

PRINCIPALS' MANAGERIAL STYLES AND SCHOOL EFFECTIVENESS IN PUBLIC SENIOR SECONDARY SCHOOLS IN KWARA STATE

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Abstract

The study examined principals' managerial styles and school effectiveness in public senior secondary schools in Kwara State, Nigeria. Two research questions and 4 research hypotheses were raised and formulated respectively based on the research purposes. Descriptive research design of correlation type was adopted for this study. This study purposely explored the managerial styles adopted by the principals and determined the level of effectiveness of principals' managerial styles on school effectiveness. The population of the study comprised 6, 483 teachers and 384 principals in all the 384 public senior secondary schools in the three senatorial districts that constitute Kwara State (Kwara Central, Kwara North and Kwara South). Multistage sampling technique was employed for the study. Ten public senior secondary schools were randomly selected from each of the three senatorial districts that make up the Kwara State, thus 30 public senior secondary schools were selected for the study. The population of teachers in the sampled schools consisted of 956. Also, 278 teachers were selected using Research Advisor (2006) and Simple Random Sampling Technique was used for the study as the number of teachers in the sampled schools varied. Principals' Managerial Styles and School Effectiveness Questionnaire (PMSSEQ) was designed to elicit relevant information from the respondents. The instrument was validated and subjected to reliability through a test re-test method which gave 0.69 co-efficient. Thus, the instrument was adjudged reliable. The data gathered for the study were statistically analyzed using of frequency, percentage, mean rating and rank ordering to answer the research questions raised in the study. Pearson Product – Moment Correlation (PPMC) was used to test the hypotheses formulated for the study. The data collected were tested using Statistical Packages for Social Sciences (SPSS) and Microsoft excel. The findings of the study revealed that principals' managerial styles influence school effectiveness in public senior secondary school in Kwara State. It was recommended among others that: principals should ensure free flow of communication and carry all staff along in decision making to enhance effectiveness of the schools and principals should not restrict themselves to just one style of leadership, but rather have many varying styles depending upon the situation in order to improve the overall efficacy of the school system.

Keywords: *Principals' Managerial Styles, School Effectiveness, Senior secondary schools*

Introduction

Secondary education is a pivotal cadre for the realisation of higher education. This form of education has to be received at a high quality under a conducive environment guided by an effective managerial atmosphere. Ukaigwe and Jack (2020) confirmed that education at the secondary level is very crucial in the attainment of literacy, numeracy and effective communication skills. The duo further explained that secondary education enables one to gain entrance into the educational stage, where professionalism will be attained. Ukaigwe and Jack (2020) stressed the significance of secondary education, highlighting its goals as lofty and functional as enshrined in the Federal Republic of Nigeria's National Policy on Education (National Policy on Education, 2014).

The success or failure of educational system especially at the secondary school level to a larger extent depends on the efficacy of the school administrators specifically the principals who prudently plan,

coordinate and utilize other resources towards enhancing academic excellence in the school. Principals as school administrators remain the source of school leadership and management of teaching and non-teaching staff, students, facilities and relevant educational stakeholders to ensure the effectiveness of the school system. The principals interpret educational policies, implement curriculum programmes and responsible for physical facilities, equipment, financial administration and maintain school community relationship. The importance of the managerial styles cannot be modulated for the actualization of school effectiveness. Cunha and Magano (2019) accentuated that the efficacy of the school system is hinged on principals' possession of administrative skills like: instructional programmes, students and staff personnel services, financial and physical resources management as well as school community relation.

The Federal Republic of Nigeria through the National Policy on Education (2014) stated that the success of any educational system hinged on proper planning, organization, control and coordination of human and non-human resources by the school heads. However, the efficacy of the school principals in optimal performance of these functions for enhancing the effectiveness of schools has remained a subject of debate among scholars in education industry and relevant stake holders in the sector in that this segment of education is losing its germaneness in Nigeria and seemingly futile in accomplishing the stated goals in the national policy (Aghenta & Omorgie, 2018).

The managerial roles of principals in the general performance of the school cannot be overemphasized in leadership for improved instruction and better curricular in order to enhance school effectiveness (Adeyemi & Bolarinwa, 2017). It is important to deal with effective leadership styles established by the principals as this plays fundamental role in determining school climate. There is no doubt that those seeking quality in education must ensure the development of potential leaders must be given high priority (Abrar, Baloch & Ghouri, 2020). Thus, the principals' managerial styles are very important for the running of the various organizations including secondary schools. Principals determine the level of desired outcomes of schooling which can be measured by the indicators of high performing schools (Hallinger, 2018).

Lyanga et al. (2018) argued that managerial techniques have an indirect but positive effects on students' outcome, thus influencing the effectiveness of the school. School leaders, the principals relate to the staff through team management and formal structure of staff meetings. Subsequently, principals will frequently reiterate to teachers the importance of bringing complaints and grievances to them first. Ball (2017) pointed out that this type of leadership style is particularly effective at satisfying teachers' individual needs and that grievances and staff turnover tend to remain low in such schools. The principal is an important personality in the governance and management of the school for several reasons which include but are not limited to the following: liaising with Vice Principals and Head of Departments in upholding the culture of the school. Researches have shown that in secondary schools where management principles like delegation, teachers' participation in decision making process and clear communication channels are practiced, effectiveness of the school tend to improve greatly.

Statement of the Problem

Secondary education has its distinct goals such as equipping students for a higher education and preparing individuals for a useful living in the society as spelt out in the National Policy on Education (2014) document. Recent visitation by the researcher to some of the secondary schools in the state revealed that there is poor principals' managerial styles which led to pitiable school climate. Concerns begin to evolve as a result of the failure accompanying the pursuit of the set goals and objectives. Although the failure to achieve these goals are visible in the ineffectiveness of secondary schools in terms of personnel administration, school community relation, financial and physical resources management. Despite several investments including provision of equipment, qualified teachers, and the commitment and support of parent, students still let down the society. For instance Nisar et al. (2017) explained that there is no doubt

that nations across the world invested efforts and resources to enhancing quality education for the effectiveness of the school system. Thus, this ugly scenario is attributed to the metrics of principals' managerial styles. It was discovered that some secondary schools' principals abdicate their duties and divorce themselves from statutory responsibilities and authority entrusted to them leading to decline in the system. Thus, many researches have been carried out on related variables but none of the researchers combine the two variable together such as Mustapha's et al. (2022) principals' leadership styles and peace education in secondary schools in Kwara State. Chapman (2017) maintained that principals should be held responsible for school effectiveness in terms of promoting students' intellectual, social and emotional outcomes. This necessitated the need to investigate principals' managerial styles and school effectiveness in public senior secondary schools in Kwara State.

Purpose of the Study

The purposes of this study were to:

- i. Explore managerial styles adopted by the principals in public senior secondary schools in Kwara state.
- ii. Determine the level of school effectiveness in public senior secondary schools in Kwara State.
- iii. Investigate the relationship between the principals' managerial styles and school effectiveness in public senior secondary schools in Kwara State.
- iv. Examine the relationship between principals' autocratic style and school effectiveness in public senior secondary schools in Kwara State.
- v. Find out the relationship between principals' democratic style and school effectiveness in public senior secondary schools in Kwara State.
- vi. Explore the relationship between principals' laissez faire style and school effectiveness in public senior secondary schools in Kwara State.

Research Questions

The following research questions were raised to guide the conduct of the study.

- i. What are the managerial styles adopted by the principals of public senior secondary senior secondary schools in Kwara State?
- ii. What is the level of school effectiveness in public senior secondary schools in Kwara State?

Research Hypotheses

The following research hypotheses were formulated to guide the study.

Ho₁: There is no significant relationship between principals' managerial styles and school effectiveness in public senior secondary schools in Kwara State.

Ho₂: There is no significant relationship between principals' autocratic style and school effectiveness in public senior secondary schools in Kwara State.

Ho₃: There is no significant relationship between principal democratic style and school effectiveness in public senior secondary schools in Kwara State.

Ho₄: There is no significant relationship between principals' laissez fare style and school effectiveness in public senior secondary schools in Kwara State.

Review of Related Literature

Scholars in education industry such as Abrar et al., (2020) agreed that educational leadership is a fundamental determinant of school effectiveness and the principals' leadership behaviour has an undisputable effects on the characteristics of the school which ultimately impact the quality of school effectiveness. Gumu et al, (2018) affirmed that distinctions in leadership paradigms are critical components of school effectiveness. Thus, the styles of leadership unveiled by principals determine the efficacy or otherwise of the school system. Some principals have failed in school leadership because of many management problems relating to institutional planning, discipline, instructional supervision and community relations experience which ultimately retards the school progress. Studies carried out by many

scholars show that effectiveness of the school hinges on environmental personal factors of the students (Okumbe, 2018).

Managerial styles are the basic tasks in terms of the capacity to set high but realistic goals. According to Adeyemi (2018) the authoritarian or autocratic leadership style is used when leaders tell their employees what they want to be done and how they want it accomplished, without getting the advice of followers. This style may result in the group members reacting aggressively and uninterestingly in the school. Adeyemi, (2018) further suggested that authoritarian style should normally only be used on rare occasions.

The participative or democratic leadership style involves the leader including one or more teachers in the decision making process in determining what to do and how to do it. However, the leader maintains the final decision making authority. Using this style is not a sign of weakness; rather, it is a sign of strength that teachers will respect (Obama, Eunice & Orodho, 2015). Lyanga et al. (2018) maintained that an effective principal pays more attention to planning work, special tasks and permits teachers to participate in decision-making processes in an effort to achieve school goals. Using this style is of mutual benefit as it allows them to become part of the team and allows to make better decisions. According to Okumbe (2018), the participatory leadership style provides a climate of sense of unity in pursuit of set goals.

Laissez faire leadership style is where the principal allows the teachers to make the decisions. This is used when teachers are able to analyze the situation and determine what needs to be done and how to do it. The laissez faire style of leadership, according to Flippo and Munsinger (2018), is where a leader succumbs to Theory Y, which argues that people are innately motivated, naturally like to do work and therefore there should be no rules since everybody has an inborn sense of responsibility. Morphet, Johns and Reller (2014) stressed that administrative efficiency will be valid only to the extent to which it will contribute to the attainment of goals of the organization, the goals of actors in the organization and the extent that it will meet the requirements of the environment for that survival of the school in Kwara State. Abrar, Baloch and Ghour (2015) further asserted that incompetent principals are a big problem to the overall administration and management of education in any country.

The concept of effectiveness is very broad, like rationale, effort and accomplishment. That is why the school administrator may perhaps identify the school's effectiveness as the students' performance in the external examinations, while the parents view school's effectiveness in the way the students behave at home and perform at national examinations. The society possibly will observe the schools effectiveness in terms of the good moral behaviour of the children. As argued by Chapman (2017), an effective school is one that promotes the progress of its students in a broad range of intellectual, social and emotional outcomes, taking into account socio-economic status, family background and prior learning. An effective school is the school in which students' progress further than might be expected from consideration of its intake. Also, Ogunsaju (2017) affirmed that an effective school is one that compete favourably in terms of output and reputation within its comparable control of schools.

Thrupp (2017) claimed that school effectiveness is characterized as socially and politically decontextualized body of literature which provided support for the supervisory system in schools. Ogunsaju (2017) stated that the indicators of school effectiveness as; purposeful leadership, the involvement of the heads of department in decision making, the involvement of other teachers, structured lessons, intellectually challenging teaching, work-centered environment, maximum communication between teachers and students, efficient and accurate record keeping, parental and community involvement, positive climate, consistency among teachers, productive division of labour among teachers and good parental report. The leadership styles of school principals is significant in ensuring effectiveness of the school system (Lin, 2019).

Chapman (2017) examined principals' leadership styles and school effectiveness in Enugu Local Government Area of Enugu State, Nigeria. Ex-post facto descriptive research design was adopted. For data collection, instruments used were structured questionnaire and interviews. A total of 285 copies of the questionnaire were administered on principals, teachers and supportive staff of the selected Secondary Schools using simple random sampling techniques. A combination of chi-square and Pearson product moment correlation statistical tools at 0.05 level of significance was utilized. Results of the investigation revealed that autocratic leadership style was positively correlated with school effectiveness. The study recommends that the application of autocratic leadership style by principals has the capacity of increasing the level of effectiveness in schools.

Bello's et al. (2016) examined participatory leadership style and school effectiveness in Taraba State. The study deployed stratified random sampling, 430 teachers representing 10% of the population of 4,300 teachers with the Taraba State Teaching Service Board were selected from the 8 education zones in the state. Consequent on the findings, leadership styles enhance school effectiveness and that parents or guardians in Taraba should avoid rushing to principals with a particular administrative style. Nurabadi et al. (2021) came up with a panoply of determinants comprising qualities of leadership rooted in instructional prowess and spirituality as the roads to school teachers' performance and students' academic achievement. In the study, instructional, transformational and spiritual leadership were taken as independent variables. That is why it was concluded by Nurabadi et al. (2021) that there were both direct and indirect effects of instructional leadership, transformational leadership, and spiritual leadership on teachers' performance and students' academic achievement.

Methodology

Descriptive research design of correlation type was adopted for this study. The population for the study comprise 6,483 teachers in all the 384 public senior secondary schools in the three senatorial districts that constitute Kwara State (Kwara Central, Kwara North and Kwara South). Multistage sampling technique was employed for the study. Ten public senior secondary schools were randomly selected from each of the three senatorial districts that make up the Kwara State, thus 30 public senior secondary schools were randomly selected for the study as the number of teachers in the sampled schools varied. The population of teachers in the sampled schools consisted of 956. However, 278 teachers were selected for the study using Research Advisor (2006). Principals Managerial Styles and School Effectiveness Questionnaire (PMSSEQ) was designed to elicit relevant information from the participants (teachers). Content, construct and face validity of the instrument was ascertained with the help of the experts in educational management and educational test and measurement who are senior lecturers, readers and professor in the Department of Educational Management and Counselling, Faculty of Education, Al-Hikmah University, Ilorin. Comments, corrections and suggestions were effected before the final draft of the instrument was produced and administered. The reliability of the instrument was ascertained through a pilot study. Fifty copies of the questionnaire were administered on participants who share similar characteristics with the sampled in Oyo State. A test retest method of reliability was adopted which gave 0.69 co-efficient. Thus, the instrument was adjudged reliable. The data gathered for the study were analyzed using frequency, percentage, rank ordering and mean rating to answer the research questions raised in the study. Pearson Product-Moment Correlation was used to test the research hypotheses. The data gathered for the study were tested statistically and analysed using Statistical Packages for Social Sciences (SPSS) version 25.0 and Microsoft Excel. All hypotheses were tested at 0.05 level of significance.

Results

Analyses of Research Questions

Research Question 1

What are the managerial styles adopted by the principals of public senior secondary schools in Kwara State?

Table 1

Managerial styles adopted by the principal of public senior secondary schools

Managerial Styles	Frequency	Percentage
Autocratic	47	16.9
Democratic	224	80.6
Laissez fair	7	2.5
Total	278	100

Source: Kwara State Ministry of Education and Human Capital Development (2021)

As shown in table 1, 47 out of the total participants agreed that autocratic style was adopted by the principals of public senior secondary schools which represents 17% of the entire participants in the study. Also, 225 out of the total participants agreed that democratic style was adopted by the principals in public senior secondary school which represents 80.5%. While, 7, 2.5% of the total participants agreed that laissez faire was the adopted managerial style by the principals in public senior secondary schools. Therefore, it can be deduced from the above that most of the public senior secondary schools principals' in Kwara State adopt democratic managerial style.

Research Question 2

What is the level of school effectiveness in public senior secondary schools in Kwara State?

Table 2

Level of school effectiveness in public senior secondary schools in Kwara State?

Items	Mean	Level
School-community relationships improve the quality of school management	3.76	High
School-community relationships help the school to have strong goals and quality outputs that will meet the community's expectations	3.54	High
School-community relationships improve curriculum delivery and students' learning outcomes	3.65	High
School-community relationships help schools towards ensuring conducive learning environments	3.74	High
School-community relationships improve teachers' capacities for effective instructional performance and improvement in students' academic outcome	3.79	High
School discipline students who failed to comply with school rules and regulation	3.72	High
Teachers are permitted to discipline students in their class	3.76	High
Teachers are allowed to diversify their disciplinary measures	3.77	High
Parents are permissible to be involved in assisting the school in taking disciplinary measures on the learners	3.84	High
Students are not allowed to be involved in determining the consequence of a specific behavior	3.72	High
There is a free flow of information between the principal and students	2.72	High
The school communicate with the students through the teachers	3.03	High
The school communicates with the parent through the students	2.86	High
The school share information with the students through a noticeboard	3.17	High
The school communicates to the parents through electronic medium	2.93	High
I encourage students in taking decision in the classroom	3.49	High

I enjoy spending time with my students in the class	3.59	High
I give prominence to my student's opinions and ideas	3.53	High
I appreciate my students when they do something good	3.44	High
I do everything possible for my students to excel in their study	3.37	High
Grand Mean	3.12	

Mean: 0.00 – 2.49 = Low, 2.50 - 4.00 = High

Source: Kwara State Ministry of Education and Human Capital Development (2021)

Table 2 showed the level of school effectiveness in public senior secondary schools in Kwara State as stated in research question 2. It was revealed through the table that the mean score for each of the question items are listed in the last column of the table. The average mean score for each of the item is 2.5. The average mean score of 2.5 was calculated by adding up each value of the 4-point Likert scale and divided by 4 (Strongly Agree= 4, Agree = 3, Disagree = 2, and Strongly Disagree = 1. $4+3+2+1=10$ divided by 4 = 2.5. item 5, has the highest mean score of 3.79 which is greater than the average mean score (2.5) and item 11, has the lowest mean score of 2.72 which is also greater than the average mean score (2.5). The grand mean of the entire item is 3.12 which is greater than 2.5 average mean score. This implies that level of school effectiveness in public senior secondary schools in Kwara State is high.

Research Hypotheses

Ho₁: There is no significant relationship between principals' managerial styles and school effectiveness in public senior secondary schools in Kwara State.

Table 3

Correlational Analysis between principals' managerial styles and school effectiveness in public senior secondary schools in Kwara State.

Variable	N	\bar{X}	SD	Df	R	Sig.	Decision
Managerial Styles	278	44.9	6.18		0.265	.000	Rejected
				276			
School Effectiveness	278	69.5	5.92				

Source: Kwara State Ministry of Education and Human Capital Development (2021)

The table 3 showed that there was negligible correlation between principals' managerial styles and school effectiveness ($r=0.265$). It was also indicated that there was significant relationship between principals' managerial style and school effectiveness where the sig. value 0.000 is less than 0.05. This implies that principals' managerial styles has significant influence on school effectiveness in public senior secondary schools in Kwara State.

Ho₂: There is no significant relationship between principals' autocratic style and school effectiveness in public senior secondary schools in Kwara State.

Table 4

Correlation Analysis between principals' autocratic style and school effectiveness in public senior secondary schools in Kwara State.

Variable	N	\bar{X}	SD	Df	r.	Sig.	Decision
Autocratic Leadership	278	13.5	2.51		.098	.103	Not Rejected
				276			
School Effectiveness	278	69.5	5.92				

Source: Kwara State Ministry of Education and Human Capital Development (2021)

The table 4 showed that there was negligible correlation between principals' autocratic style and school effectiveness ($r= 0.098$). It was also indicated that there was no significant relationship between principals' autocratic style and school effectiveness where the sig. value 0.103 is greater than 0.05. This implies that principals' autocratic style has no significant influence on school effectiveness in public senior secondary schools in Kwara State.

Ho₃: There is no significant relationship between principals' democratic style and school effectiveness in public senior secondary schools in Kwara State.

Table 5

Correlational Analysis between principals' democratic style and school effectiveness in public senior secondary schools in Kwara State.

Variable	N	\bar{X}	SD	Df	R	Sig.	Decision
Democratic Leadership	278	17.3	2.32	276	.364	.000	Rejected
School Effectiveness	278	69.5	5.92				

Source: Kwara State Ministry of Education and Human Capital Development (2021)

The table 5 showed that there was low positive correlation between principals' democratic style and school effectiveness ($r=0.364$). It was also indicated that there was significant relationship between principals' democratic style and students' academic achievement where the sig. value 0.000 is less than 0.05. This implies that principals' democratic style has significant influence on school effectiveness in public senior secondary schools in Kwara State.

Ho₄: There is no significant relationship between principals' laissez faire style and school effectiveness in public senior secondary schools in Kwara State.

Table 6: Correlational Analysis between principals' laissez faire style and school effectiveness in public senior secondary schools in Kwara State.

Variable	N	\bar{X}	SD	Df	R	Sig.	Decision
Laissez faire Style	278	14.0	3.89	276	.140	.019	Not Rejected
School Effectiveness	278	69.5	5.92				

Source: Kwara State Ministry of Education and Human Capital Development (2021)

The table 6 showed that there was negligible correlation between principals' laissez faire style and school effectiveness ($r=0.140$). It was also indicated that there was no significant relationship between principals' laissez faire style and school effectiveness where the sig. value 0.019 is greater than 0.05. This implies that principals' laissez faire style has no significant influence on school effectiveness in public senior secondary schools in Kwara State.

Discussion of Findings

The research question one shows that that most of the public senior secondary schools principals' in Kwara State adopted democratic managerial style. This implies that the principals involve teachers and other subordinates in the decision making process in the administration of secondary schools. Using this style is considered as sign of strength that teachers will appreciate (Obama, Eunice & Orodho, 2015). The findings corroborate the study conducted by Lyanga et al. (2018) which revealed that an effective principal pays more attention to planning work, special tasks and permits teachers to participate in decision-making processes in an effort to achieve school goals. Using this style is of mutual benefit as it allows them to become part of the team and enhance better decision making.

The answer to research question two shows that the level of school effectiveness in public senior secondary schools in Kwara state was high. This implies that the principals maximally involved the staff in the day-to-day management of the school system which consequently enhance the effectiveness of the institutions. Using this style is of mutual benefit as it allows the subordinates to become part of the team and thereby strengthening the decision making process. According to Olaniyan (2019), the democratic leadership style ensures a climate of sense of unity in pursuit of set goals.

The hypothesis one shows that there was negligible correlation between principals' managerial styles and school effectiveness in public senior secondary schools in Kwara State. Therefore, there was relationship between principals' managerial styles and school effectiveness in public senior secondary schools in Kwara State. This implies that principals' managerial styles has significant influence on school effectiveness in public senior secondary schools in Kwara State. This finding affirmed the submission of Okumbe (2018), that adopting the appropriate leadership styles provide climate sense of unity in pursuit and accomplishing the set goals.

The finding of the hypothesis two shows that there was no significant relationship between principals' autocratic styles and school effectiveness in public senior secondary schools in Kwara State. This implies that principals' autocratic styles has no significant influence on school effectiveness in public senior secondary schools in Kwara State. This suggests that principals who display no gibberish inclinations in transformational and instructional practices do not necessarily achieve better results in the school setting but rather set the tone for desired goal. The findings exalts that there is no need to compel and forces teaching and non-teaching staff in order for them to perform their duties diligently and productively. The results is in tandem with the work of Ibukun (2019) which revealed that the contemporary global environment, school effectiveness in term of instructional transformation, participatory and distributive leadership has no link with the autocratic styles.

The finding of the research hypothesis three reveals that there was significant relationship between principals' democratic style and students' school effectiveness in senior secondary schools in Kwara State. This implies that principals' democratic style has significant influence on school effectiveness in public senior secondary schools in Kwara State. Substantiating the findings Cheportal (2018) affirmed that democratic leaders are accommodative, welcome ideas and contributions from group members, encouraged and rewarded for their productivity and brings about increase in groups' morale thereby enhancing the effectiveness of the school. Equally, the finding is in tandem with the studies of Enu (2016) which established that democratic leaders solicit for subordinates input to improve staff efficiency, productivity and performance both within and outside the school environment. Thus, for school to be effective, principals play influential role in galvanizing the constituents to be actively involved in the criteria used to judge effectiveness. In addition, studies carried out by Akande (2018) revealed that democratic leadership style is one of the most effective approaches that provide instructional guidance, effective school community relationship and mentorship.

The finding of the research hypothesis four show that that there was no significant relationship between principals' laissez faire style and school effectiveness in public senior secondary schools in Kwara State. This implies that principals' laissez faire style has no significant influence on school effectiveness in public senior secondary schools in Kwara State. Corroborating the finding of Abrar et al. (2020) that emphasized that passive and care free attitude towards the welfare and problems of teachers do not necessarily determine their dedication to duties in terms of punctuality, lesson presentation and classroom management. Where all the rights and power to make decisions are fully given to the workers or subordinates there will be no hierarchy of authority, defined code of regulation, allow followers a high degree of autonomy and no way of determining whether staff are right or wrong in the given capacity.

Though in educational administration, few leaders delegate their roles due to lack of drive, creativity and intuitiveness.

Conclusion

Managerial styles of principals are critical variables in the administration of public senior secondary schools which to a larger extent determine the effectiveness of schools. The need for improvement in educational leadership has become a top priority for school reform in Nigeria education industry especially in contemporary era when relevant stakeholders question the efficacy of the standard of the system. The success or failure of secondary school students depend largely on the leadership style adopted by the institutions' heads. Managerial leadership styles are key determinants of effectiveness in secondary schools. Thus, to enhance the effectiveness of schools, principals should respect the dignity and worth of the teachers by consulting staff in the school affairs before making final decisions.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Principals' should not restrict themselves to just one style of leadership, but rather have many varying styles depending upon the situation in order to boost the morale of teachers thereby enhancing the school effectiveness.
2. Leadership should not be restricted in the hands of the principals for directing and instructional programme within the schools, but rather provide vision and culture that build and support teachers to actualize the effectiveness of schools.
3. Synergy should be established between the Ministry of Education and Teaching Service Commission through periodic supervision towards ensuring that the leadership style adopted by the school principals focus on supportive practices to instructional leadership.
4. Secondary school principals should ensure free flow of communication and carry all staff along in decision making to enhance effectiveness in the school.

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