

**INFLUENCE OF PRINCIPALS' LEADERSHIP STYLES ON TEACHERS'
EFFECTIVENESS IN SENIOR SECONDARY SCHOOLS OF KANO MUNICIPAL
EDUCATION ZONE, KANO STATE, NIGERIA**

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**A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES
THROUGH THE DEPARTMENT OF EDUCATION, BAYERO UNIVERSITY, KANO
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF
MASTER OF EDUCATION DEGREE IN EDUCATIONAL ADMINISTRATION AND
PLANNING.**

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JULY, 2019

CERTIFICATION

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ACKNOWLEDGEMENTS

Let me begin by saying “Alhamdulillah” for keeping me alive and making it possible for me to complete this programme successfully.

Profound gratitude goes to the supervisor of this work Prof. G.D. Azare who’s suggestion, corrections, understanding, assistance and kindness to me throughout the journey are too numerous to mention in words, I am really indebted to him, may Allah (S.W.T) reward him with paradise.

All the lecturers in the department of education, Bayero University, Kano, for your contributions towards my academic endeavours especially Prof. G.D. Azare, Prof. Aliyu Dauda, Prof. A.O. Fagbemi, Prof. Olubadawo, Prof. M.I. Yakasai, Prof. Auwalu M.L, Prof. Bello A. Bello, Dr. Ahmad Garba, Kaugama, Mal. Umar Kabir Tsiga, Dr. Hafsat Umar Ganduje and others whose name were not included, may Allah (S.W.T) reward you.

Sincere appreciation goes to Mal. Hassan Rabi (F.C.E Bichi) and Mal. Abba for helping me in analyzing the data for the research work, may Allah (S.W.T) rewards you.

The research would also wish to render appreciation to Hajiya Aishat Miko, Hafsat Labaran, Rabiya Garba, Fatima Garba, Ramatu Garba, Yusif Garba, Dahiru Garba, Hadiza Garba, Hajara Garba, Umma Garba, Hassan Garba, Hussaini Garba, Muhammad Garba and all those whose name were not mentioned, for their encouragement and support, may Allah (S.W.T) grant you Aljannatul Firdaus.

DEDICATION

This dissertation is dedicated to the entire family of the late Alhaji Garba Abdullahi for standing by me all through these years of my academic endeavours, to my beloved wife and my child Abubakar Ahmad (Baba Sadik).

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OPERATIONAL DEFINATIONS OF TERMS

Principal: The leader of Senior Secondary School organization.

Leadership style: The methods or ways adopted by the leader in managing or executing duties/ responsibilities given to him in an organization such as schools.

Teachers: is a person who teaches or facilitates learning.

Effectiveness: is the quality of being successful in producing an intended result.

Teachers effectiveness: is the ability of the teaching activities of a teacher to produce a desired result.

Senior Secondary schools: refers to upper basic school which is between primary schools and tertiary schools.

ABSTRACT

This research work examined the influence of principals' leadership style on teachers' effectiveness in Municipal's Education Zone of Kano State. The objectives of the study were to find out the types of leadership style commonly employed by the principals of Public Senior Secondary School in Municipal Education Zone of Kano state, and to investigate whether or not the leadership styles used by the principals in the zone have any influence on teachers' effectiveness in the zone. The leadership styles that were considered in this study were: Autocratic, Democratic, Laissez-faire, and Transformational. The study adopted survey design, the population of the study consisted of all the teachers and principals of public senior secondary schools of Municipal education zone of Kano state which has a total of 1372 teachers as well as 41 principals out of which sample of two hundred and ninety one (291) teachers and twenty eight (28) principals were selected as a sample of the study. The research advisor table (2006) was used for determination of a sample size, while stratified sampling technique was used in distribution the sample proportionally across the strata. The instrument used for data collection was an adopted questionnaire; Principals Leadership style Questionnaire (PLSQ) and teachers effectiveness questionnaire (TEQ) after administering the questionnaire to the respondents and its subsequent collection, the collected data was analyzed using simple percentage, and Pearson product moment correlation. The results of the study showed that, principals' democratic and transformational leadership style positively influenced teachers' effectiveness. The study also found that principals in Municipal Education Zone of Kano State adopted a combinations of leadership style in administering the school. Based on the findings of the study it was recommended that principals in Senior Secondary Schools under Municipal Education Zone should consider the arising situation and environment while adopting a style of leadership, they should not stick to a single style, they should also encourage the ministry for education in organizing, seminar and workshop for teachers' from time to time as this will help in making teachers to be more effective in their teaching and this could help in achieving the desired objective of the organization.

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

Leadership is the key to progress and survival of any organization and style vary depending on the character of a leader that leads such organization. The success or failure of any organization in accomplishing the goals and objectives for which it is established, is associated in most cases with the way of leadership that operates in that organization.

Cole (1997), asserted that leadership is a dynamic process, whereby one individual over a particular period of time and in a particular organizations, influences the other organizational members to commit themselves enthusiastically to work towards to the achievement of organizational task or goals.

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

School organizations comprises, the primary, the secondary and the tertiary level of education. Secondary school which served as post basic or upper basic schools has a stronger objective, as spelt out by the national policy on education (2004) among which are:

- Provide all Secondary school leavers with 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 grade.
- 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.
- Rise a generation of people who can think for themselves, respect the views and feeling 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.

Secondary school organizations are headed by principals saddled with responsibilities of leading the school they are expected to demonstrate leadership styles by employing relevant style to manage human and material resources. Principal as a school leader should provide a conducive environment, efficient use of human and materials resource towards attainment of set goals.

Leadership styles entails leaders ability to direct, manage and guide groups of people. Leadership style in school administration occupies an important position for the positive achievement of educational goal. Principal as a school leader has a duty to influence his subordinates so that they enthusiastically and willingly make every effort towards the

achievement of school goals. The leadership behaviour that principals adopt in viewing school system helped in creating a conducive atmosphere for the teachers to be able to achieve desired changes in student learning.

Teachers effectiveness is a measure of success of teacher in carrying out institutional and other specified duties demand by the nature of his/her position. It entails their proficiency or competency to display at different situations the right behaviour for the successful achievement of the schools objectives in the same vein the attainment of educational goals as stated in the National policy on Education relies on the following.

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

This stress 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 not be achieved. Moreover this means a leader has to have a plan via which activities of the organization are to be directed through as production of quality teachers relies on the principal 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 secondary school, through adequate preparation of lesson plan, punctuality, keeping the teaching record; effective class-room management, maintaining discipline among students; set and marks class assignment and examination promptly e.t.c.

Therefore the secondary school as an organization cannot exist without the principal and teachers who perform all the expected school duties. Principal is the head of the school administrative unit. The teacher on his part is person who manages classroom for effective teaching and learning. As a result of his professional expectation, it becomes necessary that a congenial working environment managed by a competent and an understanding leader be provided for them for the attainment of educational objectives. This is to ensure that educational goals are realized and manifested in the overall performance of the student in the school certificate examination.

School Principal's play a major role in influencing the teachers to effectively perform their duties. An effective teacher could be rendered ineffective if the principal leadership style is in conflict with the task or role of the teacher. If the Principal leadership is appropriate, the way and manner the principal discipline his staff, his human relation and feelings, his consideration to his members of staff, his inspiration to staff and a lot of his activities are likely to affect the teachers effectiveness. This therefore attract attention of researcher to investigate the influence of principal's leadership style on teachers' effectiveness in Senior Secondary School of Kano Municipal Education Zone, Kano state, Nigeria. To find out the most commonly used leadership style adopted by the principals of Senior Secondary School of Municipal Education Zone, i.e Democratic, Autocratic, Transformational and Laissez-faire leadership style as well as examined the influence of such leadership style adopted by the school principals whether positively or negatively on teachers effectiveness in the zone.

1.2 Statement of the Problem

The success or otherwise of a secondary school lies largely on the leadership style practiced by principals. The maintenance of an effective leadership style and teachers effectiveness in Senior Secondary schools administration has been seen by many educationist to be the foundation of progress. For the school organization to attain its predetermine goals and objective there must be a congenial working environment and satisfaction of the subordinates. This can only be achieved if there is a cordial relationship between principal and teachers. Principals leadership style can affect the teacher's other human relation as well as their effectiveness in discharging their duties. In a situation where there is no cordial relationship between teachers and their principal the morals of the teachers will be low and this could resulted to their ineffectiveness in performing their duties. Teachers are supposed to be workaholic, punctual and performs their duties effectively as well as involve in extra curricular activities, these can only be achieved in a conducive atmosphere. Influence of principal's on teachers performance cannot be over emphasized, in a situation where by the principal who is saddled with responsibility of leading a school organization, tend to be unfriendly and aggressive to his subordinates, the school environment and work will be boring.

Principal teacher relationship in secondary school as well as its influence is a scenario worthy of investigation as the principal leadership style without double have influence directly or indirectly, negatively or positively on teachers effectiveness and their performance in rendering their services to school. Principals demand absolute and complete allegiance from teachers being the leaders of the school who are considered to be the backbone of the production of quality teachers through their ability to motivate and

co-ordinate them to carryout their responsibilities as motivation of teacher's play a vital role in determining the success or otherwise of a senior secondary schools teacher's effectiveness. As a result of this the research developed interest into investigating the influence of principals leadership style on teachers' effectiveness in Senior Secondary schools of Kano Municipal Education Zone, Kano State, Nigeria.

1.3 Objectives of the Study

The objectives of this study were to find out:

1. The most commonly leadership style adopted by the principals of Senior Secondary Schools of Kano Municipal Education Zone, Kano State, Nigeria.
2. The influence of principals' autocratic leadership style on teacher's effectiveness in Senior Secondary School of Kano Municipal Education Zone, Kano State, Nigeria.
3. The influence of principals' democratic leadership style on teachers' effectiveness in senior secondary schools of Kano Municipal Education Zone, Kano State, Nigeria.
4. The influence of principals' transformational leadership style on teachers' effectiveness in senior secondly Schools of Kano Municipal Education Zone, Kano State, Nigeria.
5. The influence of Principals' Laisser-faire leadership style on teachers' effectiveness in Kano Municipal Education Zone, Kano State, Nigeria.

1.4 Research Questions

The study answered the following questions;

1. What are the leadership style most commonly used by the principals in Senior Secondary Schools of Kano Municipal Education Zone, Kano State, Nigeria.

2. How does principals' autocratic leadership style influence teachers' effectiveness in the area under study?
3. How does principals' democratic leadership style influences teachers' effectiveness in Senior Secondary Schools of Kano Municipal Education Zone, Kano State, Nigeria.
4. How does principals' transformational leadership style influence teachers effectiveness in the study area?
5. How does principals' Laissez-faire leadership style influence teachers' effectiveness in Senior Secondary School of Kano Municipal Education Zone, Kano State, Nigeria.

1.5 Significance of the Study

The findings of this study will have significance for the enhancement of secondary schools teachers' effectiveness. Specifically, the findings of this study have the following importance for the, school principals, teachers and policy makers as follows.

Firstly the school principals may find the result of this study important to them as it will help them to be aware of the leadership style that is against the level of teachers' effectiveness and to be aware of the style that has a positive influence on the effectiveness of teachers to exercise it so as to improve teachers performance which will help them in discharging their duties diligently for the attainment of educational objectives. It may also help the school principals to revisit and enrich their behaviour through reviewing their style and adjust it to suite their school organization to motivate teachers and make them to be more effective.

Secondly, it may give a clear picture of principal leadership style and how it influences teachers effectiveness for policy maker, State Ministry for education and Zonal education officers and give them insight on the most appropriate leadership style that enhance teachers' effectiveness for making a right decision that will create an ideal principal-staff relationship which can positively influence the performance of the teachers task in the school.

1.6 Scope and Delimitation of the Study

This study focused on the influence of Principals leadership style on teachers' effectiveness in senior secondary schools of Kano Municipal Education Zone, Kano State, Nigeria.

Therefore the study covered all the Senior Secondary School Principals and teachers that of the Kano Municipal Education Zone which consisted of two Local Government area namely; Kano Municipal and Tarauni Local Government.

However not all the secondary school principals and teachers were included in the Zone, only a principals and teachers that are in public senior secondary school were included as the population of this study out of which a sample of them were selected through a definite procedure and used them in the study.

Leadership style i.e Democratic, autocratic, transformation and laissez-faire were the dependent variables of this study in which there influence were measured against the dependent variable which was teachers' effectiveness.

All other variables that may influence teachers effectiveness such as high teacher-student ratio, inadequate facilities e.t.c that could effect teachers effectiveness were not considered in the study.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction

In this chapter the researcher reviewed some of the literatures that are related to the topic under investigation. The success of any organization whether formal or informal depend on the way or manner in which a leader operate. An effective leadership styles leads to achievement of schools goals and objectives. Therefore the success of any school depends on the ability of the principals in his or her leadership style, he is the leader of teachers and student's of the school.

Therefore, in this chapter, concept of leadership, theory of leadership, principal's leadership responsibility, duties, teachers' development and effectiveness as well as empirical review were also reviewed.

2.2 Conceptual Framework

2.2.1 Leadership

The concept of leadership is a very broad term that has been described and defined by various scholars and researchers. It is also as old as man and his intervention into the universe with both simple and complex ramification.

As such there is no single universally accepted definition of the concept of leadership.

Cole (1997) explains that leadership is a vital element in the social relationship of groups at work. Group need leaders and leaders need followers.

He further says that leadership is a concept that many people have written about but few have defined it. He asserted that, leadership is a dynamic process at work in a group

whereby one individual over a particular period of time and in a particular organizational setting, influences the other group members to commit themselves freely to the achievement of group task or goals.

This definition encompasses several important features of leadership: leadership is interpersonal influence expressed in a situation and directed through the communication process, toward the attainment of a specific goal or goals.

Okumbe (1998) quoting Kahn defines leadership as the influential increment over and above mechanical compliance with routine directives of the organisation. He also further says leadership is therefore a process of encouraging and helping others to work enthusiastically towards objectives.

2.2.2 Teachers' effectiveness

Teaching comes under the range of professional duties performed by teachers, it covers activities that attempt to impart knowledge or skills to learners. If teaching activities do not result in learning, it is usually believed that teaching has been ineffective.

According to Angelo & Cross (1993), teaching in the absence of learning is just talking.

Teacher effectiveness is simply the ability of the teaching activities of the teacher to produce the expected good learning outcomes.

Anderson (1991) stated that an effective teacher is one who quite consistently achieves goals which either directly or indirectly focus on the learning of their students.

Dunking (1997) considered that teacher effectiveness is a matter of the degree to which a teacher achieved the desired effects upon students.

Leu (2005) provided a list of qualities to be found in good teachers, which include:

- (a) Sufficient knowledge of subject matter to teach with confidence.
- (b) Knowledge and skills in a range of appropriate and varied teaching methodologies.
- (c) Knowledge of the language of instruction.
- (d) Knowledge of sensitivity to, and interest in young learners.
- (e) Ability to reflect on teaching practice and children responses.
- (f) Ability to modify teaching! learning approaches as a result of reflection
- (g) Ability to create and sustain an effective learning environment.
- (h) Understanding of the curriculum and its purposes, particularly when reform program and new paradigm of teaching and learning are introduce.
- (i) General professionalism, good morale and dedication to the goals of teaching.
- (j) Ability to communicate effectively
- (k) Ability to communicate enthusiasm for learning to students.
- (l) Interest in students as individuals, sense of caring and responsibility for helping them learn and become good people, and a sense of compassion.
- (m) Good character, sense of ethic, and personal discipline.
- (n) Ability to work with others and to build good relationship within the school and community.

According to Anderson (2004) effective teacher has the following characteristics:

- (a) Analytical thinking
- (b) Conceptual thinking
- (c) Drive for improvement
- (d) Information seeking

- (e) Initiative
- (f) Flexibility
- (g) Accountability
- (h) Passion for learning

Effective teachers' consistently achieve goals that focus on desired outcomes for their students.

According to Barbara, C (2009) Teacher effectiveness is encompassed in knowledge, attitudes, and performance.

(a) Knowledge:

- i. Teachers have excellent verbal and written communication skills
- ii. Teachers have thorough knowledge of the subject they teach and pedagogical methods for teaching those subjects to students.
- iii. Teachers know how to organize and manage classroom, using time effectively.
- iv. Teachers know how to select and make resources that are appropriate for student learning activities.

(b) Attitude;

- i. Teachers have high expectations for the learning of all students.
- ii. Teachers view students' errors as window to their thinking that can be used to improve students' learning.
- iii. Teachers are eager to continue to learn and to improve their practice.
- iv. Teachers are committed to their profession.

(c) Performance:

- i. Teachers classroom are well organized, providing an environment that foster an interest in learning.
- ii. Teachers develop classroom rules with students and maintain safe and orderly classrooms in which all students are treated fairly and equitably.
- iii. Teachers use effective techniques; planning lessons, presenting new material clearly, helping students connect new learning with previous learning.
- iv. Teachers provide opportunities for students to be actively involved in their own learning.
- v. Teachers respond to students errors in positive ways that help students understand and learn the concept involved.

According to Adeyemi, (2010) effective teachers are those who achieve the goals which they set for themselves or which set for them by others such as ministry of education, school or college administrators. Teachers effectiveness is the ability of teachers to effectively and efficiently carryout the following duties:

- Adequate preparation of lesson plan
- Teach the number of periods allocated on the time table regularly and punctually.
- Keep the teaching records
- Sees the cleanness of the classroom and its environments.
- Maintain discipline among his student.
- Set, marks, records class assignment, test and examination scripts promptly.
- Property Invigilate both internal and external examinations.
- Ensure the welfare of every students in the class.
- Carrying assignment gives to him by school authority.

2.2.3 Training and development of teachers

According to Ilunor (2010) training is one tool which management uses to develop the effectiveness of human resources in many organizations.

The effective development of human resources of the education system, is one vital contribution to the future, long term growth and survival of the education.

Adeleke (2000) cited in Ilunor (2010) stated that employees competence of the job is acquired not only by formal education but also through acquisition of specific skills and knowledge of the job training and developing. Training pertains to the perform that facilitate the learning process to produce useful product on long term benefit.

Therefore adequate training and re-training of teachers are very important.

Adejawun (1984) cited in Ilunor (2010) asserted that a lot depend on the teacher who is supposed to be an embodiment of knowledge, and he classified teachers into three:

1. Knowledge giver because he trains students in some basic skills as stipulated in the curriculum and provided guidance for effective training activities in the class.
2. He helps in the administration of the school and relate with other administration of the school and relate with other teachers so as to implement the programme for secondary education.
3. He provide conducive educational climate that will facilitate learning in the class and makes students feel part of the school programmes.

Education programme cannot achieve set goals and objectives if the required caliber of teachers are not available in quantity and quality.

Afe (1992) cited in Ilunor (2010) maintained that with the best educational policy, design and colossal sum of money for education, the ultimate realization of the goals and objectives of the education depends on the teachers.

It is therefore imperative that the successful implementation of the educational system, will be a mirage if adequate attention is not given to training and retraining of the required teaching personnel.

In the recognition of the importance of adequate training and retraining of teachers, National policy on education (2004) stated that, since no education system may rise above the quality of its teachers, teachers' education shall continue to be given major emphasis in all educational planning and development, and the goals of teacher education, according to paragraph 71 shall be to:

- a. Produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational system,
- b. Encourage further the spirit of enquiry and creativity in teachers,
- c. Help teachers to fit into social life of the community and the society at large and enhance their commitment to national. goals,
- d. Provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations,
- e. Enhance teachers commitments to the teaching,

Paragraph 72 stated that, all teachers in educational institutions shall be professionally trained Teacher education programmes shall be structured to equip teachers for the effective performance of their duties.

The following institutions, among others, shall give the required professional training provided they continuously meet the required minimum standards:

- a. College of education,
- b. Faculty of education,
- c. Institute of education,
- d. National teachers institution,
- e. School of education in polytechnics,
- f. National institute for Nigerian languages,
- g. National mathematic centers.

Ajayi (1982) states that teachers are not finished products even after completion of programmes which terminates with a Bachelor or master degree.

Irrespective of the number of years a teacher has worked or experienced, he/she needs to be given periodic in-service training and retraining.

In teaching profession, innovation and methodology of teaching different subjects are emerging, knowledge of child behavior, new instructional materials print and electronics are evolving, the rate of expansion in knowledge and skills is in meteoric. Teacher could be transferred or promoted when job changes, new skills must be learnt, thus making it imperative that constant training and retraining exercises are necessity.

2.2.4 Teachers' motivation

Okumbe, (1998) cited Frandsen sees motivation as means of arousing learning behavior, sustaining, directing and selectively reinforcing behaviors, by individual motives and incentives.

Ogunsaju (1989), affirmed that motivation is the overarching aspect that induces a number of relating particularized condition. He added that, it could be seen as the energizing force behind all human activities, the force which derives and moves on towards one goal.

Teachers are the center piece of any educational system and whose morale is low are not likely to perform as expected in school system.

According to Ajayi and Ogunfaye (2005), cited in Ekundayo (2010), the numerous problem confronting the entire educational system in Nigeria such as cultism, exam malpractice, drug abuse, indiscipline, persistence poor academic performance of students in public examination and many more appear to suggest that teachers have not been performing their job as expected.

Fadipe (2002) posits that teachers are the largest more crucial input of educational system, and they tend to influence to a great extent the quality of educational out-put.

Olalube (2004) stated that increased motivation of teachers leads to increased teacher effectiveness that boost the educational system.

The willingness of employee's to be productive come only when they perceive, that there effort would results in their needs satisfaction. So organization at different level of

government need to identify various internal and external motivation for its workers, so that they increase their effectiveness, which will be reflected in students cognitive, effective and psychomotor domain now and in the long run.

The level of performance of the employees increases in a motivational environment which inspired individual to achieve levels of performance beyond their expectations. Therefore leaders must take action to satisfy employers and increase their motivation.

2.2.5 Principals' leadership styles

The school principal, more than any other individual is responsible for the school climate, the outcome of the productivity and for the satisfaction attained by the students and staff.

Ajayi and Ayodele (2002) opined that leadership type in educational institution is one of the factors that play a significant role in enhancing the principal managerial effectiveness or retarding the interest and commitment of the individuals in the school system.

According to Koontz (1980) if all school principals can't rely upon all the subordinates to contribute toward group goal accomplishment, with zeal and confidence, there would be no need to develop the act of leadership. There is always the need to boost the moral of teachers, which will even make them to serve to their maximum capability

It worth knowing that the improvement of any educational system is to promote teaching and learning. Teachers are therefore expected to be committed to facilitate the teaching process. To ensure the possibility, principals too most provide conducive atmosphere for their teachers. The type of leadership style being operated in the school will make staff in schools to be inspired, zealous and co-operative to work harmoniously with the principal.

Aghenta (2006) viewed school principal as a leader that provides direction and expert advice on development of teaching and learning in school. The principal has a duty to lead, guide, direct, motivate both teaching and non-teaching staff towards achievement of the school goals and objective.

Certainly, principal as the head of an institution occupies a vital position, that requires initiative and skills for the day to day administration of a school.

Without an appropriate leadership type, organizational growth and development, would suffer and the teachers may feel resentful, aggressive, insecure and dissatisfied. The method or style of leadership a manager chooses do influence his effectiveness as a leader, (Olaleye, 2007).

According to Lawal (2009) the style of a leadership is a method employed by the leader in governing his people to achieve organizational goals.

The job of managing according to Idowu (1998) involve among other things, the provision of leadership for men and women, coordinating both human and material resources to ensure the achievement of organizational goals. In the school system, the principal as an administrator influences his teachers to achieve the goals and objectives of the school.

Okambe (1998) opined that leadership style is a particular behaviours applied by a leader to motivate subordinates to achieve the objectives of the organization.

Leadership styles occupies an important position in school administration as the principal who control schools resources used them for the positive achievement of educational goal (Adeyemi, 2004).

According to Bush (2005) school leadership play a key role in improving school outcomes by influencing the motivation and capacities of teachers as well as the school climate and environments.

2.2.6 Leadership styles and teachers effectiveness

i. Autocratic leadership style and teachers' effectiveness.

Autocratic also known as, directive, coercive dictatorial, or authoritarian leadership. It places emphasis on force. It does not drives legitimacy from those who are governed, but it is leadership impose upon organization. This leadership centralize power, authority and decision (Okumbe, 1998).

In autocratic style of leadership power and decision making reside in the autocratic leader.

The autocratic leader directs group members on the way things should be done. The leader does not maintain clear channel of communication between himself or herself and the subordinates. He or she does not delegate authority nor permit subordinates to participate in policy making.

Yukl (1994) found that autocratic leaders tend to have following five characteristics: they do not consult members of the organization in the decision making process, the leaders set all policies, the leaders predetermines the method of work, the leaders determines the

duties of followers; and the leader specifies technical and performance of evaluation standard.

The authoritarian style of leadership is a situation where the word of concern is dominant the principals alone determine policies and procedure with little or no group participation, task and method are impose on teacher. There is little or no effective communication flow between the former and later under this style, there will be no free and sense of belonging to the staff where the mood of control is dominant by leader and as a result; the staff would not perform to the expectation and this will manifest on the students' academic performance.

Principal who adopt autocratic style in managing schools system, determines policies and procedures along with little or no group participation and method are imposed on teachers, free flow of information and effective communication between leaders and subordinates are found to be difficult in such leadership style. Teachers feel insecure, lack of sense of belonging and will not perform up to the expectation as this could affect their effectiveness. Though some teachers need to be forced and be threaten before they discharge their duties in such a situation a leader may adopt autocratic style to make them performed their duties effectively.

ii. Democratic leadership style and teachers' effectiveness

Democratic leadership style is a style where a leader include one or more employees in the decision making process, and its consultative in nature (Okumbe, 1998).

The democratic leadership emphasize, group and leader participation in the -making of policies decision about organizational matters are arrived after consultation and

communication with various people in the organization. The leader attempts as much as possible to make each individual feel that he is an important member of the organization. Communication is multidirectional, while ideas are exchange between employees and the leader (Heenan and Bennis 1999).

According to Goldman (2002), democratic organization typically have the following six characteristics: policies are determined by a group of organization; technical and job performance are discussed so that they are understood by all; leaders provide advice to members in regards to implementation tasks; members are free to choose with whom they work; the group determine the distribution of task; and leaders try to be objective in giving praise and criticism.

Mba (2004) opined that this style of leadership enhance a high degree of morale. Democratic style entails the knowledge of how effective framework can be achieved rather than how one can enforce commands. The democratic leader realizes that even though he/she may be stronger than any other member of the organization he/she is weaker than all the members of the organization taken together. The leader must therefore cultivate solidarity of interests about the organization and its functions. Only through team spirit can a leader of an organization succeed in his/her work (Mbith, 2007).

Mbith further asserted that if head teacher as a leader in a school lack the initiative and originality to give the proper advice and guidance, the organization cannot be expected to achieve its goals. Innovative ideas on the part of the leader, coupled with devotion to duty by the members of staff will give an organization the success needed head teacher's leadership is determined by the way they relate to their members of staff.

The democratic leaders believe in the effectiveness of group work. They also believe that groups of committed individuals working together have greater potentials than when those same members work as individual (D'souza, 1997).

The democratic style of leadership is a situation where all policies are derived from group decision. The leader helps his workers to operate as a group and this style is characterized by cooperation, acceptance of more responsibility and recognition of the worth of each worker. In a school setting where this style is adopted there will be good mutual understanding, free expression and adequate cooperation with team work between the leader and the followers. Staff are also carried along in decision making and in running the affair of the school, in this respect, the task under this style performs effectively with good interaction with staff and students, principals in this situation provides services that will make teachers to willingly be loyal and cooperating.

Principal who adopt democratic style will exhibit mutual understanding, make sure that staff participate in the making of school policies, decision about organisation are arrived after consultation and communications with various people in the organisation. Leader provides advice to members in regards to implementation, free flow of information and expression of opinions are encouraged. Teachers under such style perform effectively, as the principal with democratic style will make them to willingly be loyal and cooperating toward attainment of organizational goal & objectives.

iii. Transformational leadership style and teachers effectiveness

Transformational leadership style initiated by Leitwood and his colleagues in the late 1980s and early 1990s, numerous studies have demonstrated positive relationship

between transformational leadership and various school and teacher organizational conditions (Anderson, 2008).

According to Northouse (2001), in the simplest term, transformational leadership is the ability to get people to want to change, improve and be led. It involves assessing associates, motivate them, satisfying their needs, and valuing them.

Transformational leadership has three basic functions. Firstly transformational leader sincerely serve the needs of others, empower them and inspire follower to achieve great success. Secondly they charistimatically lead, set vision, instill trust, confidence and pride in working with them. Finally, they offer followers of the same caliber as the leaders (Lastanheiva, Costa, 2011).

Lethwood and Jantz, (2000), assert that transformational leadership has seven dimensions at schools. These are; building school vision and establishing school goals, providing intellectual stimulation, providing individualized support, modeling best practices and organizational values, setting high academic expectations, creating a productive school culture and fostering participation in decision making.

Principal who adopt transformational style of leadership inspire his follower to want to improve, motivates them to be up to their task and be creative in their duties. He makes them to feel that they have the ability to do or to offer more than what they are doing, tries to see that his subordinates are happy through striving to satisfy their need. Teachers under transformational leadership feel free and are enthusiastic to perform their duties effectively, because the leadership of the school respect their opinion, valued them, motivated them, and inspire them to achieve greater success.

iv. Laissez-Faire leadership style and teachers' effectiveness

Nzuvel (1999) describes Laissez-Faire leadership style as one where the leader waives responsibility and allows subordinates to work as they choose with minimum interference. The employees are given the authority to make decisions or predetermines a course of action.

Okumbe, (1998) explain Laissez-Faire as a French expression meaning "lead it alone". He notes that subordinates are given total freedom to select their own objectives and monitor their own work.

Laissez-Faire leadership style allows complete freedom to group decision without the leaders participation. Thus subordinates are free to do what they like; the role of the leaders is just to supply materials. The leaders do not interfere with or participate in the course of events determined by the group.

Hackman and Johnson (2009) described Laissez-Faire as the effective style where followers are highly motivated as it allows complete freedom to give decision with or without the leaders participation.

Hoy and Miskell (2012) viewed the Laissez-Faire administrator as a school leader that sat in their office, that talk with as less students and employees as possible, such a leader do not pay attention to the need of teachers and let everything to continues as it is.

In a school situation, a Laissez-Faire style in which the leader essentially makes no decision, may lead to more negative attitudes and lower performance among pupils and teachers (Mbithi, 2007).

Laissez-faire leadership is not ideal in situation where there is lack of experience, workers need to complete tasks and make decision. Some teachers are not good at setting their own duties managing their own project and school problems on their own. In such situation, project can go off-track and deadline can be missed when team members cannot get enough guidance or feedback from the principals. In some situation laissez-faire type of leadership leads to poorly define roles within the school, since team member receive little or no guidance; they may not really be sure about their role in the group and what they are suppose to be .doing with their time. Similarly principals adopting laissez-faire leadership are often seen as uninvolved and withdrawn, which result to a lack of cohesiveness within the school, since the principal seen unconcerned with what is happening, teachers sometime pick up on this and express less care concern for their task, which in turn make them ineffective.

2.2.7 Principals' leadership effectiveness

Principal leadership effectiveness refers to the ability of the school principal to effectively carry out administrative task related to instructional program, staff personnel administration, students personnel administration, financial and physical resources, and school community relations toward achieving the school goals and objectives (Blanchard, 1997).

i. Instructional program

The principal is the curriculum leader of the school. He or she is responsible for designing, implementing and evaluating changes in the instructional programme of the

school. In the Nigerian educational system, the nation designs the broad curriculum policy in strict consonance with its socio-economic and cultural needs.

The principal implements and evaluates the changes in the instructional program. Evaluation comes in form of the principal's constant accountability for his teachers, and the inspector uses the principal's record during the course of his evaluation of the school's instructional program.

ii. Staff Personnel Administration

Cooke and Dunhil (1992) expressed the view that an educational leader must stimulate a lively and dynamic approach with teachers by prodding government authority to provide regular in-service training. To beginning teachers, the school head should be the chief source of inspiration and assistance through his advice, stimulation, instruction and guidance. For experienced teachers, the principal develops opportunities and channels to enable their participation in the policy-making process, the planning of programmes and carrying *out* a decision jointly agreed upon.

For the principal to be of assistance to any teacher, he must know what goes on in the classroom, despite the fact that he or she receives informal or indirect feedback concerning the climate of instruction and the quality of teachers from students.

iii. Student Personnel Administration

To be able to lead in the area of students' personnel, the principal must develop a deeper understanding of the value of students. Value may be at variance with those of the school as an institution.

At the secondary level students involvement in decision making may be gradually initiated in the sense that students should be allowed to participate in decision related to the affairs that concern them, otherwise it may be too late when they are faced with dilemmas of decision making for the larger society.

A programme of adequate guidance services constitute the care of principal students personnel function, these include; inventory, information, counseling, placement and research services, which all converge at the part of needs of the individual students.

iv. Financial and physical

The principal is expected to supervise financial and physical resources of his school. These include purchasing and requisition supplies and materials, accounting for monies, and maintaining an inventory of school property.

The fundamental principles in school finance is not how money goes into the system, but how well the available funds are effectively put to use. The leadership required in planning programming, budgeting, monitoring and evaluating financial and physical resources, represent a dynamic and demanding aspect of the principal role.

v. School Community Relations

As a practical step to promoting effective school - community relations, the principal must study and understand the community in which the school is located. He must develop co-operation in a democratic procedures, posses organizational ability for leadership and understand that there are unlimited human and physical resources in every community that can be organized and used to facilitate effective school - community

relations. The principal must regularly inform the community about the condition, achievements, and needs of the school. He should endeavor to seek and maintain students in planning and organizing the school community relation program, as well as in relating education in school to life outside the school.

2.2.8 Principals' leadership responsibilities

The principal is the administrative and professional leader of the school, and as such, he or she is directly responsible to the superintendent for its successful operation.

The major effect of the principal is in the field of educational leadership and supervision, with stress on the improvement of teaching and learning. To bring about this improvement he/she should call upon all the resources of the school division.

- i. Supervision of instruction: the primary duty of the principal is to develop and implement an effective instructional program appropriate to the pupils in his/her school. Careful attention should be given to the supervision of teachers and other instructional personal working in the school, including both full and part-time personal.
- ii. Supervision of school property: principal have general supervision of the grounds, buildings and appurtenances of the school, and are responsible for his/her neatness and cleanliness. The safety of a children is a primary responsibility and school premises should be inspected regularly, given careful attention of safety factors. When repairs are needed, principals should notify the designated person in the office of the superintendent.

- iii. Make recommendations: principal may submit recommendation to the superintendent for the appointment, assignment, promotion, transfer and dismissal of all personnel assigned to his/her supervision.
- iv. Other duties: principal also perform the following duties:
 - a) Collect data, prepare and complete attendance report as required by the superintendent or by law.
 - b) Conduct, under the direction of the superintendent, studies and investigations to improve instructional procedures.
 - c) Establish and maintain proper relationships between the school, the home and the community.
 - d) Keep an accurate record of all-non-resident pupil in the school and enroll no such pupil without an official permit from the designated person in the office of the superintendent.
 - e) Supply the superintendent office with pertinent information whenever pupils are suspended and referred there.
 - f) Brief all patron calling at the school and when requested, arrange for conference between patrons and teachers.

Organize the school for civil defense in accordance with the latest bulleting.

2.3 Theoretical Framework

Fiedler's contingency theory of leadership

Situational theory otherwise called contingency theories. The term contingency literally means that something dependant on another uncertain event. Therefore leadership effectiveness as per this theory is depended on certain internal and external factors.

Fiedler is usually credited with the first major studies to use situation as a main factor. He along with his colleagues at the University of Illinois has developed a situational theory. His contingency theory is one of the most serious and elaborate situational theories in leadership literature. The contingency approach attempt to rectify deficiency of trait and behavioral theories.

Fiedler theory strongly suggests that people become leaders not only because of the attributes of their personality or attributes of power and the perception style but also because of various situational factors and the interaction between the leaders and the situation.

Contingency theory specified the conditions under which a particular style will be effective. They developed the most widely researched and quoted contingency model, which hold that the best style of leadership is determine by the situation in which the leader is working.

Fiedler developed the so called contingency model of leadership effectiveness in order to test hypothesis he had formulated from his previous research findings. The contingency theory classifies situation in to three categories. High control, moderate control and low

control. The control classification are determined by rating a situation on its three dimension, such as (i) leader member relations, (ii) task structure, (iii) position power.

Depending on the high and low categories of the situations variable mentioned above. Fiedler developed eight possible combinations ranging from highly favorable or highly controllable to highly unfavorable or highly uncontrollable situations.

A favorable situation is where the leader member relations are good, the task is highly structured and the leader has enormous power to exert influence on the subordinates.

At the other extreme, an unfavorable or uncontrollable situation is where the leaders power is weak, relation with members are poor and the task is instructional and unpredictable.

Fiedler argued that relationship oriented or permissive style is best when the situation is highly favourable or highly unfavourable, a task oriented style produces the desired performance.

What differentiates Fiedler's model from the others is the measuring instrument he used. Fiedler measured leadership style on a scale that indicated the degree to which a man described favourable or unfavourable his least preferred co-worker (LPC) measures leadership by developing two testing technique, (i) Least preferred co-worker (LPC), preference rating made by people in a group as to those with whom they would least like to work, and (ii) Assumed Similarity between opposites (ASO), Similarity rating base on the desires to which leaders perceive group members to be like themselves on the assumptions that people will like the best and work best with those who are perceived as

most like themselves. First, leaders are asked to describe this person on a series of bipolar objective scales.

In the bipolar scale '8' represents the most favourable perception of one's least preferred co-worker and '1' the reverse. The leaders responses so measured are then totaled and arranged. High LPC leaders tend to be friendly, considerate and employee-oriented; low LPC are task oriented objective and impersonal. A major contribution of Fiedler's work is that it has prompted others to conduct studies about the contingency nature of leadership.

Andrew (1998) says that the contingency theory has alert leaders to the importance of sizing up the situation to gain control for instance an unfavourable situation could be made more favourable by granting the leader more position power or by increasing task structure. The contingency theory can provide a few useful suggestion for becoming a more effective leader.

Owen's (1995) Survey of hundreds of practicing managers express a virtual consensus based on their actual experience, each situation they handled demanded a different leadership style. No single leadership could suffice under varying conditions day-by-day, even minute by minute and compared different personalities and mood among their employees, routing process versus changing or sudden deadlines, new and ever changing government regulations and paper work, ambiguous roles and worker, wide range of job completely from simple to innovation demanding, changing in organisation structure and market and technologies and so on.

Despite its potential advantages, the contingency is too complicated to have much of an impact on most leaders.

Andrew (1998) has pointed that a major problem centers on matching the situation to the leader. In most situations the amount of control the leader exercise varies from time to time. For example, if a relationship motivated leader were to find the situation becoming too favourable for exercising control, it is doubtful that he or she would be transferred to a less favourable or attempt to make the situation less favourable.

Campbell et al (1970) viewing that out of all the three variable, task structure is the only important situation factor he also pointed out that some of Fiedler's research finding are statistically not significant.

Hodgets and Atmaw (1979) argued that Fiedler could not explain why the same style is appropriate and works equally in both favorable and unfavorable conditions.

House et al (1974) found in many studies that workers in routing jobs resented a task oriented boss, whose orders were redundant and unnecessary for workers who could do the routine jobs in their sleep and exhibited higher satisfaction and productivity with an employee oriented leader.

Almost all of the researchers who have reviewed the Fiedler's theory show positive conclusion. Peter (2000) says that there is considerable evidence to support at least substantial part of Fiedler's model.

Rice (1983) criticizes the Fiedler's model by saying that the logic underlying the LPC is not well understood and studies have shown that respondent's LPC scores are not stable.

Schmin and Keganoff (1982) Points out a serious limitation of contingency theory in saying that the variables are complex and difficult in practice to determine how good the leader member relations are, how structured the task is and how much position power the leader has.

School principal should take into cognizance that school comprises different categories of people, with different level of intelligence, knowledge experience, exposure and inclination, as such sticking to a particular behaviour in leading the school will not yield a positive result. He should consider the people and the environment and find a suitable style that will match the situation. In this theory it's allowed for a leader to make use a combination of style in one organisation if this will help in achieving the desired objectives of the organisation. As such principals could make use of this theory and applied a combination of style if there is need of it. It is also important for the school principals to take into account that a principal who adopt a democratic style in one school environment and be successful, could or might not be successful with the same style in another school. This means that no single leadership pattern is applicable to all organisation, applying different leadership style in a school system management will undoubtedly help in achieving the set objective of the school. The need of different style is as a result of variation of task, people and situation in different organisation. Use of dissimilar approach will lead to effectiveness and productivity.

2.4 Review of Empirical Studies

A research carried out by Balagun (2007), on the topic 'Relationship between principals' leadership style and Teachers' effectiveness in some selected public secondary school in

Kano state, the objective of the study was to find out the relationship between principals' and teachers' effectiveness, in which the researcher used descriptive survey as the research design and a sample of 155 out of the population of 265 were randomly selected, also questionnaire was used as means for data collection instrument and analyzed the data with frequency distribution and ANOVA.

The researcher found that there is significant relationship between principal's leadership style and teacher's effectiveness. Democratic style of leadership was mostly adopted by the principals.

She recommended that principals should be flexible in their leadership style depending on the situation at hand, so that they should adopt a combination of styles and they have to avoid the Laissez-faire style.

Abiahu (2008) in the dissertation "principals' leadership roles in private secondary schools in Nassarawa local government of Kano State". The population of the study was (69) private secondary school in which a sample of (10) principal's and (79) teachers was randomly selected from the sample.

The study design was descriptive survey, questionnaire was used for data collection and analyzed the data using percentage.

The finding of the study shows that 62.1 % of the sample teachers acknowledge that the principals are effective in staff welfare functions 63.24% agreed that the principals are effective in community relations.

The researcher recommends that the principals and teachers should improvise instructional materials with the local materials that are available, for teaching and learning effectiveness.

Also suggested that the principals should developed a more democratic orientation to leadership as its more likely to help in a healthier school climate and develop free flow of communication to avoid communication gap between the leaders and staff.

Jamila Ibrahim (2008) in a research titled "leadership style of Public and Private Senior Secondary School Principals in Municipal Education Zone Kano State" she adopted a survey method as the research design and used stratified sampling to draw the sample of the study from the population in which (402) sample was used. A self developed questionnaire was also used as instrument for data collection.

The findings of the study was that principals in public secondary schools adopt democratic style, while their colleague in secondary schools that are private adopt situational style. Public secondary principal's leadership does not have cordial relationship with their staff as the private school principals.

The researcher recommend that situational style is to be encourage in public secondary schools leadership as the most suitable in bringing the good relationship between leaders and staff of the schools which will lead to school goals achievement.

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 the utilization of teachers' and student academic performance in Senior Secondary School in Ondo State, Nigeria. The research design was a descriptive survey and ex post facto design, while questionnaire was used as instrument for data collection, the result of finding which was analyzed through regression analysis and t test statistic revealed that effective utilization of teachers rather than its mere availability impacts students academic performance. Saudat (2016) examine the relationship between principals' leadership style and teachers' effectiveness in private Senior Secondary, School in Kano State, Nigeria. The study employed correlation design method and sample of 164 principals and 364 teachers was used through stratified sampling technique, questionnaire was used as tool for collecting data and analyzed the collected data using person product moment correlation analysis. The result of the findings revealed that principals of private school employ a combination of style with the majority of them being democrat in their leadership, also the result shows teachers under democratic leadership are more effective, followed by autocratic, and laissez-faire.

Adeyemi (2010) Examine principals' leadership style and teachers job performance in Senior Secondary Schools in Ondo State, Nigeria. A sample of 2040, Senior Secondary Schools was taken and selected through the stratified random sampling technique in which a sample of 240 principals and 1800 teachers was selected as a sample of the study. Two instrument were used in collecting data, these were principals leadership style questionnaire and teachers' effectiveness questionnaire. The data collected were analyzed using frequency count, percentages, correlation matrix and the t-test. The findings of the study was that the democratic leadership style was commonly used leadership style among principals of Senior Secondary schools in Ondo state, and teachers job

performance was moderate level in such school. Teachers job performance was better in schools using autocratic leadership style than in school having democratic style or Laissez-faire. He recommended the use of a mixture of style in their school administration and discourage the use of laissez-faire as it could not bring a better job performance among teachers.

Abwalla (2014) Investigated the principals' leadership style and teachers performance in General Secondary Schools in Gambella Regional State. The main objective of this study was to investigate the influence of principals leadership style on teachers' performance in general secondary schools of Gambella region, Ethiopia. This study employ a descriptive design, the sample of the study population was 170 teachers and twenty 20 principals of Secondary Schools, the researcher used questionnaire and interview as data collection instrument. The collected data were analyzed by using frequency, percentages, mean, standard deviation, and person correlation. The findings indicates that there is positive relationship between principals leadership style and teachers performance ($r = 0.980$) the relationship is significant ($sign=0.000$ at 0.05 level), and the independent variables democratic style was the most practice leadership style among the principals of the region. He further recommended that the principals should use a mixture of autocratic and democratic styles of leadership. While teachers idea and thought should be considered in decision making.

2.5 Summary and Uniqueness of the Study

This chapter deals with review of related literature on principals' leadership style and teachers' effectiveness. In which a work of scholar's on concept of leadership, leadership

style and principal's leadership style reviewed. Most of the literature on leadership reviewed by the researcher indicated that there is no a single way of defining leadership that is universally accepted, but may scholars opined that leadership is the process of influencing people to strive towards achieving the organizational objectives. Principal as a leader of the school organization has a duty to; lead, guide, direct, and motivate teaching and non-teaching staff toward achievement of the school goal and objectives. The researcher also reviewed scholar's work that related to the independent variables of this study which was principal's leadership style (democratic, autocratic, transformational, laissez-faire). Autocratic style it is a kind of style that leadership impose upon organization, it centralize power, and decision making reside in the autocratic leader. Principal who is autocratic in managing schools determines policies and decision are impose on teachers. Democratic style is a stale where a leader involve followers on decision making process, its consultative and member's are free and make them feel part of the organization. Principal who adopt democratic style in leading school organization, is friendly to teachers involve members in making school policies and decision about school organization are arrived after consultation as well as free flow of information. Transformational style is the ability to get people to want to change improve and be led. Principal who adopt such style, inspire teachers to want to improve motivate them to be up to their task and be creative in their duties. Laissez-faire style is a kind of leadership where a leader allows complete freedom to group member to work as they choose with minimum interference principal with laissez-faire style, sat in their offices talk less to teacher's and do not pay attention to the need of teachers and let everything to continue as it is. Also the researcher review work of the scholars that related to this study's

dependant variable “teacher’s effectiveness” which is the ability of the teaching activities of a teachers to produce the expected good learning outcomes. Through adequate; preparation of lesson plan to be punctual, effective use of instructional materials, class-room management e.t.c. Fiedler’s contingency theory of leadership was reviewed which postulates among others that there is no single or best approach to organizational management, situation will create different leadership style. Similarly empirical studies was reviewed on the works of others that was done one leadership style of school principals and teacher’s effectiveness in which the result of most of the researchers showed a positive or negative relationship impact or effect of principals leadership on teachers.

The uniqueness of this study is that the study investigated the influence of principal’s leadership style on teachers’ effectiveness of public Secondary Schools of Kano Municipal Education Zone, Kano State, Nigeria, to find out how the leadership of school leaders in Kano Municipal Education Zone influences teachers effectiveness in their duties for the accomplishment of the stated goals and objectives of the school organization.

Specifically this study is unique from all the researches that had preceded it in terms of geographical areas. Population and sample size for example empherical review showed that research was conducted by Saudat (2016) on the relationship between principals’ leadership style and teachers’ effectiveness in some selected private Secondary schools in Kano metropolitan. Jamila (2008) examined the leadership style of public and private Senior Secondary School Principals in Kano Municipal Education Zone.

CHAPTER THREE: METHODOLOGY

3.1 Introduction

This chapter explains the procedures that were used in conducting the study. The chapter focuses on the research design, target population, sample size sampling technique, data collection instrument, validation of the instrument, procedure for data collection instrument as well as procedure for data analysis.

3.2 Research design

A research design is a general plan for conducting the research, it is a plan showing how problems under investigation are solved. The study was carried out using descriptive survey design.

Descriptive survey design allows a researcher to collect information through interviewing or administering a questionnaire to a representative's sample drawn from the target population. Bichi (2004) stated that educational researchers are often concern with variables that are not inherently manipulate, as they are already existing in their target, as such the researcher has no choice than to rely on the existing one.

The survey design was chosen as a design of this study because through it, the researcher was able to collect data and analyzed it as it existed in the field without manipulating any variable, as the researcher sought to explore the influence of principals' leadership style on teachers effectiveness.

3.3 Population and Sample of the study

3.3.1 Population of the Study

The population of this study comprised all the teachers and principals of Senior Secondary Schools in Kano Municipal Education Zone of Kano State, Nigeria.

The Zone has a total number of forty one (41) Public senior secondary Schools, with a total of one thousand three hundred and seventy two (1,372) teachers as well as forty one (41) principals of senior secondary schools that were in two local government area under the Kano municipal education Zone, namely: municipal and Tarauni, (KSSMB, 2005).

3.3.2 Sample Size

Sample is the portion of the population being studies, drawn through a definite procedure that can be generalized to the population from which the sample was drawn. Therefore, the sample size for teachers in this study is two hundred and ninety one (291) senior secondary School teachers, while that of principals is twenty eight (28). This is based on the research advisors table (2006).

Table 3:1 summary of Sample of the study

S/n	Schools Name	No. of Principals	No. of Teachers	Sample of Teachers	Sample of Principal
1.	GGASS HASIYA BAYERO	1	34	10	1
2.	GGSS FESTIVAL	1	21	6	1
3.	GSS SHARADA	1	75	22	1
4.	GSS SHEKARA	1	56	16	1
5.	GSS KOFAR NASSARAWA	1	71	20	1
6.	GSS SHARADA	1	43	12	1
7.	GSS KOKI	1	15	4	1
8.	GSS G/ALBASA	1	25	7	1
9.	GSS SABON KOFA	1	76	22	1
10.	GGSS UMMA ZARIA	1	36	10	1
11.	SAS KANO	1	76	22	1
12.	CT WOMEN CENTRE	1	17	5	1
13.	GGSS G/ALBASA	1	54	16	1
14.	GGSS KOFAR KUDU	1	15	4	1
15.	GGSS HASSANA SUFI	1	58	17	1
16.	GGSS YAKASAI	1	36	10	1
17.	GASS BABAN GIJI	1	22	6	1
18.	GASS KUNDILA	1	10	3	1
19.	GGASS H/DELU	1	20	6	1
20.	GGSS HAUSAWA	1	24	7	1
21.	GGASS TAHIR	1	18	5	1
22.	GGSS UNGUWAR UKU	1	38	11	1
23.	GGSS FATIMA MUHAMMAD	1	41	12	1
24.	GSS UNGUWA UKU	1	29	8	1
25.	GSS KUNDILA	1	47	14	1
26.	GSS HAUSAWA MODEL	1	17	5	1
27.	GSS GYADI GYADI	1	20	6	1
28.	GSS DARMANAWA	1	16	5	1
	TOTAL	28	1010	291	28

3.3.3 Sampling Technique

The researcher employed stratified random sampling technique to obtain the sample size.

A stratified sampling technique is a major type of probability sampling technique.

Stratified sampling is a method in which the researcher divided the population into strata,

after which the research uses simple random sampling and select appropriate sample size from each stratum so that each member of the population will have equal chance or right to be included.

3.4 Data Collection Instrument

The instrument used in gathering data for this study was an adapted questionnaire from Balagun (2007). A questionnaire is seen as a set of questions relating to the aims and objectives of the study to which respondents are required to answer by writing in their responses. The questionnaire is a very popular instrument, especially among educational and social research workers (Bichi 2004). Therefore, the researcher adapted two sees of questionnaire, that is; principals' leadership style questionnaire for teachers (PLSQT) and Teachers' effectiveness questionnaire for principals (TEQP). Both questionnaires contained two sections, A and B. Section A contained background information of the respondents, while Section B of (PLSQT) sought information on the leadership styles adopted by the school principals, 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 rater 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. Therefore, the items in the instruments entails generating a list of statement 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.

3.5 Validation of the instrument

3.5.1 Validity of the instrument

The face, criterion and content validity of the instruments were established by presenting the instrument before professionals in the faculty of education, Bayero University Kano as well as the supervisor of the study.

3.5.2 Reliability of the instrument

The reliability of the instrument were established by conducting pilot study, through test re test where the instruments were administered on five (5) principals and twenty (20) teachers selected randomly from other secondary school outside the research sample. The reliability co-efficient for test-retest was 0.86.

3.6 Procedure for Data Collection

The researcher collected an introduction letter from the department of education, Bayero University, Kano and presented it to the Kano State senior Secondary School management Board, sought their permission to visit the sample school in order to administer and collect data from them. The researcher was given permission from the board and then proceeded by visiting the sample schools under Kano municipal education zone and create a good rapport with them, introduce the study to them with help of assistant and under the guidance of vice principal admin or in some schools senior masters. The questionnaires were administered to the respondents. The researcher was

able to collect the data from the respondents in some schools on the same day while in other schools the researcher was told to come back after two or three days.

3.7 Procedure for Data analysis

Data analysis is the processing and interpretation of collected raw data in to meaningful information. The researcher checked on the data collected to ensure its completeness and then the research instruments were subjected to the relevant statistical analysis. Thus simple percentage as well as Pearson product moment correlation analysis was used for the analysis.

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter presents the data collected and analyzed. Precisely, the chapter present the data collected and analyzed in a tabular form, the chapter explained the research questions and the implication generated out of the analysis of the data. Similarly, summary of the finding of the study has been presented in the chapter.

4.2 Summary of Data

The researcher administered a total of two hundred and ninety one questionnaire to the respondent teachers out of which a total of two hundred and sixty nine was successfully collected, and the remaining twenty two questionnaire was either lost or returned uncompleted by the respondent.

Also a total of twenty eight questionnaire were given to principals for them to rate the performance of teachers, and the researcher was able to retrieve all the twenty eight questionnaire from the principals.

The opinion of teachers was sought on the influence of their principals' leadership style on teachers' effectiveness in which they were requested to rate the style of their principal's base of four rating scale; 4 = always; 3 = often; 2 = rarely; 1 = never. The questionnaire covered, the four leadership style used in this study which were: Autocratic, Democratic, Transformational and Laissez Fare styles. While principals opinion was sought on teachers' effectiveness in questionnaire that consist statement that measures teachers' effectiveness.

4.3 Data analysis

Q1: which leadership style is the most commonly used by the Principals of senior secondary schools in municipal education zone Kano state?

Leadership style	N	Percentage
Autocratic	269	24.1%
Democratic	269	38.7%
Transformational	269	26.5%
Laissez-Fare	269	10.7%

Table 4.1 shows that principals In Municipal education zone of Kano State used a combination of style in administering senior secondary schools as the table above shows. This indicates that the most commonly used leadership style by principals In municipal education zone of Kano state are combination of autocratic, democratic and transformational styles with Democratic style having the highest percentages of 38.7%, followed by the transformational style with 26.5%, then Autocratic style with 24.1 % and the least was Laissez-Fare with 10.7%.

Q2. How does principals' autocratic leadership style influence teachers' effectiveness in Senior Secondary School of Kano Municipal education Zone, Kano State, Nigeria?

Table 4.2 Correlation of principals autocratic leadership state and teachers' effectiveness.

Leadership/teachers' effectiveness	Correlation	Autocratic Leadership	Teachers' effectiveness
Autocratic Leadership		1	
Teachers effectiveness	Person correlation sig (2 tailed)	-.113 .016	1

Correlation is significant at 0.05 levels (2 tailed)

The result of the above table present a correlation matrix between principals’ autocratic leadership style and teachers effectiveness in which the result indicated that principals’ autocratic style has a negative influence on teachers effectiveness, because the calculated value show ($r = -.113$ $P = .016$) indicating that principals autocratic leadership style has a negative influence on teachers effectiveness in senior secondary schools of Kano Municipal education zone, Kano State, Nigeria.

Q3. How does principals’ democratic leadership style influence teachers’ effectiveness in Senior Secondary Schools of Kano Municipal education Zone, Kano State Nigeria?

Table 4.3 Correlation of Principals’ democratic leadership style and teachers effectiveness.

Leadership/teachers’ effectiveness	Correlation	Democratic Leadership	Teachers’ effectiveness
Democratic Leadership	Person correlation	1	
Teachers effectiveness	sig (2 tailed)	.468	1
		.002	

Correlation is significant at 0.05 levels (2 tailed)

The result of the above table present the correlation matrix between principals’ democratic leadership style and teachers’ effectiveness in which the result indicates that principals democratic style has a positive influence on teachers’ effectiveness, as the r calculated value shows ($r = .468$ $p = .002$) indicating that principal democratic leadership style has a positive influence on teachers’ effectiveness in Municipal Education zone, Kano State, Nigeria.

Q4. How does principals' transformational leadership style influence teachers effectiveness in senior secondary schools of Kano Municipal education Zone, Kano State, Nigeria?

Table 4.4 Correlation of Principals' transformational leadership style and teachers effectiveness.

Leadership/teachers' effectiveness	Correlation	Transformation Leadership	Teachers' effectiveness
Transformation Leadership		1	
Teachers effectiveness	Person correlation	.156	1
	Sign (2 tailed)	.010	

Correlation is significant at 0.05 levels (2 tailed)

The result of the above table present the result of correlation matrix between principals' transformational leadership style and teachers' effectiveness in which the result indicates that principals' transformational leadership style has a positive influence on teachers effectiveness, because the r calculated value shows ($r = .156$ $p = .010$) indicating that, principals' transformational leadership style has a positive influence on teachers' effectiveness in Senior Secondary School of Kano Municipal Education Zone, Kano State, Nigeria.

Q5. How does Principals' Laissez-fare leadership style influence teachers' effectiveness in Senior Secondary Schools of Kano Municipal Education Zone, Kano State, Nigeria?

Table 4.5 Correlation of Principals' Laissez-fare leadership style and teachers' effectiveness.

Leadership/teachers' effectiveness	Correlation	Laissez-fare Leadership	Teachers' effectiveness
Laissez-fare style		1	
Teachers' effectiveness	Person correlation	-.021	1
	Sign (2 tailed)	.730	

Correlation is significant at 0.05 levels (2 tailed)

The result of the above table present the result of correlation matrix between principals' Laissez-fare leadership style and teachers' effectiveness in which the result indicates that principals Laissez-fare leadership style has a negative influence on teachers' effectiveness, because the r calculated value shows ($r = -.021$ $P = .730$) indicating that, principals Laissez-fare Leadership style has negative influence on teachers' effectiveness in Senior Secondary Schools of Kano Municipal education zone, Kano State, Nigeria.

4.4 Summary of the findings.

1. The most commonly used leadership style among senior secondary school principals in Municipal education zone of Kano state were autocratic, democratic and transformational leadership styles with least application of Laissez-fare style.
2. Principals' autocratic leadership style negatively influences teachers' effectiveness in Senior Secondary Schools in Municipal Education Zone, Kano State.
3. Principals' democratic leadership style positively influences teachers effectiveness in senior secondary schools in municipal education zone, Kano state.

4. Principals transformational leadership style positively influence teachers' effectiveness in senior secondary schools in municipal education zone, Kano state, Nigeria.
5. Principals' Laissez-Faire leadership style negatively influence teachers' effectiveness in senior secondary schools in municipal education zone, Kano state.

4.5 Discussions

The study examined the influence of principals' leadership styles on teachers effectiveness in Senior Secondary School of Kano Municipal Education Zone, Kano State, Nigeria.

Among the principals' leadership style that were examined in this study were: autocratic, democratic, transformational, and Laissez-Faire leadership style that were used as independent variables against the teachers' effectiveness which was used as dependent variables in the study.

The responses to the first research question indicated that principals' of Kano municipal education zone of Kano State, they mostly adopted a combination of autocratic, democratic, and transformational leadership styles in managing, the school work-force.

Autocratic leadership style also known as, directives, coercive, or authoritarian leadership, it places emphasis on force, it centralize power, authority, and decision to leaders (Okumbe, 1998). The autocratic leader direct group members on the way things should be done, the leader does not maintain clear channel of communications between himself and the subordinates, he does not delegates authority, nor permit subordinates to

participate in policy making. Yukl (1994) found that autocratic leaders tend to have the following five characteristics: they do not consult members of the organization in the decision making process, the leaders set all policies, the leader predetermines the method, of work, the leader determines the duties of followers, and the leaders specifies technical and performance evaluation standards principals' who adopt autocratic direct goals to the subordinate, without considering that this will positively or negatively have impact on their effectiveness. The responses to the second question of this study indicated that principals' autocratic leadership style has a negative influence on teachers' effectiveness in the study area. This finding, indicated that some principals in the study area adopt a leadership style that is autocratic in nature, this style is the leadership in which production is emphasized even at the expense of the human considerations and decision are made exclusively by the leader. In this kind of leadership style, the principal takes full authority and assumed full responsibility of the school. The teachers may be uninformed, feel in secure, and afraid of the principals authority, and by implication this may affect his teaching effectiveness.

The third finding of the research questions in this study was that principals' democratic leadership style positively influences teachers effectiveness. The responses of the teachers on democratic leadership styles indicated that some of the principals in the municipal education zone use democratic style as their leadership style. According to Goldman (2002), democratic organizations typically have the following six characteristics: policies are determined by a group of organization, technical and job performance are discussed so that they are understood by all; leaders provide advice to members in regards to implementation task; members are free to choose with whom they

work, the group determine the distribution of task, and leaders try to be objective in giving praise and criticism in the light of this, the responses of teachers to the principals leadership questionnaire (PLSQ) is that majority of the respondent agreed that their principals': gives room for freedom expression, encourage staff meeting, delegate duties to teachers, involve staff participation in decision making, and also recommend staff for promotion as the responses of teachers showed a positive influence of the principals democratic leadership style on teachers effectiveness. The democratic leaders involve staff in guiding the schools development, all members of the school including students and staff have input in the running and welfare of the school. Subordinates find pleasure in working with such a leader and this led to their effectiveness in delivering their duties. Such leader mobilizes the knowledge and expertise of all teachers to bring real development in the school.

Another finding of the research questions of the study showed that transformational leadership style has a positive influence on teachers' effectiveness. Transformational leadership style according to Northouse (2001), in the simplest term, is the ability to get people to want to charge, improve and be led. It involves assessing associate motives, satisfying their needs, and valuing them. Transformational leaders has three basic functions. Firstly transformational leaders sincerely serves the need of others, empower them, and inspire followers to achieve great success. Secondly they characteristically lead, set vision, instill trust, confidence and pride in working with them. Finally, they offer the same caliber as the leaders. Teachers responses on principals transformational leadership in (P.L.S.Q) showed a positive relationship in responding to the transformation leadership style of their principals, they responded positively on the way their principals',

encourage them to explore new area for change, seek to create atmosphere that encourage creativity and initiates; encourage teachers to ask questions during staff meetings, and the way their principals involve them in planning and organizing some of the school activities as well as care for their problem by the principals under municipal education zone of Kano State.

The last finding of this study on the question how does the principals Laissez-Fare leadership style influences teachers' effectiveness in the senior secondary schools in municipal education zone, the results of findings, found the negative influence of principals Laissez-Fare leadership style on teachers effectiveness in the study area. Laissez-Fare leadership style according to, Hoy and Miskall (2012) is a leader that allows complete freedom to group decision without the leader participation. The Laissez-Fare administrator as a school leaders sit in their office, talk with a less teachers and students, such leader do not pay attention to the need of teachers and let everything to continue as it is. The responses of the teachers on principals Laissez-Fare questions in this study indicated a negative influences of principals Laissez-fare on teachers as the result of the analysis indicated a negative influence of principals Laissez-fare style on teachers' effectiveness in Senior Secondary Schools of Kano Municipal Education Zone, Kano State, Nigeria.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary

This study “influence of principals’ leadership style on teachers effectiveness in senior secondary schools of Kano Minicipal Education Zone, Kano State, Nigeria”. Investigated the influence of principals’ leadership style on teachers and how it affects their effectiveness whether positively or negatively in Senior Secondary Schools of Kano Municipal Education Zone, Kano State, Nigeria.

The study observes in the background to the study the ongoing leadership style operating in the senior secondary schools. Statement of the problem glanced at the leadership and point out problems that exist in the management and administration of senior secondary schools as well as teachers’ effectiveness that could be due to inadequate leadership styles from the leaders of the schools organisation or ineffectiveness of teachers. The study was guided by five objectives with aims of identifying the type of leadership style commonly employed by principals, and how does the principals’ autocratic; democratic; transformational; Laissez-fare leadership style influence the teachers’ effectiveness in senior secondary schools of Kano Municipal education zone, Kano State, Nigeria. The study answered questioned that was made in line with the study objectives. Significance of the study outlined the potentials beneficiaries of the study which include, ministry for education, schools principals, teachers as well as student for educational administration. In terms of scope and delimitations the study covered all the principals and teachers of public senior secondary school of Kano Municipal education Zone, Kano State. Principals autocratic, democratic, transformational and Laissez-fare leadership style were the independent variables of this study while teachers’ effectiveness were the dependants

variables of this study. As such the study delimits itself from all the other variables that are outside the study. The research reviewed work of scholars on leadership, principal leadership styles (democratic, autocratic, transformation, Laissez-faire), principals' leadership effectiveness, teachers effectiveness, training and development of teachers as well as teachers motivations. Contingency theory of leadership developed by Fiedler and its postulations were reviewed in the study. Empirical review of the work of others that are related to this study were reviewed in the study on principals' leadership style and teachers' effectiveness.

Survey design was used in this study, the population of the study comprises of all the principal and teachers of the entire forty one (41) senior secondary schools in the municipal education zone of Kano state, with one thousand three hundred and seventy two (1372) teachers as well as forty one (41) principals out of which a sample of twenty eight (28) principals were selected, two hundred and ninety one (291) teachers were selected from the selected senior secondary schools in the zone, the selection was based on the research advisors table (2006). The schools were selected based on simple random sampling technique within the population schools, teachers were proportionately selected from the schools, while all the twenty eight principals of the sample schools were selected.

In order to collect data for this study, an adapted questionnaire was used by the researcher, that is a principals' leadership style questionnaire and teachers' effectiveness questionnaire. Two hundred and sixty nine (269) out of two hundred and ninety one (291) questionnaire administered to the teachers, were successfully completed and returned, all the twenty eight (28) Questionnaire for principal were successfully retrieve.

In analyzing the data the researcher used simple percentage, means standard deviation, and Pearson product moment correlation coefficient, in order to determine the influences of principals' leadership style on teachers' effectiveness, which the result showed that principals' democratic and transformational leadership style has a positive influence on teachers' effectiveness, while negative influence was discovered of principals' autocratic and Laissez-Fare leadership styles on teachers' effectiveness.

As such the use of autocratic and Laissez-Fare style by principals as showed by the result of this study has a negative influence on teachers.

5.2 Conclusions

Based on the findings of this work, the following conclusion was drawn. Principals' leadership styles influence teachers' effectiveness either positively or negatively in senior secondary schools in municipal education zone of Kano state. The principals leadership style that were correlate with teachers' effectiveness were principals' democratic style, principals autocratic style, principals' transformational style, and principals' Laissez-Fare style. The result of the research findings showed that principals of upper basic schools in municipal education zone, frequently used a combination of autocratic, democratic and transformational styles in leading their school work-force. A positive influence was found between principals' democratic and transformational styles in leading their school work-force. A positive influence was found between principals' democratic and transformational styles on teachers' effectiveness. In terms of Laissez-Fare leadership style, study found that principals in municipal education zone of Kano state, rarely used Laissez-Fare, and negative influence was found with regard to principals' Laissez-Fare

leadership style on teachers effectiveness in the study area. The main finding of this study revealed that principals' democratic and transformational leadership styles has a positive influence on teachers' effectiveness, while the principals' autocratic and Laissaize-Fare has a negative influence on teachers' effectiveness in Senior Secondary School in Municipal Education Zone Kano State.

5.3 Recommendations from the study

1. The study recommended that principals of secondary schools in municipal education zone of Kano State should upheld the use of mixture of leadership style depending on the situation at hand. This will boost the moral of the teachers and be more effective in their teaching.
2. The use of autocratic leadership style should be reduced among the principals' of senior secondary schools in the study area, unless if the situation warrant.
3. Also there is a need for the school Principal's in municipal education zone, to do their best to ensure that the ministry for education are organizing, seminar, workshop, and to be providing fringes benefit to teachers as this will improve teachers' effectiveness.
4. The study also recommended that teachers in the municipal education zone of Kano, should be revising the subject that they teach, and make sure they prepare a lesson planning before entering class. This will facilitate the teaching and learning process.
5. The use of instructional materials should be given a highly consideration. Use of instructional materials by the teacher's in the teaching and learning process help

student to easily understand the topic. In a situation where by the instructional materials are not available, a teacher has to improvise it.

5.4 Recommendations for further studies

This research work was only limited to the public senior secondary schools within the municipal education zone of Kano state, there is a need for further studies to be conducted in the other education zones of Kano state.

A study should also carried on how teachers' demographic variable influence teachers' effectiveness either in municipal education zone or in the other zones.

A study should be carried on influence of Principals' leadership styles on teachers' In private upper basic schools. As this will provide the opportunity for comparable between the two.

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**TEACHERS' EFFECTIVENESS QUESTIONNAIRE;
(FOR PRINCIPALS)**

Dear Sir,

This instrument is designed to collect information on the “Influence of principals’ Leadership style on teachers’ effectiveness Kano Municipal Senior Secondary Education Zone, of Kano State”, as part of the requirements for the award of Master, Degree in Educational Administration and Planning.

All information collected would be used for research purpose only and will be confined to this study.

You are requested to answer the following questions by ticking (✓) against any option of your choice after reading the statement given therein.

SECTION A

1. Year of experience as a teacher
1-5 { } 5-10 { } 11 and above { }
2. Year of being a principal:
3. How long have you been in your current school as a principal?
.....

SECTION A

Please. Rate the teachers in accordance with effectiveness displayed based on the activities listed in the appropriate column. The keys of rating are: 4 – very good, 3-good, 2-poor, 1 very poor.

S/N	CURRICULAR ACTIVITIES	4	3	2	1
1.	Covers the syllabus adequately				
2.	Prepares and plans lessons adequately				
3.	Possess through knowledge and understanding of teaching subject				
4.	Pays attention to students learning difficulties through adequate supervision.				
5.	Initiates new instructional methods.				
6.	Supervises and marks students' class work				
7.	Gives and marks assignments of students promptly				
8.	Insists on students making corrections of their mistakes.				
9.	What was your student academic performance in last three external examinations.				
	CO-CURRICULAR ACTIVITIES				
10.	Takes active part in games				
11.	Spends sufficient time on students academic				
12.	Approachable to students even outside				
13.	Shows interest in the general discipline of the school.				
14.	Discusses with the students on their personal problems.				
15.	Sets good moral examples for students.				

**PRINCIPALS' LEADERSHIP STYLE QUESTIONNAIRE
(FOR TEACHERS)**

Dear Sir,

This instrument is designed to collect information on the “Influence of principals’ Leadership style on teachers’ effectiveness in Senior Secondary Education Zone, of Kano State”, please kindly respond to the following questions by marking with () in appropriate column. All information obtained will be used only for research purpose.

SECTION A

PERSONAL INFORMATION

1. Year of teaching experience.....
2. How many principals have you worked with?

SECTION B

Please rate the principal of your school on the following management functions, by putting () in appropriate column. The keys of rating are: 4 – always, 3-often, 2-rarely, 1-never.

S/N	CURRICULAR ACTIVITIES	4	3	2	1
1.	Gives room, for freedom of expression.				
2.	Encourage staff meeting.				
3.	Delegates duties to teacher.				
4.	Involves staff participation in decision making.				
5.	Dictated policies to teachers				
6.	Want the members of staff to adhere strictly to the laid down rules and regulations.				
7.	Act without consulting staff members.				
8.	Dictates to teacher organizational policies.				
9.	Encourages members of staff to explore new area for a change.				
10.	Seeks to create an atmosphere that encourages creativity and initiatives.				

11.	Involves members of staff in planning and organizing some of the school activities.				
12.	Cares for the problems of members of staff and student				
13.	Allows the staff to do what they want.				
14.	Does not take part in solving staff problem.				
15.	Does not gives pieces of advice.				