develop, as you simply assess both leadership success and the actions of leaders. With large enough studies, you can then correlate statistically significant behaviours with success. You can also identify behaviours which contribute to failure, thus adding a second layer of understanding.

However, behavioural approaches fell out of favour because they neglected the environment in which behaviours are demonstrated. The hope of the researchers was that the identified behaviours would predict leadership in all circumstances, but it may be unrealistic to expect that a given set of behaviours would work under all circumstances. What makes a high school principal effective may be very different from what makes a military leader effective, which would be different from behaviours creating success in small or large business enterprises. It turns out that specifying the conditions under which these behaviours are more effective may be a better approach.

2.2.5 Application of the Theory to School Management.

Leadership is an essential component of a school's successes or failure. The best schools will have an effective school leader or group of leaders. In a school setting, a leader must be multifaceted as they deal with other administrators, teachers, support staff, students, and parents on a daily basis. This is not an easy job, but many administrators are experts at leading the various subgroups. They can effectively work with and support every person at the school. School leadership is the process of enlisting and guiding the talents and energies of teachers, pupils, and parents toward achieving common educational aims. The term school leadership came into currency 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.

While school leadership or educational leadership have become popular as replacements for educational administration in recent years, leadership arguably 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 etiology of its use may be found in more generally and con-temporarily 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.

2.3 Types of Leadership Styles

The study of leadership styles takes into consideration what a leader does, says and how he acts. It has to do with the study of the leader's approach to the use of authority and the resultant participation of others in decision making. A closer examination of some leadership styles reveal the magnitude of the leader's responsibility those with whom he works. Leadership style is a leader's ability to direct, manage, motivate and guide groups of people. They also refer to methods or ways of executing duties/ responsibilities assigned to high ranking officials in organizations such as schools. Empirical research studies conducted by Lewin R., Lippit, and Hite of the university of Iowa, identified three major leadership styles namely; Autocratic, Democratic and Laissez-faire. Below are discussions on each:

2.3.1 Autocratic Leadership Style

This is also called authoritarian or dictatorial leadership. It is basically a leadership centred affair. In this style, organizational policies and even decisions are determined by the chief executive (Dauda 2008). Authoritarian or autocratic leaders have been known or described as dictators. In most cases, they make their followers to fear them they adopt the strategy of creating distance between their followers and their personal position (Olubadewo 1992). Similarly, Edem 1982 in reference to an authoritarian leader said "this is control by a domineering leader and exemplified by dictation of all policies and procedures by the leader with little or no group participation in decision making". The authoritarian leadership style creates clear and concise expectations about what needs to be accomplished, when it needs to be accomplished and how it needs to be accomplished. Authoritarian leadership concentrates on the decisions and commands of the leader.

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

Examples of authoritarian communicative behaviour: a police officer directing traffic, a teacher ordering a student to do his or her assignment, and a supervisor instructing a subordinate to clean a workstation. All of these positions require a distinct set of characteristics that give the leader the position to get things in order or get a point across. Authoritarian Traits: sets goals individually, engages primarily in one-way and downward communication, controls discussion with followers, and dominates interaction. Several studies have confirmed a relationship between bullying, on the one hand, and an autocratic leadership and an authoritarian way of settling conflicts or dealing with disagreements, on the other. An authoritarian style of leadership may create a climate of fear, where there is little or no room for dialogue and where complaining may be considered futile.

2.3.2 Democratic Leadership Style.

Democratic leadership exist when leadership indicates actions involving the group in decision making in relation to policy and programmes. It is a leadership which is said to be encouraging the participation of all or at least a significant representation of all concerned, especially in policy formulation and implementation. It is assumed that in an educational organization where the leadership is democratic, all teachers, all students, as well as the supporting staff (non academic), will have the opportunity to contribute in the making of school rules and regulations and policies and their implementation. This when done, is expected to bring about efficiency in management and high productivity (Dauda 2008).Democratic leaders provide direct feedback to followers while participating in group activity. This leadership style encourages input and participation from followers in the decision-making process. However, the leader controls the final say over decisions. Research has shown that followers are more motivated and creative as a result of feeling engaged.The democratic leadership style consists of the leader sharing the decision-making abilities with group members by promoting the interests of the group members and by practicing social equality.This style of leadership encompasses discussion, debate and sharing of ideas and encouragement of people to feel good about their involvement. The boundaries of democratic participation tend to be circumscribed by the organization or the group needs and the instrumental value of people's attributes (skills, attitudes, etc.). The democratic style encompasses the notion that everyone, by virtue of their human status, should play a part in the group's decisions. However, the democratic style of leadership still requires guidance and control by a specific leader. The democratic style demands the leader to make decisions on who should be called upon within the group and who is given the right to participate in, make and vote on decisions.

2.3.3 Laissez-Faire Leadership Style.

The organizational condition governing this style of leadership is that members are in the lowest. This type of leadership is loose and unconcerned. The leader allows everyone to do what they want. Laissez-faire leadership in any organization is viewed as almost a leaderless organization (Dauda, 2010). The laissez-faire leadership style is where all the rights and power to make decisions is fully given to the worker. The laissez-faire style is sometimes described as a "hands off" leadership style because the leader delegates the tasks to their followers while providing little or no direction to the followers. If the leader withdraws too much from their followers it can sometimes result in a lack of productivity, cohesiveness, and satisfaction. Laissez-faire leaders allow followers to have complete freedom to make decisions concerning the completion of their work. It allows followers a high degree of autonomy and self-rule, while at the same time offering guidance and support when requested. The laissez-faire leader using guided freedom provides the followers with all materials necessary to accomplish their goals, but does not directly participate in decision making unless the followers request their assistance.

2.4 Autocratic leadership style and teachers' effectiveness

The authoritarian style of leadership is a situation where the word of control is domineering. The principal alone determines policies and procedures with little or no group participation, task and methods are imposed on teachers. There is little or no effective communication flow between the former and the latter. Under this style, there will be no free and sense of belonging to the staff where the mood of control is domineering by leader and as a result, the staff would not perform to the expectation and will tell on the student academic performance.

2.5 Democratic leadership style and teachers' effectiveness

The democratic style of leadership is a situation where all policies are derived from group decision. The leader helps his co-workers operate as a group and this style is characterized by co-operation, acceptance of more responsibility and recognition of the worth of each worker. For example, in a school where this style is adopted, there will be good mutual understanding, free expression and adequate co-operation with teamwork between the head and the followers. Staff are also carried along in decision making and in running the affairs of the school, in this respect, the teachers under this style perform effectively with good interaction within the staff and the students, principals in this situation provide services that will make teachers to willingly be loyal and cooperating.

2.6 Laissez faire leadership style and teachers effectiveness

Laissez-faire leadership is not ideal in situations where teachers lack the experience they need to complete tasks and make decisions. Some teachers are not good at setting their own deadlines, managing their own projects and solving problems on their own. In such situations, projects can go off-track and deadlines can be missed when team members do not get enough guidance or feedback from principals. In some situations, the laissez-faire style leads to poorly defined roles within the school, since team members receive little to no guidance, they might not really be sure about their role within the group and what they are supposed to be doing with their time. Similarly, principals adopting laissez-faire type of leadership are often seen as uninvolved and withdrawn, which can lead to a lack of cohesiveness within the school, since the principal seems unconcerned with what is happening, teachers sometimes pick up on this and express less care and concern for their tasks, which in turn make them ineffective.

2.7 Teaching Experience

The issue of teacher as a factor that affects students' academic performance has received a lot of attention in the literature and findings have been mixed and inconclusive. A

strand of the literature revealed that a number of teacher variables which include years of teaching experience, level of educational attainment or academic qualifications, teacher development programmes, availability of qualified teachers, teacher-student ratio, teacher attitude, degree of job satisfaction, motivation and salary affect students' learning outcomes (Daso, 2013; Akpo, 2012; Odiri, 2011; Ewetan, 2010; Akinsolu, 2010; Adesoji and Olatunbosun, 2008; Bressoux et al, 2008; Adeyemi, 2008; Abu and Fabunmi, 2005). Another strand of the literature found that a number of teacher variables which include teacher years of experience, teacher academic attainment or qualifications, teacher-student ratio, and teacher development programmes had no significant influence on students' academic performance (Yara and Surumo, 2012; Ayodele and Ige, 2012).

Akpo (2012) examined the impact of teacher-related variables on students' junior secondary certificate mathematics results in Namibia using questionnaire, multi-correlation and regression analysis and found that teacher educational qualifications, teaching experience, subject specialization, standards-based professional development, standard-based classroom activities, and classroom management beliefs are related to students' academic achievement in JSC Mathematics. Similar study by Daso (2013), on teacher variables and senior secondary students' achievement in Mathematics in Rivers State, Nigeria, reported that there is a significant relationship between teachers' method of teaching, teachers' attitude, and teacher quality and students' achievement in Mathematics. Akinsolu (2010) investigated teachers and students' academic performance in Nigerian secondary schools and its implications for planning; using questionnaire, Anova and Spearman Rank Correlation coefficient and found that teachers' qualifications, years of experience, and teacher-student ratio were significantly related to students' academic performance. In their study on "Student, Teacher and School Environment Factors as Determinant of Achievement in Senior Secondary School

Chemistry in Oyo State, Nigeria, Adesoji and Olatunbosun (2008), adopted an ex-post facto research type and used four sets of instruments. They found that 7.2% of the total effect on achievement in chemistry was accounted for by all the seven predictor variables when taken together. It was also revealed that only four variables, school location, laboratory adequacy, teachers' attitude to chemistry teaching, and teachers' attendance at chemistry workshop had direct causal influence and significantly contributed to the prediction of achievement in chemistry. In a similar study of the relationship among teacher variables and adult learners' academic performance in the part-time sub-degree programme of the University of Ibadan in Nigeria, Abu and Fabunmi (2005) discovered that there is a significant and positive relationship between teacher's qualification, age, years of experience, teacher-learners ratio, and adult learners' academic performance.

Chinn and Tabata (2003) in their study on the effects of selected teacher factors on the Mathematics achievement of urban primary school pupils in the state of Cambodia, used questionnaires and achievement test to construct an index of academic performance. The results of the stepwise regression analysis revealed that teachers' economic status, their years of teaching experience and job satisfaction have statistically significant relationships with the achievement of the pupils whose economic status had been held constant. However, these three teachers' variables explain only about 20 percent of the variance in the pupil learning achievement. In a similar study on the impact of different teacher and class characteristics on third graders outcomes in Germany, Bressoux et al (2008) found that teachers' training substantially improves students' test scores in Mathematics, and small class is more beneficial to low-achieving students within classes, and to all students in low achieving classes. In a study of the relationship between teachers' effectiveness and students' academic performance in public secondary schools in Delta State, Nigeria, Akiri and Ugborugbo (2009) using correlation, simple regression, t-test, and single factor analysis

of variance found that effective teachers produced better performing students. However the observed differences in students' performance were statistically not significant. Adu and Olatundun (2007) in a study on teachers perception of teaching as correlate of students' academic performance in Oyo State, Nigeria, found that, the relationship between teachers' perception and students' academic performance is positive and significant, and that qualification has no significant effect on students' performance. Ayodele and Ige (2012) examined the relationship between utilisation of teachers and students' academic performance in senior secondary schools in Ondo State, Nigeria, using questionnaire, descriptive survey, and ex-post factor design. The results of the multiple regression analysis and t-test statistic revealed that the effective utilization of teachers rather than its mere availability impacts students' academic performance. Adeyemi (2008) examined teachers teaching experience and students learning outcomes in the secondary schools in Ondo State, Nigeria, using questionnaire. The result of the chi-square test, correlation analysis, and t-test statistic revealed that teachers' teaching experience was significantly related to students' learning outcomes. The literature reviewed above show clearly that teachers play a significant role in ensuring excellent academic standards measured by students' learning outcomes in both developed and developing countries. This study is another attempt to shed more light on the connection between teacher variables and students' academic performance within the context of education in a developing country.

2.8 Empirical Studies on Leadership Styles.

A substantial amount of research has been conducted on leadership and teachers effectiveness.

Clark (2009) found a significant correlation between elementary school teachers' Perceptions of principal instructional leadership and their Personal Science Teaching Efficiency levels (PSTE).

However, Obiwuru, Okwu, Akpa, and Nwankwere (2011) investigated the effects of leadership style on organizational performance in small scale enterprises, and the result showed that while transactional leadership style had significant positive effect on performance, transformational leadership style had positive but insignificant effect on performance. The study concluded that transactional leadership style was more appropriate in inducing performance in small scale enterprises than transformational leadership style and, therefore, recommended transactional leadership style for the small enterprises with inbuilt strategies for transition to transformational leadership style as the enterprises developed, grew and matured.

Ameneh, Fariba (2010) observed that Leadership is an essence, which through this essence series of intellectual and humanistic abilities and capabilities could be mixed and by managing and controlling this essence organization goals could be achieved in a better and effective way. Management in the organization is not too much difficult, but staying in the leadership position is difficult task. Leadership to the deep phase of the organization is not something that happens immediately, but must be established in schematized process in the organization. Team leadership basic principle in the organization is self-leadership and this is because that team self-leadership is the organization leadership practice. Self leadership is self-knowing, self-awareness, self-manage and self-discipline, that each one of these components helps the leadership to run and implement its effects on the organization

Severino, Tonderai, Shingirai, and Christopher, (2010) revealed a relatively low leadership involvement in strategy implementation leading to partial strategy success. Leadership has been failing to role model the ideal behaviour necessary for successful strategy implementation. The absence of a well crafted strategic vision and the lack of communication were also identified. The study concluded that leadership should be able to

craft a vision for any strategic programme, design effective communication strategies as well as to role model behaviour changes that are consistent with new strategies

Yaser,(2012) found out that Transformational leadership is implemented when leaders involve broaden and elevate their sub-ordinates' interests, when they generate awareness and acceptance of the group's tasks and mission.

Olafemi, Danladi, Olalekan (2014) found out that that there is a positive significant relationship between the application of leadership style and performance of business organizations in Nigeria, it therefore, recommended that managers should adopt the appropriate leadership style that suit the organization at the same time taking into consideration the effective management of employees through good leadership in order to increase the level of performance and organization efficiency.

2.9 Summary of Literature Review and Uniqueness of the study

This chapter “review of related literature” examined the theoretical frame work of leadership, similar studies conducted by researchers on leadership and leadership styles, as well as the qualities of a good leader worthy of emulation. The fact that every organization of every kind requires effective leadership, this chapter explores detailed explanations on the application of leadership styles to educational settings.

However, the uniqueness of this study is that relationship between principals' leadership style and teachers' effectiveness in private secondary schools of Kano metropolis has been reviewed to know the trend of awareness of principals and teachers in trying to accomplish stated goals and objectives of the organization (school). This is done with the view to come up with viable proposition for better administration and management of education in private schools of Kano metropolis. Moreover, this study is unique as it considers principals'

leadership style with teachers' effectiveness which make it different from others that have considered other variables such as Tatlah and Iqbal(2012) who examined Leadership style and school Effectiveness: Empirical evidence from Secondary Level and Malmir and Azizzadeh (2013) who examined evaluation of self Leadership statue and providing solutions to improve the self leadership statue.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter explained the research design employed, population of the study, sampling and sampling techniques, sample size, data collection instruments, data collection procedure, validity and reliability of instrument as well data analysis procedure. However, the researcher examined ‘relationship between principals’ leadership style (independent variable), and teachers’ effectiveness (dependent variable) in private secondary schools of Kano metropolis.

3.2 Research Design

A research design is a general plan for conducting the research. Therefore, this study employed a correlational design, which is part of the survey design method. Best (1981) expressed that; a survey method enables the researcher to obtain the opinion of the representative sample of the target population so as to infer the percentage of the entire population. Bichi (2004) maintained that a survey research design concerns itself with the present and attempts to determine the current status of the phenomena under investigation. Its main objective is to discover the relative incidence, distribution, and interrelations among sociological, psychological, and educational variables.

Opinions of teachers on how their principals’ leadership styles affect them in executing their responsibilities in the school are analyzed. The research also carried out correlation study of some variables; that is variable of principals’ leadership styles examined on teachers’ effectiveness in instructional and co-curricular activities.

3.3 Population and Sample

3.3.1 Population of the Study

In a research study, the term population is used in a specialized sense to refer to all possible objects of a particular type as defined by the aims and objectives of the study, Bichi, (2004). Therefore, the target population of this study comprised all teachers and principals of private secondary schools of Kano metropolis. However, there are five (5) educational zones and eight (8) local government areas in Kano metropolis with a total number of 312 private secondary schools. Across these 312 private secondary schools in Kano metropolis, there are 6299 teachers and 312 principals respectively.

Table 3.1: Target population of the study

SN	Educational Zones	Local Government Areas	Principals	Teachers
1	Municipal	Municipal	23	448
2	Dala	Dala and Gwale	21, 36	370, 987
3	Nassarawa	Nassarawa, Tarauni and Fagge	92, 30, 49	1788, 679, 909
4	Minjibir	Ungogo	18	249
5	Dawakin Kudu	Kumbotso	43	869
Total			312	6299

3.3.2 Sample Size

Sampling is fundamental in educational research. Selecting subjects for a study involves selecting samples from population. A sample is that portion of the population being studied drawn through a definite procedure (Akuezulo 2002). Educational research is conducted on the basis of sample from which the researcher derives certain generalizations applicable to the population from which the sample will be drawn. By using a sample, a considerable saving is made in time, effort and money (Bichi 2004). Therefore, the sample size for teachers in this study is 365 while that of principals is 165 based on the research advisors table (2006) for determination of sample size, and these were proportionally distributed across the strata; thus the sample was divided by the zones which constitute the strata in order to arrive at the required sample drawn from each stratum as provided by Creswell and Clark (2011).

Table 3.2: Required sample size for teachers

SN	Educational Zones	Sample
1	Municipal	73
2	Dala	73
3	Nassarawa	73
4	Dawakin Kudu	73
5	Minjibir	73
Total		365

Table 3.3: Required sample size for principals

SN	Educational Zones	Sample
1	Municipal	33
2	Dala	33
3	Nassarawa	33
4	Dawakin Kudu	33
5	Minjibir	33
Total		165

3.3.3 Sampling Technique

A portion of a population selected for the study is termed sample, (Akuezulo 2002). In drawing samples from the above population, stratified sampling technique was applied. A stratified sampling technique is one of the most commonly used in educational researches and it falls under the major type of probability sampling technique. Probability sampling techniques are those for which we can determine the probability, likelihood or chance of including each member of the population in the sample. In the same vein, stratified sampling is a method in which the researcher divides the population into strata depending on the number and type of sub groups that exist in the population, after which the researcher uses simple random sampling and select appropriate sample sizes from each stratum.

The strata in this study are the five educational zones within the metropolis. The choice of stratified sampling technique was based on the fact that there is an account on the

population under study, as such enumerating all members of the target population is extremely difficult since the population is spread over a large area as this.

3.4 Data Collection Instrument

The instrument used in gathering data for this study was a self developed questionnaires. A questionnaire is seen as a set of questions relating to the aims and objectives of the study to which respondents (the sample) are required to answer by writing in their responses, Akuezuilo (2002). Therefore, the researcher developed two sets of questionnaires, that is; Principals' Leadership Styles Questionnaire for Teachers (PLSQT) and Teachers' Effectiveness Questionnaire for principals (TEQP). Both questionnaires contained two sections, A and B. Section A were based on the background information of the respondents while section B of (PLSQT) sought information on the leadership style (s) adopted by the principal and section B of (TEQP) sought information on teachers' effectiveness.

3.4.1 Scoring Procedure

A rating scale is a measuring instrument in which the rate assigns the ratee (the rated person or object) to categories or attributes according to the rater's experience about the ratee. It is a scale indicating the degree to which each attribute is present in the object being rated. From the rater's view point, rating is an evaluative summary of past or present experiences of the rater about the ratee (Akuezuilo 2002). Therefore, the items in the instrument (PLSQT and TEQP) were scored using the five-point likert scale format, which entails generating a list of statements about what is being rated and providing a set of graduated response opinions so that respondents will use the response options to indicate their degree of agreement or disagreement with the statement, as the researcher wanted to find out relationship between respondents on items in the instrument.

3.5 Validation of the Instrument

The validity and reliability of the instruments were established following due procedures as follows:

3.5.1 Validity of the instrument

For face validity of the instruments established, the researcher presented the instruments to the professionals in the Faculty of Education, experts in Test and measurement unit, as well as the supervisor and were scrutinized and approved.

3.5.2 Reliability of the Instrument

For the reliability of the instrument ascertained, the researcher conducted a pilot study through test re-test where the instruments were administered on five (5) principals and fifteen (15) teachers randomly selected from public secondary schools outside the population under study, and the correlation coefficient obtained was (0.69) showing high relationship between the positive administrations.

3.6 Procedure for Data collection

Data for this study were collected using a questionnaire through self administration. By this method, the questionnaires were administered face to face to the respondents by the researcher who personally visited the schools selected for the study. This was done after presenting an introductory letter collected from the department to various school principals. The instruments were retrieved from various respondents by the researcher after completion. Of the five hundred and thirty (530) questionnaires distributed to teachers and principals, five hundred and twelve (512) were retrieved and analyzed.

3.7 Procedure for Data Analysis

Data analysis is the processing of data. The data collected from the research instruments were subjected to the relevant statistical analysis, thus Research question 1 attracted simple percentage, while Question 2, Question 3, and Question 4 attracted Pearson moment correlation analysis.

CHAPTER FOUR

DATA PRESENTATION, RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter presents and analyses data obtained from the field on the relationship between principals' leadership style and teachers' effectiveness in private secondary schools of Kano metropolis. However, the researcher distributed 165 questionnaires to principals titled "teachers' effectiveness questionnaire" (TEQ) but only 156 were retrieved. In the same vein, a total number of 364 questionnaires were distributed to teachers across the population but only 318 were retrieved.

4.2 Data Summary

The demographic data considered to be important in the study is teaching experience of Principals as well as teachers that fall under the sample of the study.

Table 4.1: Years of working experience of principals

Variable	Frequency	Percentage
6-10 years	11	5.5
11-15 years	46	23.0
20 years and above	99	49.5

Table 4.1 shows work experience of the principals and the results demonstrate that principals with 20 years and above experience were the majority accounting for 99 (49.5%), followed by principals with 11-15 years that accounted for 46 (23%) while the least were principals with 6-10 years work experience which accounted for 11 (5.5%). The findings indicate that most of the principals have adequate work experience in the job.

Table 4.2: Years of working experience of teachers

Variable	Frequency	Percentage
1 - 5 years	129	39.4
6 - 10 years	98	30.0
11 - 15 years	66	20.2
16 - 20 years	16	4.9
21 years and above	8	2.4

Table 4.2 shows work experience of teachers and the results demonstrate that teachers with 1-5 years experience were the majority accounting for 129 (39.4%), followed by teachers with 6-10 years that accounted for 98 (30.0%), followed by teachers with 11-15 years that accounted for 66 (20.0%), while the least were teachers with 16 -20 years work experience which accounted for 16 (4.9%). The findings indicate that most of the teachers have less work experience in the job.

4.3 Data Analysis

4.3.1 Answer to Research Question 1

Q1: What are the types of leadership styles commonly employed by principals in private secondary schools of Kano Metropolis?

Table 4.3: Commonly used leadership styles by principals of private secondary schools in Kano metropolis.

Leadership style	No	Mean	Std. Deviation
Autocratic	318	3.3145	.56325
Democratic	318	3.6737	.65038
Laissez-faire	318	2.4906	.64672

Table 4.3 demonstrates the types of leadership among Principals of secondary schools. The results indicate that Principals of secondary schools exercise three different leadership styles with majority of the principals exhibiting democratic style of leadership ($M = 3.67$; $SD = .650$), followed by the principals that exercise autocratic leadership ($M = 3.31$; $.653$) and lastly principals that demonstrate laissez-faire style of leadership ($M = 2.49$; $.646$). The findings revealed that majority of the principals in secondary exhibit democratic leadership style.

4.3.2 Hypothesis Testing

4.3.2.1 Research Hypotheses

The following hypotheses were tested for this study:

HO₁ There is no significant relationship between autocratic leadership style employed by principals and teachers' effectiveness in private secondary schools of Kano Metropolis.

Table 4.4: Relationship Between Autocratic Leadership style and Teachers' effectiveness in Private Secondary Schools of Kano Metropolis.

Leadership/teachers' effectiveness	Correlation	Autocratic Leadership	Teachers' Effectiveness
Autocratic Leadership	Pearson Correlation		
Teachers Effectiveness	Pearson Correlation	-.115	1
	Sig. (2 tailed)	.151	

Correlation is significant at 0.05 levels (2 tailed)

A Pearson moment correlation was calculated in order to the hypothesis involving the relationship between autocratic leadership style and teachers' effectiveness. The result demonstrates that there is no significant correlation between autocratic leadership style and

teachers' effectiveness ($r = -.115$, $p = 0.01$), indicating that autocratic leadership does not influence teachers' effectiveness, hence the null hypothesis which states that there is no significant relationship between autocratic leadership style employed by principals and teachers' effectiveness in private secondary schools of Kano Metropolis is accepted.

HO₂ There is no significant relationship between democratic leadership style employed by principals and teachers' effectiveness in private secondary schools of Kano Metropolis.

Table 4.5: Relationship Between Democratic Leadership Style and Teachers' Effectiveness in Private Secondary Schools of Kano Metropolis.

Leadership Style/ Teachers' Effectiveness	Correlation	Democratic Leadership	Teachers' Effectiveness
Democratic Leadership		1	1
Teachers' Effectiveness	Pearson Correlation	.268	
	Sig. (2 tailed)	.001	

Correlation is significant at 0.01 levels (2 tailed)

A Pearson moment correlation was calculated in order to test the hypothesis involving the relationship between democratic leadership and teachers' effectiveness. The result demonstrates that significant correlation between democratic leadership style and teachers' effectiveness was found ($r = .268$, $p = 0.01$), indicating that democratic leadership influences teachers' effectiveness, hence null hypothesis which states that there is no significant relationship between democratic leadership style employed by principals and teachers' effectiveness in private secondary schools of Kano Metropolis is rejected and alternative hypothesis was accepted and concluded that leadership style of principal make impact on teachers' effectiveness.

HO₃ There is no significant relationship between laissez-faire leadership style employed by principals and teachers' effectiveness in private secondary schools of Kano state.

Table 4.6: Relationship Between Laissez-faire Leadership Style and Teachers' Effectiveness in Private Secondary Schools of Kano Metropolis.

Leadership style	Correlation	Laissez-faire	Teachers'
Teachers' Effectiveness		Leadership style	effectiveness
Laissez-faire		1	
Leadership			
Teachers' effectiveness	Pearson	.069	1
	Correlation		
	Sig. (2 tailed)	.393	

Correlation is significant at 0.05 levels (2 tailed).

A Pearson moment correlation was calculated in order to test the hypothesis involving the relationship between laissez-faire leadership style and teachers' effectiveness. The result demonstrates that there is no significant correlation between laissez-faire leadership style and teachers' effectiveness ($r = .069$, $p = 0.05$), indicating that laissez-faire leadership style does not influence teachers' effectiveness, hence hypothesis which states that there is no significant relationship between laissez-faire leadership style employed by principals and teachers' effectiveness in private secondary schools of Kano Metropolis is accepted.

4.4 Summary of the Major findings.

The data collected and computed revealed that:

1. There are three (3) types of leadership styles (autocratic, democratic, and laissez-faire) which are commonly used by principals of private secondary schools in Kano metropolis.
2. The findings however showed that there is no significant relationship between autocratic leadership style and teachers' effectiveness in private secondary schools of Kano metropolis.
3. Similarly, the findings showed that there is significant relationship between democratic leadership style and teachers' effectiveness in private secondary schools of Kano metropolis.
4. In the same vein, the findings showed that there is no significant relationship between laissez-faire leadership style and teachers' in private secondary schools of Kano metropolis.

4.5 Discussions on the Findings

The study investigated the relationship between principals' leadership style and teachers' effectiveness in private secondary schools of Kano metropolis.

The study sought demographic information on principals of private secondary schools of Kano metropolis in relation to their years of working experience. It was discovered that principals with 20 years and above were the majority with 49.5%. This shows that majority of the principals have adequate working experience, as such, selecting and executing the appropriate leadership style to enhance teachers' effectiveness in private secondary schools of Kano metropolis is expected. In the same vein, the teachers' demographic information sought was also on years of teaching experience, and the findings revealed that teachers with 1-5 years experience were the majority with 39.4%. This indicates that the teachers have less experience in teaching.

However, the findings show that there is no significant relationship between autocratic leadership style executed by principals and teachers' effectiveness in private secondary schools of Kano metropolis. This by extension means that principals executing autocratic type of leadership do not make their teachers effective; Olubadewo (1992:33) opines that "authoritarian leaders have been known or described as dictators. In most cases they make their followers fear them. They adopt the strategy of creating distance between their followers and their personal position. Hence characteristically they rely heavily on power and authority instead of using respected personality to carry employees along with them to influence staff behaviour, they use formal positions, they impose strict control, they fear trusting people and consequently do not delegate power to authority".

Similarly, it was revealed that there is a significant relationship between democratic leadership style executed by principals and teachers' effectiveness in private secondary schools of Kano metropolis, as such principals executing democratic type of leadership make their teachers effective. A democratic leader happens to be fair to all in dealings, for different people require different management strategies. The best strategy is to manage different individuals differently and always treat individual case in clear consistent and predictable manner.

Consequently, the findings indicate that there is no significant relationship between laissez-faire leadership style executed by principals and teachers' effectiveness in private secondary schools of Kano metropolis. Staff under this type of leadership has low level of morals because they avoid work but love to be paid. The principal with this type of style has potentials for attracting anarchy and the consequence of jeopardizing the school objectives.

CHAPTER FIVE

SUMMARY CONCLUTIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of the findings of the study, conclusions drawn from the outcomes as well recommendations from and for further studies on relationship between principals' styles of leadership in relation to the effectiveness of teachers not only in private secondary schools of Kano metropolis, but in other educational organizations within and outside Kano state.

5.2 Summary

The study "relationship between principals' leadership style and teachers' effectiveness in private secondary schools of Kano metropolis" sought and fond out the kind of bond existing between principals and their teachers in private secondary schools of Kano metropolis, and whether or not the bond(s) affect(s) teachers positively or otherwise.

However, the study constituted background to the study which presents an observation worthy of noting in the ongoing leadership style(s) operating in private secondary schools of Kano metropolis. Statement of the problem pointed out problems that exist in management and administration of private secondary schools ranging from inadequate leadership style (s) and or ineffectiveness of teachers. Significance of the study stresses the beneficiaries of the study in completion which constitute ministry of education, private school proprietors, school principals, teachers, as well as parents. Objectives of the study were designed with the aim of identifying types of leadership styles commonly employed by principals, relationship between autocratic, democratic and laissez-faire types of leadership in private secondary schools of Kano metropolis. Similarly, the study answers questions that were

asked in line with its objectives, and consequently null hypotheses were stated in relation to objectives. The study covers the entire eight local governments' areas of Kano metropolis, and all private secondary schools within. The study delimits itself to any other variable outside these.

Moreover, the study reviewed work of scholars on effective leadership styles, qualities of a good leader worthy of emulation, roles of a good leader, as well their implications on teachers' effectiveness with the ultimate aim to ensure cordial relationship between them (principals & teachers) for a sustainable educational development of private schools.

The study employed correlational design method. The population constituted the entire teachers of private secondary schools of Kano metropolis as well as their principals. The study however sampled 164 principals and 364 teachers based on the research advisors table (2006), as such stratified sampling technique was used to distribute the samples drawn from each stratum as provided by Creswell (2012); thus the sample size for teachers standing at 365 and that of principals 164 were divided by the five educational zones in the metropolis ($364/5$ and $162/5$). Therefore, 72 teachers and 33 principals are sampled proportionally in each of the five zones respectively. In the same vein, two sets of self developed questionnaires were designed; "principals' leadership styles questionnaire" (PLSQ) where questions in relation to the three types of leadership (autocratic, democratic, and laissez-faire) were asked and teachers responded, and "teachers' effectiveness questionnaire" (TEQ) where questions relating to effectiveness of teachers were asked and principals responded. The researcher used five point likert scale scoring procedure to score the items in the questionnaires. Consequently, for validity and reliability of the instrument, the researcher presented it to professionals and experts in the faculty of education and was scrutinized and approved. The researcher however collected data from respondents through

on the spot administration, after which the data collected was analyzed using Pearson product moment correlation analysis.

The study presented and analyzed the data collected from the respondents. The demographic information on principals and teachers indicate that majority of the principals have adequate work experience in the job because they have experience of 20 years and above while teachers have less experience for having the majority of 1-5 years experience. The data also shows that principals of private secondary schools of Kano metropolis employ three types or leadership styles (autocratic, democratic, and laissez-faire) in which democratic leaders are the majority. The descriptive statistics for teachers' effectiveness shows teachers under the leadership of democratic teachers are more effective, followed by autocratic and subsequently laissez-faire leaders respectively.

5.3 Conclusions

This study investigated the relationship between principals' leadership style and teachers' effectiveness in private secondary schools of Kano metropolis. The main aim of the study is to find out whether leadership style (s) of principals has influence over effectiveness of teachers *visa vis*. As such, the researcher developed two sets of questionnaires and collected data from principals and teachers. The principals' leadership style questionnaire was designed for teachers who assessed their principals on the type of leadership style they employ in the school, while teachers effectiveness questionnaire was designed for principals who assessed their teachers on how effective they are in carrying out their responsibilities. However, the study concluded that principals of private secondary schools of Kano metropolis employ the three commonly leadership styles (autocratic, democratic, and laissez faire) in managing their schools. As such principals who employ democratic type of leadership make their teachers more

effective in discharging their responsibilities as the findings revealed a strong relationship between the two variables. The study also revealed that teachers under principals employing autocratic and laissez faire types of leadership are less effective in discharging their responsibilities as the findings indicated negative relationship between the variables.

5.4 Recommendations

5.4.1 Recommendations from the Study

- i. In relation to the findings of this study, the researcher hereby recommends that principals of private secondary schools should adopt and utilize other styles of leadership aside the three mentioned from the study in managing their schools in order to make their teachers effective, and in doing so, a good communication channel should be provided within and outside the school.
- ii. Principals of private secondary schools in Kano metropolis should not stick to autocratic type of leadership for it has no significant relationship to the effectiveness of teachers but rather employ other styles depending on the situation on ground in order to provide avenue for proper guidance, and detailed delegation of responsibilities.
- iii. Principals of private secondary schools in Kano metropolis should maintain democratic type of leadership in managing their teachers for there is a strong relationship between them. They should also create avenue for co curricular activities so as to influence teachers in developing their potentialities in a way that will facilitate learning abilities of their students.
- iv. Principals of private secondary schools in Kano metropolis should avoid laissez faire type of leadership as it has insignificant relationship to the effectiveness of teachers.

5.4.2 Recommendations for Further Studies

This study revolved around the relationship between principals' leadership styles and their implications to effectiveness of teachers in private secondary schools of Kano metropolis.

The researcher however, suggests the following:

1. A similar study should be extended to the entire state and then the country at large, so as to influence all stake holders to ensure that leadership is considered an integral part for realization of organizational goals and objectives in private schools.
2. A study should be conducted to evaluate strengths and weaknesses of employing autocratic leadership style in private secondary schools.
3. A study should be conducted to find out the impact of employing democratic leadership style in private schools.
4. A study should be conducted to find out the impact of employing laissez-faire type of leadership in private schools.

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APPENDIX I

PRINCIPALS' LEADERSHIP STYLES QUESTIONNAIRES

(PLSQ)

Dear Sir / Madam

This study was designed to investigate the relationship between principals' leadership style and teachers' effectiveness in private secondary schools of Kano Metropolis. Kindly respond to all the statements below by ticking against any of the alternatives that corresponds with your view in the spaces provided in the attached questionnaire.

All information supplied shall be used strictly for research purposes. Thanks for your cooperation.

Saudatu Bayero.

SECTION A (BIO – DATA)

1. Years of teaching experience:

- (a) 1-5 years
- (b) 6-10 years
- (c) 11-15 years
- (d) 16-20 years
- (e) 21 years and above

SECTION B

Please rate your principal on the following managerial functions by putting a tick () in the appropriate column of each statement. The keys are: SA: Strongly Agree, A: Agree, N: Neutral, D: Disagree, SD: Strongly Disagree

s/no	Items	SA	A	U	DA	SD
1	Dictate organizational policies to teachers.					
2	Proud of his position.					
3	Does not give advice.					
4	Adhere strictly to the laid down rules and regulations.					
5	Acts without consulting staff members.					
6	Supervises staff very closely.					
7	Encourages free flow of information to and from staff.					
8	Does not dictate organizational policies.					
9	Provides an atmosphere that encourages creativity and initiatives.					
10	Encourages expression of opinions and views.					
11	Does not set goals for the group					
12	Liberal in dealing with teachers					
13	Does not assign responsibility to teachers					

APPENDIX II

TEACHERS' EFFECTIVENESS QUESTIONNAIRE (TEQ)

Dear principal,

You are kindly requested to assess your teachers' performance using the indices provided in the attached questionnaire. It is hoped that your assessment will be honest and unbiased. Kindly note that the information applied is purely for the purpose of research and will be confined to this study.

SECTION A (BIO -DATA)

1. Years of teaching experience:
 - a. 6-10 years
 - b. 11-15 years
 - c. 20 years and above

SECTION B

Please rate your teachers in accordance with the level of effectiveness displayed based on the activities listed below. The keys of ratings are: 5= Most of them, 4= Many of them, 3= A number of them, 2 = Some of them, 1= None of them.

S/N	CURRICULAR ACTIVITIES	5	4	3	2	1
1	Possess thorough knowledge and understanding of teaching subject.					
2	Prepare and plan lesson adequately					
3	Initiate new instructional methods.					
4	Pay attention to students' learning difficulties.					
5	Supervise and mark students' class work.					
6	Give and mark assignments of students promptly.					
7	Insist on students making corrections of their mistakes.					
8	Cover the syllabus adequately.					
	CO- CURRICULAR ACTIVITIES	5	4	3	2	1
1	Set good moral example for students.					
2	Show interest in the general discipline of the school.					
3	Spend sufficient time on students academic counselling.					
4	Approachable to students even outside the classroom.					
5	Discuss with students on their personal problems.					