

RESEARCH ARTICLE

The Impact of Leadership Styles of Principals and Teachers of Secondary Schools in Kaduna State Nigeria: Using School Environment as a Tool for School Achievement

Khalil Yusuf Uthman*, Abdul Latif Kassim

School of Education and Modern Languages, Awang Had Saleh College of Arts and Sciences, University Utara Malaysia.

Abstract

The involvement of teachers in the administration of schools is well justified and arise from the need to boost school environment for the sake of attaining school achievement. These approaches require academic teachers to come together to assist the principals in building the school environment with the soul intention of achieving success in their schools. This paper reports on the outcomes of a transformational leadership efforts in Nigerian unity schools that aimed at enhancing the use of teachers in the administrative set-up. Using the multifactor leadership questionnaire form 5x, the researcher was able to analyse the data collected from the perceived responses of the school teachers. This study was carried out in seven selected secondary schools through stratified random sampling technique from the existing 101 in the state, in the randomly selected unity schools, 800 participants were selected through a simple random technique, in the whole 760 were used or returned with 500 male and 260 female respondents whose age ranges from between 30-60 years with a mean age of 28years. This was attributed to the fact that all the respondents were of adult working age, hence, there opinion on the relationship of leadership styles on school environment and achievement will reflect sense of maturity. The schools comprises of Barewa College Zaria, Alhuda-huda College Zaria, Rimi College Kaduna, Sardauna Memorial College Malali Kaduna, Government Girls Secondary School Giwa, Government Commercial College Soba and Government Girls Day Secondary School Kofar Gayan Zaria, both in Kaduna State of Nigeria. The findings of this research states that, by cultivating the habit of a transformational leader, the principals of unity schools will have the ability to transform teachers, schools curriculum, professional development in interdisciplinary pedagogy, innovation in student-led learning activities, and participation in institutional decision-making related to school administration. This paper demonstrates that the transformational leadership model for a secondary school achievement reported here is effective in building capacity for both teachers and students.

Keywords: *Principal leadership, School achievement, Unity schools, Transformational leadership, School environment and Nigerian sustainability education.*

Introduction

The biggest break through that was first discovered on recent researches is the dissatisfaction of teachers due to exemption from leadership by principals. Hence, [1] stressed that every school have urge for a competent and well trained teachers coupled with an effective principal that has the backing and support of some senior and middle managers who have the charisma to coordinate the school environment to produce a better school achievement. Nigeria being an emerging nation and very much in the course of emerging, her socio-economic degenerate after decades of establishment, she therefore needed skilled and semi-skilled

middle level manpower in particular for the industrial segment. The schooling scheme in the Nigeria's system of education did not offer the enabling situation for the people and hence did not improve socio-economic growth. Because of this situation, a brief history of education in Nigeria needs to be touched in other to have a formal focus on this study. Two issues prompted the introduction of a new scheme of education, this two issues were the National conference on curriculum development of 1969 and the National seminar on Education in Nigeria of 1973 that corroborated to bring about a new education scheme by name the 6-3-3-4

system which was included in the National Policy on Education, hence the birth of a new policy in Nigerian education scheme. This system of education absorbs both job-related and semi-professional subjects in the new syllabus which are meant to improve in the students' talent for practical and Machiavellian abilities, initiative, resourcefulness and self-esteem of effort [2,3]

Schooling in Nigeria is an important mechanism for accomplishing national growth. The nation's schooling aims have been spelt out in the National Policy on Education in relation to their importance to the wishes of the single and distinct people and the populace [2]. Going by the above, the National Policy on Education set up clear aspirations and intents which were to simplify growth of education in the nation at large. In promoting these wishes and goals, the school leader has imperative function to perform. Among this functions include delivering operational leadership in secondary schools, thereby increasing better work presentation among teachers. Very many scholars were concern with how this leaders will perform at the long run [4]. It is imperative to point that senior secondary education in Nigerian schools is for a period of 3 years and is meant for students who had successfully passed through the junior secondary education programme. Hence, it is not surprising that there is stress framed on active leadership between principals of secondary schools in Nigeria.

It is similarly itemized in the national policy that there should be an enabling environment in our schools to enable better school achievement, the predicament of scarcity of the set-up and amenities is felt everywhere and at all stages of the education system. The library services and books are totally insufficient and so is the prearrangement of classrooms, classroom equipment, laboratories and workshops. Shelters are not accessible in some institutes, including universities. Where some are provided, the rooms are congested with students. Bass BM et. al. [5] noted that the hostel room scarcity had become so severe that a black market uproar had developed. In many schools buses for

students have wrecked down outside repair, and above all, portable water and electricity are not certain on the basis of daily supply. To take care of the scarcity of services, parents are often asked to deliver chairs, desks, other learning materials and beds for their wards in the primary and secondary schools. The government got a World Bank credit to secure books and teaching resources for use in the universities and for secondary schools, the federal government obtains kit for career workshops under a two-sided agreement with some East European countries such as Bulgaria. Regrettably, some schools cannot fix and use these because they lack the essential electricity and/or water for their setup, as well as qualified experts to accomplish and preserve them.

On the part of school achievement, the Nigerian government policy is of the view that, the outline was also needed to permit the Federal Government confirm that children are trained on the philosophy of the society. The need to instil in children the understanding of literacy, skill and the aptitude to interconnect made the UBE program desirable. There is equally the need to place an all-encompassing basis for scientific and deep thinking, character and ethical training and the expansion of complete attitude, and again, foster in the child the aptitude to familiarise to the changing environment [2].

There is great interest in educational leadership in the early part of the 21st Century because of the widespread belief that the quality of leadership makes a significant difference to school and student outcomes. There is also increasing recognition that schools require effective leaders and managers if they are to provide the best possible education for their learners [6]. There is definitely the need for a competent leadership in every secondary school that can provide a desirable school environment for effective school achievement, it was reported that a productive school climate and culture encourages effective school achievement, more specifically, effective schools are characterized by an orderly environment.

Brookover WB et. al. [7] Stated that an orderly environment is rather associated with interpersonal relationships, than with regulations. Hence, Burns J [6] stressed that Schools need trained and committed teachers but they, in turn, need the leadership of highly effective principals and support from other senior and middle managers who has the charisma to coordinate the school environment to produce a better school achievement. Hence, this study has no doubt in using the transformational leadership theory to achieve its set objectives.

Teachers were neglected in matters of school leadership and administration, hence, there is little or no proper attainment or achievement of schools goals/objectives. Beare H et. al. [8] explained that, school environment is used by the principals as a tool to bring about the desired school achievement or change. Hence, teaching as an integral element in the boosting of higher education curricula, demands innovative efforts of the teachers in the collective approaches that emphasize leadership qualities in problem-based pedagogy. However, the secondary schools have often struggled to ensure that disciplines work cooperatively to bring about collective efforts in leadership capable of solving complex problems, especially in relation to teaching. These failures in addressing interdisciplinary environmental problems are a contributing factor in the struggle to attain school achievement, including failure to use teachers in the administrative or leadership process of secondary schools. Thus, disciplinary break down in secondary schools is reinforced by hierarchical, top down modes of leadership, individualized and competitive pathways of career progression, and administrative and financial structures premised on competition between sub-organizational units [9]. This means interdisciplinary teaching is often restricted to small organizational units offering niche programs for a minority of students, rather than being embedded across the curriculum and available to all students through collaboration between disciplines. Burns J [6] Concurred that disciplinary break down constitutes a barrier to interdisciplinary education for

sustainability. As a result, achievements in schools have not been matched by achievements in curriculum objectives [6].

This paper is based on a case study of seven Nigerian secondary schools applying a transformational leadership methodology to the goal of promoting a viable and deserving school achievement by the involvement of teachers in the leadership process of principals. The investigation reported in this research paper is based on the research question: Is there any positive relationship between Leadership style, school environment and outcome variables of school achievement?

Literature

This research is intended to study the impact of leadership styles of principals and teachers of Nigerian secondary schools: using school environment as a tool for school achievement. Indeed, leadership has been seen and operationalized differentially. Hoy WK et. al. [10] Stressed that the definitions of the concept of leadership are many but important and the fact is most of these theories could be grouped in four main historical approaches:

- Personality or trait theories;
- Behavioural theories;
- Situational approaches; and
- Transformational leadership.

Of the several leadership theories in the literature, the two that have received the most attention are instructional leadership and transformational leadership [3]. Evidently, literature has shown that if school leadership is improved, it will inevitably improve academic performance in schools. In recent times, the literature on educational administration has paid enough concentration on the study of leadership concepts, models, and practices.

Transformational Leadership Theory

Transformational leadership as the official theory employed in this research “is measured based on the explicit focus on position of the leaders in the development of followers” [10]. Secondary schools were controlled based on transactional leadership theory as investigation pin-pointed, where

the leader is seen exchanging his power with the obedience of the followers. But today the leader mingles with the follower in order to achieve his set objectives. The major difference between transactional and transformational leadership is known to have originated with [11] even though it became apparently known through [6] work on political leaders.

Transformational leadership theory is used in this study to explain the relationship between school achievement and leadership style of principal, teachers and school environment. The Bass and Avolio's transformational leadership model was used to measure the school leader's leadership styles. The theory states that, transformational leaders try to motivate others to achieve more than what is originally expected of them; they create a work place conducive enough for workers needs and differences to be acknowledged and respected [1]. The transformational leader model is used to initiate programs that will check the function of principal and teachers as they use the school environment to effect changes in the performance of schools [12]. Bass BM et. al. [5] in his study observed that environment-changing leaders use the collective method for making resolution and upholding an on-going staff development program that regularly receives and argues staff enactment. These actions can certainly change or enhance a school's environment and positively enhance school achievement. Hence, the hypothesis that leadership style of principal and teachers using school environment will significantly influence the outcome variables of School achievement in Nigerian secondary schools.

According to Burns J [6], a difference can be pointed between two forms of leadership:

- Transactional leadership is aligned to an exchange relationship between leader and follower. The follower offers obedience to the leader (e.g. productivity, and commitment to the organisation) and receives in return important and useful rewards (e.g. financial benefits). Therefore, transactional leaders work in exchanges with followers without any consideration

for personal and/or collective change and development.

- Transformational leadership is observed when leaders mingled with followers in ways that enhance their creativity and motivation in the schools [6].

Transformational leaders associate with followers, considering their intrinsic motivation and confidence. Unlike transactional leadership, transformational leadership does not seek to maintain the status quo but provides a stimulus for change and innovation instead [1]. Transformational leaders try to motivate others to achieve more than what is originally expected of them; they create a supportive organisational climate where individual needs and differences are acknowledged and respected [1]. The building of trust and respect motivates followers to work for the accomplishment of shared goals. Thus, [13] reported that transformational leaders as noticed in the secondary schools, motivate followers to focus on the common good, through commitment to the mission and vision of the organisation.

Teachers and the Teaching Job

In a previously reported research [14] found that teachers' techniques conducive to a high task involvement and low deviancy were dependent upon whether the teacher was conducting a seatwork or recitation setting. For example, avoiding satiation by having task related variety was important in seatwork but not in recitation settings; focusing upon the group and maintaining activity momentum was important in recitation but not in seatwork settings. Thus involvement of teachers in leadership issues is important according to the above statement. The majority of theories concerning teaching and learning are intended, if only implicitly, to increase student achievement, to enhance student self-concept, or to correct some of the supposed ills of the enterprise of schooling. They are intended, in other words, to improve practice [15]. Despite the relatively large theory base in education and the many efforts to implement these theories, the practices of schooling remain remarkably

stable and resistant to change. Barber B [15] argued that descriptions of teaching in classrooms today look strikingly similar to those in other periods of educational history, and even major efforts to effect change-efforts such as the extensive set of curriculum projects funded by the National Science Foundation in the 1960s and early 70s-leave little residue after a time. This notable lack of success in improving practice has typically spawned redoubled efforts to generate new theory, again intended to serve the function of improvement. But in the last several years an alternative function of theory has gained ascendancy. This function is that of description of practice with the intention of increasing understanding of the ways classrooms work [16].

Several key elements separate improvers and describers in their approaches to the development and utilization of theory. One of the foremost differences between these groups lies in the questions they ask. The primary question for researchers interested in improvement is: How can things be changed? For describers, at least three questions are of key importance:

- A descriptive question-What seems to be happening here?
- An analytical question-Why are these events occurring?
- And a question of understanding-What do these events mean in the context of the school?

Perhaps an illustration will serve to better elucidate these differences. The ascendancy of research oriented toward describing and understanding school phenomena and their effects has also led to increased activity in related areas of study such as the occupation of teaching and the school lives of students. In sum, the growing body of literature in the field of school research signals important departures from the directions established by previous studies of teaching and learning. Its search is for the causes of phenomena that occur in school settings rather than the cures for supposed "ills" of schooling. It assumes that the school environment plays a large role in shaping the behaviour of its inhabitants. It suggests that the teachers and students who inhabit school actively

construct their own meanings for the events that occur there, and that they are thus to be valued as potential partners in the research enterprise.

A research conducted by Hallinger P et. al. [12] explained that, after socioeconomic status, school environment had a more powerful effect on school achievement than any other variable. Environment in unassuming terms is defined as the people's opinions and insights of their workplace [28]. Environment is an expression that tries to take the informal, hidden, often oblivious side of any human organization [17]. Schein E [18] defines environment as an outline of unit learned norms that are taught to new members. These norms include the present and past judgments that are made within a group to solve problems. Educational researchers decided that, as the leaders of particular schools, principals effect the school's environment [19]. School effectiveness inquiry has shown that school environment is related to school achievement [20]. On the opposing side, the Freud's theory of environment states that the environment does not make the child grow, nor does it control the trend of growth. The environment, when good enough, eases the maturational process. For this to happen the environmental anticipation in an extremely delicate fashion adapts it to the varying needs resulting out of the detail of maturation. Such indirect adaptation to changing need can only be given by a person (a transformational leader) and one who has for the time being no other concern, and who is 'well-known with the newborn' so that the newborn 's needs are sensed and met, as by a natural process. Therefore, it is hypothesized by this research that, within the levels of school environment and school achievement, the achievement of secondary schools will significantly influence the achievement of tertiary institutions in Nigeria.

The Concept of Environment

Bass BM et. al. [21], stated that, school environment is the learning environment created through the interaction of human beings relating with each other, with physical setting, and psychological

atmosphere. The construct of school environment is generally seen as multidimensional and representative of shared perceptions of behavior [22]. A favorable school environment provides the structure within which students, teachers and other stake holders function cooperatively and constructively. Bandura A [16] and Blasé J [23] were well known in linking environment directly to school effectiveness. School environment has been found to positively affect school achievement [18]; [1], to positively influence a student's behavior (e.g., conduct problems, depression), and to impact the decision to remain in school [10].

Environment in simplest terms is described as the people's beliefs and perceptions of their workplace [3]. School environment basically comprises of a standard and acceptable amalgamation of three factors; the learner, the teacher and the learning content. Considering the classroom environment on the side of environment, we will understand that people at different level of socialization are associating and dependent on each other [24]. When we observe the behavior of people, we notice that what they do is remarkably influenced by where they are. They sit and listen in symphony concerts; browse and read in libraries; run and throw balls in ballgames. These behaviors occur in behavior settings and the behaviors elicited and supported by these behavior settings are pretty much the same regardless of who the occupants are. A school may be regarded as an environment consisting of various behavior settings: reading circles, arithmetic lessons, gymnasiums, instrumental music and classes. The behaviors of both pupils and teachers are influenced by the behavior backgrounds they occupy. We might further propose that how a teacher manages a group of pupils is dependent upon the behavior setting.

The cognitivist school of thought is chosen to explain the theory of school environment; cognitivism came to the forefront in the second half of the twentieth century when

researchers found that behaviorism did not account for all types of learning [24]. Cognitivist rejects the behaviorist approach which excludes mental processes (e.g. thinking, memory, knowing and problem solving) in its explanation of how people learn, limiting learning to observable changes in behavior alone. Cognitivist focuses on the study of mental processes and uses it to explain learning. This view compares the mind to a 'black box'-one that needs to be opened and explored. The black box like a computer, receives information, processes it and then produces an output that may be stored in the mind or exhibited in behavior [5].

Freud's Theory of Environment

As a corollary to all this, the more psychotic disorders are seen to be closely related to environmental factors, whereas psychoneurosis is more essentially natural, a result of personal conflict, and not to be avoided by satisfactory nurture. It is further discussed how it is in the treatment of borderline cases that these new considerations find practical application, and indeed such treatments provide the most fruitful and accurate data for the understanding of infancy and of the dependent infant. The work of Freud shows how the truth or guilt resides in the intention, in unconscious intention. Actual crime is not the cause of guilt-feeling; rather is it the result of guilt-guilt that belongs to criminal intention.

The Concept of School Achievement

The relationships between theory and practice in the field of education is one of long standing, as the title of this thesis. Generations of critics and theorists have lamented the minimal impact exerted by the various theories of education on the practices of schooling. This level of impact has hardly resulted from lack of effort. Indeed, the theory base of education is both large and varied, with recommendations ranging from the use of computers for drill and practice to mapping students' preferred modes of learning, all offered to increase the academic achievement levels of students.

School achievement is the monitoring of how leadership contributes to the general

Achievement Goal Theory and School Achievement

increase of students' academic performance over time. Large bodies of researchers are of the opinion that if school leadership is improved, there are bound to be improved academic performance in schools. Hallinger P et. al. [12] explained that, with improved instructional leadership (principal) at the building level, schools performance academically will improve. The main intention of any teaching strategy, curriculum, or educational changes initiative is to uplift school achievement and to increase individuals' knowledge and children's readiness for future endeavours [24]. As the standard-based education movement has placed in recent times, scaling and reporting student achievement has become an even more complex part of public education. Improvement of student achievement has always been one of the main goals of education. There is also increasing recognition that schools need actual front-runners and supervisors if they are to offer the best promising education for their learners [6]. In the past years, scholars and educators have conducted many studies and experiments to determine the factors that affect student achievement positively or negatively, and hence, some scholars believe that there are some categories of student's behaviour, the environment they live and learn as the major provider of student achievement [3]. The achievement goal theory is used as the theory that relates to success in schools. The most current example of the motives-as-goals tradition is achievement goal theory [20].

The basic argument of achievement goal theory is that reliant on their particular purposes, achievement goals differentially influence school achievement via differences in the value of mental self-regulation processes. Mental self-regulation denotes to students being vigorously involved in their own learning, including scrutinizing the demands of school assignments, forecasting for and rallying their resources to meet these demands, and nursing their development toward accomplishment of assignments [18]. Hence, leadership style of principals and teachers will significantly influence School achievement in Nigerian Secondary Schools.

The most recent embodiment of the motives-as-goals tradition is achievement goal theory [3]. The basic contention of achievement goal theory is that depending on their subjective purposes, achievement goals differentially influence school achievement via variations in the quality of cognitive self-regulation processes. Cognitive self-regulation refers to students being actively engaged in their own learning, including analyzing the demands of school assignments, planning for and mobilizing their resources to meet these demands, and monitoring their progress toward completion of assignments [5].

Methodology

.This study was conducted in seven secondary schools selected through stratified random sampling out of the 101 existing in Kaduna state situated in the Northern part of Nigeria. Data were collected between the 20th February-30th March, 2015 by self-administered questioner with a face-face interview. Analysis was further made using the person product moment correlation procedure and multiple regression using the ordinary least square (OLS) method. 900 respondents were randomly selected from the seven selected secondary schools in which 860 were returned with 550 male and 310 female respondents, with their median ages ranging from between 20-61 years with a mean age of 28 years, this was attributed to the fact that all the respondents were of adult working age, hence, there opinion on the relationship of leadership styles on school environment and achievement will reflect sense of maturity.

Descriptive Statistics of Variables Investigated

The personal data selected along the opinion on influence of leadership style on the school environment and students' academic achievement in the selected Unity Schools were sex, age, educational level and the condition of employment in the unity schools along with duration in the school and department. Each of the variables is classified in frequencies and percentages in this section. The performances of the final year candidates in their terminal

examinations were used for the dependent variable in the determinant of the influence of the leadership styles. Of the total respondents 550 or 59.5% were male while the female were 310 or 40.5%. This classification though not equitably distributed, revealed that the opinions of male and female respondents were solicited. This helps to take off the gender bias aspect of the study and is more so since the influence of leadership style on the school environment and students' academic achievement in the selected Unity Schools would not be assessed on the bases of gender.

For the ages of respondents only 92 or 8.2% were below 30years, those between 30-40 were 290 or 36.1% while 412 or 53.8% were between the ranges of 41-50 years with 66 or 1.9% above 50years. This was attributed to the fact that all the respondents were of adult working age. Their opinion on the influence of leadership style on the school environment and students' academic achievement in the selected Unity Schools would therefore be expected to reflect this maturity.

By educational qualification, 425 or 45.1% were first degree holders and 285 or 34.8%

have second degree or masters. Only 150 or 20.1% of them have doctorate degrees. The predominance of first degree is associated with the requirements for teaching qualification in the selected schools. Only 174 or 13.4% of the respondents were on part time tenure of appointment in the schools. Most (686 or 86.6%) were on full time tenure which cut across all disciplines in the selected unity schools.

The descriptive statistics (mean standard deviation and standard errors) of the item cum variables investigated are presented in Table 1. The aggregate mean scores of the total items for school environment, school achievement and the students' terminal examination performances were used as dependent variables on which the influence of the leadership styles was determined. The items used for assessing the leadership styles were not summed up for aggregate mean score because of the need to determine the uniqueness of leadership styles or traits and their possible influences on the selected dependent variables (school environment, school achievement and students' academic performances). For items cum variables measured on the five point scale decision is based on 3.5 for agreement while 3.4 and below are for disagreement.

Table 1: Descriptive Statistics of items and variables investigated

Variables	Mean	Std. Dev.	Std. Error
My principal provide other with assistance in exchange for their effort	4.04	0.968	0.049
My principal re-examines critical assumption to questions whether they are appropriate	3.78	0.903	0.046
My principal fail to interfere until problems become serious	3.16	1.344	0.068
My principal focus attention on irregularities, mistakes, exceptions and deviations from standards	3.83	1.122	0.057
My principal avoid getting involved when important issues arise	3.05	1.386	0.070
My principal talk about my most important values and benefits	3.76	0.967	0.049
My principal is absent when needed	3.07	1.402	0.071
My principal seek differing perspectives when solving problems	3.94	0.965	0.049
My principal talk optimistically about the future	3.90	0.926	0.047
My principal instill pride in others for being associated with me	3.68	1.035	0.053
My principal discuss in specific terms who is responsible for achieving performance targets	3.86	0.939	0.048
My principal wait for things to go wrong before taking action	3.23	1.453	0.074
School environment	3.80	0.525	0.027
School achievement	2.14	0.270	0.014
Students' academic Performance	68.30	26.525	1.347
Aggregate leadership mean score	3.6091	.03108	.61215

The mean scores in the table revealed that most of the principals have the traits of providing staff with assistance in exchange for their effort and examines critical assumptions to questions in terms of their appropriateness. These are clearly indicated with high mean scores of 4.04 and 3.78 for the first two leadership styles in the table. This could explain the respondents score of item 4 where they agreed that the leadership style of their principals was such that they focus attention on irregularities, mistakes, exceptions and deviations from standards. This tally with styles of talking about staff most important values and benefits, seeking differing perspectives when solving problems and talking optimistically about the future which were associated with the leadership styles of the principals in the table. The positive traits included instilling pride in others for being associated with them and discussion of specific terms on who is responsible for achieving performance targets.

But most respondents did not agree that that their principals usually fail to interfere until problems become serious in the schools or that their principals usually try to avoid getting involved when important issues arise and that the leader (principal) is always is absent when needed. The respondents did not agree that the principals wait for things to go wrong before taking action. The aggregate leadership styles score of 3.61 in the table clearly shows that the respondents actually found the leadership adequate. These observations clearly portray a positive leadership styles which the respondents

tended to associate with the leadership of the selected Unity schools involved in the study.

For the school environment, the score of 3.80 clearly imply that the respondents were of the view that it was satisfactory and adequate. But this was not the same with school achievement with a mean score of 2.14 which imply that the respondents did not agree that it could be considered adequate. Students' academic performance was not generally bad with an average performance of 68.3% in the terminal examinations. The influence of the principals' leadership styles on these variables are investigated below. The research question states that, is there any positive relationship between leadership styles, school environment and school achievement in Nigerian unity schools? The aim here is to determine the relationship of leadership behaviours towards school environment and outcome variables of school achievements in Nigerian unity schools. The related hypothesis used for the investigation is, is there is no positive relationship between leadership styles, school environment and school achievement in Nigerian unity schools. The aggregate mean scores of all the leadership traits was computed here and used as a single variable to correlate the school environment and the outcome variables of school achievement and students' academic performance in the terminal examinations. The four variables were correlated using the Pearson Product Moment correlation procedure and the result is summarized in a matrix in Table 2.

Table 2: Relationship between leadership style, school environment and output variables of school achievement and students' academic performance

Variables	School environment	School achievement	Students' academic performance	Leadership style
School environment	1	.355(**)	-.171(**)	.810(**)
School achievement	.355(**)	1	.015	.253(**)
Students' academic performance	-.171(**)	.015	1	-.109(*)
Leadership style	.810(**)	.253(**)	-.109(*)	1
	388	388	388	388

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

The result indicates that aggregate leadership style is positively and

significantly correlated with the school environment, and school achievement. But it

was negatively and significantly correlated with students' academic performance. The school environment was significantly and positively correlated with school achievement and negatively but significantly correlated with students' academic performance. There was no significant relationship between the school achievement and the students' academic performance. From these observations, there is enough evidence to reject the null hypothesis.

Results

The major observations of this study are summarized below.

- The leadership styles were significantly and positively correlated with outcome variables of school environment in the selected unity Schools.
- Significant and positive relationship was obtained between leadership styles behaviors and outcome variables of school achievement. Some leadership styles like failure to interfere until problems become serious, avoiding getting involved when important issues arise, being absent when needed, seeking differing perspectives when solving problems, instill pride in others for being associated and waiting for things to go wrong before taking action were no significantly correlated with school achievement.
- There was positive and significant relationship between school environment and outcome variables of school achievement. But school environment and students' academic performance were negatively correlated and no significant relationship was observed between school achievement and students' academic performance.
- After controlling for genders, years at current school and years in the district, there was positive relationships between leadership styles behaviors, school environment and school's achievement. However, some leadership styles were not significantly correlated with school achievement. These were leadership failure to interfere until problems become serious, avoiding getting involved when important issues arise, being absent when needed, seeking differing perspectives

when solving problems, instill pride in others for being associated and waiting for things to go wrong before taking action.

- Positive and significant relationship was obtained between leadership styles, school environment and school achievement. The relationship between Leadership styles and students' academic achievement was statistically significant but not positive.

Discussion

The influence of leadership styles on school environment and the outcome variables measured in school achievement and students' academic performances among unity schools in Nigerian was investigated in this study. Five hypotheses were tested along the research objectives and questions. In the test of the first hypothesis, the extent to which leadership styles correlated with the outcome variable of school environment was tested. The result revealed that the leadership styles were significantly and positively correlated with outcome variables of school environment in the selected unity Schools. The hypothesis was therefore rejected.

Hypothesis II tested the significance of the relationship between the principals' leadership styles and the outcome variables of school achievement. Two outcome variables of school achievement were tested in this perspective. These were the school achievement measured in terms of teachers' performances within the schools and the students' academic performances in the last terminal examination preceding this investigation. The result of the test revealed that the leadership styles were significantly and positively correlated with the outcome variable of school achievement but was negatively correlated with the students' academic performance. Leadership styles with respect to failure to interfere until problems become serious, avoiding getting involved when important issues arise, being absent when needed, seeking differing perspectives when solving problems, instilling pride in others for being associated and waiting for things to go wrong before taking action were not found to be significantly correlated with the school achievement. Though their relationship with

the school environment were not found to be negative but their relationships were not significant. The finding of this study contradicts the report of [25] in which it was stated that researchers are of the opinion that if school leadership is improved, there are bound to be improved academic performance in schools. The negative relationship obtained here reflected the report of [26] in which it was advocated that certain styles of leadership pays attention to a more complex but clear classroom condition that needs to be changed if learning actually needs to be improved [27-43].

Conclusion

The findings of this study revealed that the leadership styles of principals in Unity Schools has a major influence on the school

environment which in turns influences the schools' achievement and the students' academic performance. It therefore provides avenue for addressing the problem of poor academic performance among students in unity secondary schools across the Federal Republic of Nigerian. It point out among others that the leadership styles of Principals should also be point of focus when looking of solution for improving academic performance of students in the secondary schools along other measures. The finding is therefore important to education stakeholders in the country and to the professional academicians interested in investigating factors for improving performances among students in the secondary schools.

References

1. Bass BM (1998) Leadership and performance beyond expectations. New York: Free Press.
2. Federal Republic of Nigeria (2004) National Policy on Education. Lagos: Federal Ministry of Education.
3. Bolman LG, Deal T (1984) Modern approaches to understanding and managing organizations. San Francisco: Jossey-Bass.
4. Bandura A (1993) Perceived self-efficacy in cognitive development and functioning, *Educational Psychologist*, 28:117-148.
5. Bass BM, Avolio BJ (1990) Transformational leadership development: Manual for the Multifactor Leadership Questionnaire. Palo Alto, Consulting Psychologists Press.
6. Burns J (1978) Leadership. New York: Harper & Row.
7. Brookover WB, Schweitzer JH, Schneider JM, Beady CH, Flood FK, Wisinbaker J M. (1978) Elementary school social climate and school achievement. *American Educational Research Journal*, 15:301-318.
8. Beare H, Caldwell BJ, Milliken RH (1989) Creating an excellent school: Some new management techniques. New York: Routledge.
9. Hallinger P, Heck R (1998) Exploring the principal's contribution to school effectiveness; 1980-1995. *School Effectiveness and School Improvement*, 9(8):157-191.
10. Hoy WK, Tarter CJ, Hoy WA (2006) Academic optimism of schools: A force for student achievement, *American Educational Research Journal*, 43(3):425-446.
11. Coleman D (2002) The new leaders; transforming the art of leadership into the science of results, London; Little Brown.
12. Hallinger P, Heck R (1998) Exploring the principal's contribution to school effectiveness; 1980-1995. *School Effectiveness and School Improvement*, 9(8):157-191.
13. Ash R, Persall M (1999) The principal as chief learning officer. *National Association of Secondary School Principals*, 84(616):15-22.
14. Ball SJ (1987) the micro-Politics of the School; towards a theory of school organization. Cambridge, Cambridge University Press
15. Barber B (1992) An aristocracy of everyone; the politics of education and the future of America. New York; Ballantine Books.
16. Bandura A (1977) Self-efficacy: Toward a unifying theory of behavioral change, *Psychological Review*, 84:191-215.
17. Deal TE, Kennedy AA (1982) Corporate cultures: The rite and rituals of Corporate life. Reading: Addison-Wesley.
18. Schein E (1992) Organizational Culture and Leadership: A Dynamic View. San Francisco: Jossey-Bass.
19. Sergiovanni TJ (1995) The principal ship. Boston: Allyn and Bacon.
20. Bush T (2007) Educational Leadership and Management: Theory, Policy and Practice.

21. Bass BM, Avolio BJ (1993) Transformational leadership: A response to critiques. In M. M. Chemers & R. Ayman (Eds.), *Leadership theory and research: Perspectives and directions* (pp. 49-88). San Diego, CA: Academic.
22. Levine D, Lezotte L (1995) Effective schools research. In J. A. Banks & C. A. M. Banks (Eds.), *Handbook of research on multicultural education*, p. 525-547. New York: Mac Millian.
23. Blasé J, Anderson G (1995) *The micro politics of educational leadership: From control to empowerment*. New York: Cassell.
24. Hallinger P, Chung WW, Wen CC (2012) Assessing the measurement properties of the principal instruction management rating scale: A of reliability studies. *Gateways to leading learning: APCLLC monograph series* (4):1-53.
25. Blasé J, Blasé J (1996) *The fire is back: Principals sharing school governance*. Thousand Oaks, CA: Corwin.
26. Bolman LG, Deal T (1995) *Leading with soul: An Uncommon Journey of Spirit*. San Francisco: Jossey-Bass.
27. Austin G, Reynolds D (1990) Managing for improved school effectiveness; An International survey. *School Organization*, 10(2/3), 167-178. Retrieved September 23, 2013, from psyc ARTICLES database.
28. A'Campo C (1993) Collaborative school environments: How principals make a difference. *School Organization*, 13:119-127.
29. Adeyemi T (2011) Financing Education in Nigeria: An analytical Review. *American Journal of Social and Management Sciences*, 2(3):295-303.
30. Andrews RL, Soder R (1987) Student achievement and principal leadership. *Educational Leadership*, 44(6):9-11.
31. Akinwumiju JA, Olaniyan DA (1996) Supervision, Leadership and administration; The evasive concepts in school Management” Ibadan, Education study and Research Group.p.21-45.
32. Akinyemi A (1993) Job satisfaction among teachers in Ondo state secondary schools’, *J. Educ, Leadership*, 29:10-22.
33. Barth RS (1980) *Run school run*. Cambridge: Harvard University Press.
34. Bass BM, Waldman DA, Avolio BJ, Bebb M (1987) Transformational leadership and the falling dominos effect. *Group and Organizational Studies*, 12:73-87.
35. Bennis W (1989) *On becoming a leader*. Reading, PA: Addison-Wesley.
36. Blanchard K, Carlos J, Randolph A (1996) *Empowerment takes more than a minute*. San Francisco: Berrett-Koehler. 69
37. Bolman LG, Deal T (1991) *Reframing in action*. San Francisco: Jossey-Bass.
38. Brewer D (1993) Principals and student outcomes: Evidence from U.S. high schools. *Economics of Education Review*, 12:281-292.
39. Hallinger P, Heck RH (1996) Reassessing the principal’s role in school effectiveness: A review of empirical research, 1980-1995. *Educational Administration Quarterly*, 325:-44.
40. Hallinger P, Heck RH (2010) Collaborative leadership and school Improvement: understanding the impact on school capacity and student learning, *School Leadership and Management*, 30(2):95-110.
41. Hallinger P (2011) Leadership for learning: Lessons from 40 years of empirical research, *Journal of Educational Administration*, 49 (2):125-142.
42. Lambert L (2003) *Leadership capacity for lasting school improvement*. Alexandria; VA; Association for supervision and Curriculum Development.
43. Sweetland SR, Hoy WK (2000) School characteristics and educational outcomes: Toward and organizational model of student achievement in the middle schools. *Educational Administration Quarterly*, 36:703-729.