**ABSTRACT**

This study is design to find out the effect of principal leadership style in achieving effective administration in secondary schools in Enugu East local Government Area of Enugu state. The purpose of this research work is to identify the effect of principal leadership style on school-community relationship and also to identify whether principal leadership styles affect the student’s academic performance in secondary school in Enugu East Local Government Area of Enugu State. The researcher adopts a descriptive survey research design approach in which three research questions were formulated. The population of the study consisted of 378 respondent from eighteen (18) government secondary schools in Enugu East Local Government Area, out of which (8) schools were randomly sampled for the study. From the (8) sampled schools, random sampling was also used to sample 160 teachers and 8 principals. Questionnaire of four point rating scales was used as the method of data collection. The instrument was adequately validated by three experts in measurement and evaluation. Data collected were analysis using means score; the study revealed that principal’s leadership style effects secondary schools administration in Enugu East Local Government Area. Based on the findings, the following recommendations were made: respect, love and praises should be made top priority in secondary schools. Those leaders should **understand the individual strengths and weaknesses. That** the principal should always leads by example; by coming to school early, dresses well, admits when they make mistakes and make those people around them better.

**CHAPTER ONE**

**INTRODUCTION**

**Background of the Study**

The issue of leadership style is considered a major and basic concern for all organizations and institutions in various countries. It has been widely accepted that the administrators in all type of organization in the modern world has a significant effect on the people under them. Different countries around the world have been attempting to highlight and stress the concept of effective leadership styles in various ways in their daily organizational activities, programs and performance. In Nigeria, there is a rapid and increasing awareness in various sectors and fields including the educational institutions such as Universities, Colleges, Secondary Schools etc, on the impart of effective leadership styles. In the country secondary schools administrators are called principals. They are responsible for the three ‘Ps’ in the schools system, the People, the Programme and the Plant. Halpin (2001) pointed out the need to conduct research on the leadership styles are associated with administrative effectiveness. With this knowledge a better job can be done in training future administrators.

The word leadership has been used in various aspects of human endeavour such as politics, businesses, academics, social works, etc. Previous views about leadership show it as personal ability. Messick and Kramer (2004) argued that the degree to which the individual exhibits leadership traits depends not only on his characteristics and personal abilities, but also on the characteristics of the situation and environment in which he finds himself. Since human beings could become members of an organization in other to achieve certain personal objectives, the extent to which they are active members depends on how they are convinced that their membership will enable them to achieve their predetermined objectives.

 The leadership capacity needed to develop a supporting culture is both attention demanding and complex. According to Sackney and Walker (2006) school principals need skills in group process facilitation, communication, conflict negotiation, inquiry and data management.

Principals function as managers and instructional leaders. They have the primary responsibility of accomplishing the nation’s aims and objectives of Secondary Education as stipulated in the National Policy on Education (NPE). In doing this, they play a number of important roles among which is providing effective leadership in secondary schools aimed at enhancing better job performance of teachers and in essence promoting students’ academic achievements in schools.

The role of a principal in relation to school administration is a topic that has been subjected to close investigation.

In the secondary school situation, the principle is the leader. His role involves managing the students and staff personnel in a way that will maximize learning outcome. How the teachers will perform their roles which depend on how they see the school principal as a leader, and how they perceive and relate to the school climate.

In this case quality leadership styles performed by a principal are considered as the most important tool for achieving and determining the excellence and success of a school performance especially pertaining to students’ performance in curricula and co-curricular activities. The principal has always been looked upon as a leader. Complex organizations such as schools need principals with leadership characteristics to play an active role in steering the organization towards excellence. According to Beare, Brian and Millikan (2002), outstanding leadership has invariably emerged as key characteristics of outstanding schools. There is no doubt that those seeking quality in education must ensure its presence and the development of potential leaders must be given high priority.

In contemporary affairs, governments or companies that prosper are said to enjoy good leadership whereas in those that fail, the leaders are to be blamed and held accountable. Getting a job well done requires good leadership and management of available resources.

Leadership in any organization especially secondary schools implies the action and interaction with persons and things with a view to attaining a specific objective. This is the ability, to plan, control, direct and co-ordinate the activities of school involving both human and material resources for the achievement of school goals. It is a process through which persons or groups intentionally influence others in the attainment of group goals. This concept can be enlarged to involve not only the willingness to work but also the willingness to work with zeal and confidence Ashibogwu (2008).

As Adeyemi and Bolarinwa (2013) remark, that it is the functional behaviour of a leader in relation with subordinates to facilitate the accomplishment of group goals. These views are however contrary to the arguments made by Akerele (2009) who defines leadership as a projected feeling from one individual (the leader) towards goal setting and goal achievement. The impact of this discourse on leadership points to the fact that any meaningful and sustainable definition of leadership must contain certain elements such as group to be led which must have a set of laid down objectives and a conscious effort to influence the behaviour of such groups. At the same time, there must be a willingness of subordinates to carry out the action of the leader.

In his day to day leadership role, the principal constantly interacts with the teachers. He is supposed to guide, assist and direct the teachers to achieve the aim of the organization. He sets the environment in which the staff and the students work. In studying the behavior of the principals, what matters so much is not how the principals see their own performance but how the teachers perceive their principal and the school climate. It is this perception that will largely influence the teacher’s attitude to work. For the teacher, the school climate could be facilitative or alienative.

Effective principal provides strong leadership, establish violent-free school climate conducive to learning, emphasize the important of basic skills to staff and students, install an expectation for high achievement in the school and monitor the teaching process as well as student’s achievement.

Thus, how the teachers perceive the principals could to a large extent affect their attitude to their job and, by implicating the school environment. It is suggested that successful principals combine an effective influence mode with influence activities to provide the consents and constraints within their schools that affect the way teachers manage their classroom and the achievement of students.

**Statement of the Problem**

One of the greatest complaints against Enugu State school system especially Enugu East local government area is the high incidence of failure of her students in both internal and external examinations. In schools settings, there is unrest arising from several petitions against the principals by some communities. Investigations nearly always reveal that these petitions are masterminded by some teacher in various affected schools.

Teachers tend to be apathetic to work as they exhibit lateness and truancy in the school. Among the students, there is high incidence of malingering, truancy, examination malpractice and other mal-adjusted behaviors. That these problems tend to pervade our schools raise serious questions as to the type of leadership style being exhibited by the principal in our secondary schools.

School principal are generally expected to establish a good measure of rapport with their teachers. A good degree of rapport between the principal and his teachers generally creates a facilitative climate which engenders confidence, trust, mutual respect, love and dedication to duty.

The problem become all the more glaring when one reflects on the criteria adopted by the Enugu state Government especially in Enugu East Local government In the selection of principals. In Enugu state schools system, appointment of principals is based on seniority without regard to adequate training in administration or administrative experience. This made it possible to study the leadership style of secondary school principals in Enugu State as they really exist. It is such an objective assessment that would be used in making appropriate recommendations for improvement of techniques adopted in the appointment of principals. Since the principal is the pivot on which the activities of the school revolves for good or for bad, studying the leadership style of our secondary School principal as they interact with the teachers and the assessment of the impact of such interaction becomes necessary. Since the general complaints tend to indicate that the climate of the preponderance of our schools is alienative, the problem then is whether there are any relationships between the leadership style of the principals and the organizational climate of the schools.

 This atmosphere of constant misunderstanding will infinitely hamper the job performance of the teachers. The teachers are supposed to be dedicated to their duties; they know the rules and regulations of the organization. They are supposed to come to school early, teach their subjects and even be involved in other extra-curricular activities if the atmosphere is conducive. But the opposite is the case with a principal who is not friendly. The teachers are forced to show nonchalant attitude to work. This therefore attracts the attention of the researcher to look into how the leadership styles of principals have helped or discourage teachers from putting in their best.

**Purpose of the Study**

The main purpose of the study is to critically investigate the effect of principal’s leadership style in achieving effective administration in secondary schools in Enugu East Local Government Area.

Specifically, this study will attempt to:

(a) Identify the effect of principals, leadership style on school community relation.

(b) Find out the effect of leadership style on staff personnel administration.

(c) Identify whether principal leadership styles affect the student’s academic performance in secondary school.

**Significance of the Study**

 The researcher hopes that the result of this research work shall be beneficial to the following: The Principals, Teachers, Students and the Society at large.

**The principals**: Educational administrators like the principals, vice principals and head masters will gain immensely from this study because it will points outs both good and bad leadership styles and a way the principals will achieve effective administration in secondary schools.

The principal as the head of the school authority should be example to other teachers and student. For example the principal should always be at school on time which will enable the teacher and student to emulate the attitude of the principal.

With the help of this research work the principal will see the needs of coming to school early, which will help teachers and even the student to emulate the punctuality of the principal.

It is generally assumed that the success of a school depends on the leader behavior to a considerable extent, on the leadership style projected by its principal who has much effect on the teacher in the dissemination of knowledge to students. A school will succeed and make progress under the good leadership of the principal. On the other hand, it will fail and degenerate under poor or bad leadership.

**The teachers:** The study will be significant to the teachers because any leadership style adopted or projected by the principal whether good or bad will immensely affects the teacher’s job performances and the dissemination of knowledge to students. A good degree of rapport between the principal and his teachers will generally creates a facilitative climate which engenders confidence, trust, mutual respect, love and dedication to duty.

**The students:** This study will be most significant to secondary school students because the students and youths are seen as leaders of tomorrow, and whatever they see is what they learn. When good or bad leadership style is projected by the principal to teachers or the students it will surely reflect to their academic achievements/ performance.

**The society:** The study will also be of great value to the society since the principal sees the school as an organization designed to serve the needs of the society and individuals that make it up. The content will help to advice the society on the effect of bad principal’s leadership style and the benefit of the good principal’s leadership styles as well.

**Scope of the Study**

The geographical scope of the study will be limited to eight (8) Secondary Schools in Enugu East Local Government Area.

The study covers the five administrative task areas, in Enugu East namely:

* Academic and Instructional Management
* Staff personnel Administration
* Student personnel administration
* Physical and financial management
* School community relationship

**Research Questions**

The following questions are formulated to guide the study:

1. To what extent does the principal’s leadership style affects school-community relationship?
2. What influence do school locations have on leadership style of school principals?
3. To what extent does the principal’s leadership style affects teachers and student’s educational achievement/ job performance.

**CHAPTER TWO**

**REVIEW OF RELATED LITERATURE**

This section is focused on the current literature that is related in some ways to this study and is therefore treated under the following sub headings:

A. Conceptual Framework

* Leadership
* Leadership styles
* Administration
* Effective administration
* School principals/ Managers

B. Theoretical framework

(1) X theory = Work centered approach

(a) T theory = People oriented theory

C. Summary of Review of Related Literature

**A. CONCEPTUAL FRAMEWORK:**

**LEADERSHIP:**

Leadership is a broad concept that has been described and defined variously by philosophers, scholars, researchers and even laymen. It is as old as man. Interactions in the universe which involves both simple and complex situations. Leadership is the process of influencing the activities of a group of people by a leader in efforts towards goal achievement. It involves a force that initiates action in people and the leader. It could be described as the ability to get things done with the assistance and co-operation of other people within the school system.

Leadership is the ability of a company's management to set and achieve challenging goals, take swift and decisive action, outperform the competition, and inspire others to perform well. It is tough to place a value on leadership or other qualitative aspects of a company, compared to quantitative metrics that are commonly tracked and much easier to compare between companies. Individuals with strong leadership skills in the business world often rise to executive positions such as CEO, COO, CFO, President and Chairman.

Leadership provides direction for a company. Employees need to know the direction in which they are headed and who to follow to reach the destination. Leadership involves showing workers how to effectively perform their responsibilities and regularly supervising the completion of their tasks. Leadership is also about setting a positive example for staff to follow, by being excited about the work, being motivated to learn new things, and helping out as needed in both individual and team activities.

Effective leadership includes strong character. Leaders exhibit honesty, integrity, trustworthiness and ethics. Leaders act in line with how they speak, and earn the right to be responsible for others’ success in the company.

Strong leadership involves clear communication skills. Leaders speak with and listen to staff members, respond to questions and concerns, and are empathetic. Leaders use effective communication skills for moving the company forward and achieving new levels of success.

True leadership sees where the company is headed and plans the steps needed to get there. Visualizing what is possible, following trends in the industry, and taking risks to grow the business are all required of leaders.

Productive leadership shows optimism and provides positive energy for staff. Leaders are helpful by nature and truly concerned about others’ well-being. Leaders find answers to challenges and are the first to reassure and inspire workers when things do not go according to plan. Leaders find ways for staff to work together and achieve maximum results in an efficient and effective manner. This is an example of effective leadership; Jack Welch exhibited leadership as Chief Executive Officer (CEO) of General Electric Co. from 1981 to 2001. He played an integral part in 600 acquisitions in emerging markets and increased GE’s market value from $12 billion to $505 billion. Because things are constantly changing, Welch insisted everyone at GE embrace change. To continue evolving company operations and producing greater output, managers and employees had to continuously reinvent themselves and their work.

Welch hired managers who shared his vision of GE, had endless amounts of energy, and were able to encourage employees to stay engaged in their work. He sought managers who created, developed and refined ideas for the future, and found ways to make them a reality. He also insisted that managers work side-by-side with employees as a way of understanding what they were doing and why.

As a result of Welch’s leadership style, managers and employees were more empowered, products gained higher quality, and customer satisfaction and profits increased dramatically.

**LEADERSHIP STYLE:**

Leadership style refers to a characteristic way to which a leader relates to his subordinates in a working environment.

Leadership style in an organization is one of the factors that play significant role in enhancing or retarding the interest and commitment of the individuals in the organization. Thus, Glantz (2002) emphasizes the need for a manager to find his leadership style. Among the objectives of any small enterprise are profit making and attainment of maturity and liquidity status. In the pursuit of these objectives, enterprises allocate scarce resources to competing ends. In the process they provide employment, provide goods and services, purchase goods and services and, thus, contribute to the growth of the society and economy at large. Unamaka (2004) observes that, in most Nigerian small-scale settings, the effectiveness of this process is greatly determined by the availability of and access to personnel, finance, machinery, raw material and possibility of making their goods and services available to their immediate community and the nation at large.

There are various approaches to carrying out leadership functions of motivating, integrating organization and personnel interests in pursuit of goals or objectives. Leadership styles are variously classified. According to Likert (2014) classification, there are exploitative and benevolent, autocratic, consultative and participative. Has autocratic, paternalistic, participative (supportive) and laissez fair leadership.

**Autocratic leadership:**

Mc Gregor (2004) believes that human beings generally dislike work and therefore must he forced, controlled and threatened with punishment to get them do their work. This type of leader gives authority and often gives command as well as punishment. He refuses suggestions and fight opposition that may concern his organization. Workers engage in eye service and neglect their work in his absence.

This is at one end of the leadership continuum. Here the decision making process is localized solely in the domain of the leader. He assigns tasks, provides facilities and direction without consultation with the individual carrying out the work, this style of leadership employs either positive or negative inclination. If the approach used to stimulate and influence others is grounded on fear and force, the style is labeled coercive. A coercive leader commands and expects compliance. He is dogmatic and leads by his or her ability to give or withhold rewards and punishment.

This was the leadership style in Nigeria before the new concepts of management by objectives (MBO) and the open appraisal system introduced by the Udoji commission. The realm of autocratic leaders was more pronounced during the democratic aberrations of 1984, 1985, 1993 and 1990. An autocratic leader can implement his decisions through benevolence, the benevolent leader uses negative techniques such as command, force a pat on the back’, tact and coercive diplomacy to get the desired results. The manipulative autocratic leader tends to allow the subordinates not to participate in the decision-making process. Nevertheless, he ‘pulls the string”. He has a subtle way of making the decision himself while creating an impression of non-participation by the subordinates.

History is filled with evidences that leadership by force cannot endure the downfall and disappearance of dictators and monarchs is significant. It means that people will not follow forced leadership indefinitely. Napoleon, Hitler, Idi Amin, Sani Abacha, Saddam Hussein were examples of leadership by force. Their leadership passed and collapsed. A quotation in Management in Nigeria” states that an executive who chooses to use a leadership style that merely orders or dictates may have employees that are less committed. Effectiveness of autocratic leadership is often short lived, generally, autocratic leadership would seem to go with nations at a low stage of economic and social development where lower level needs of physiological needs and social satisfaction still dominate.

**Charismatic leadership style:**

Chidiobi (2007) the leader possess natural traits such as personality trait, physical attributes and general abilities they are born to rule a natural traits great men such leaders are successful because of the inspiration they give to their subordinate to work towards task accomplishment.

**Paternalistic leadership:**

This style of leadership stresses a paternal or fatherly influence in the relationship between the leader and the group and is manifested by a watchful care for the comfort and welfare of the followers. It aims to protect and guide. In some instances the approach is too sentimental. Paternalism yields successful organizational performance, however not on a continuous basis because that success depends upon the continuation of the leader’s paternalistic services. People who criticize this style say that it is deficient in providing the necessary element of continuity in performance the question here is; why should the leader stop his paternalistic services and responsibilities and still expects the same standard of performance from subordinates? A classic example of this style in management history is the reported Japanese paternalistic system Paternalistic system of leadership is culture based.

**Democratic Leadership:**

Campbell, R. F et al (2006) says that: this type of leadership style is the type where the group leaders allow suggestion and group discussion which he plays an action role. It demonstrates respect for every person and responsibilities are shared.

Chidiobi (2007) Decision making is based on consulting, deliberating and suggestions among the group for great success in running the organizational The followers are satiated because their opinions, comments and suggestions are needed for decision making. It gives them sense of belonging and workers wealth of experience is expiated to the benefit of the organization. There is positive relationship between democratic leadership style and the organizational effectiveness. This is because both the leaders and the led see themselves as partners in the pursuance of the institutional objective.

This is also known as Participative Leadership. It is a participative leadership style and is nearly as old as mankind. However its practice in administration and management is relatively new at least in this part of the world. It was Likert (2014) in his system 3 of management series that brought this skill to the fore to managers and administrators. Here the leader discusses with the subordinates before he issues general or broad orders from which subordinates feel free to act on.

The leader suggests possible actions with his recommendations but awaits the reaction of the group before putting them into effect. At times participative leaderships look like a manipulative approach because behind the open discussions, the leader pulls the strings. Such a leader discusses a problem with the subordinates, get their ideas and suggestions to problem, with pros and cons of each possibility and then, after a full discussion, he only decides what action to take. This style is similar to what goes on in the so called joint consultation in the organized private sector. In situations where participative leadership is honestly experimented, it is a systematic mental and emotional involvement of the followers to make contribution to goals and to assume their share of the responsibilities for achieving goals.

It should be borne in mind that participative leadership does not mean that the subordinates decide what is done or what is not because the ultimate responsibility for the decision still rests with the leader. The buck stops on his Table. It is the decision making process that is shared among the group members, Weber, has outlined some of the benefits of participative leadership. The participative leader motivates people to contribute and encourages them to accept responsibility. On the other hand, participative leadership will afford the Leader to recognize the subordinates/followers’ power and expertise which he can solicit and combine with his own to reach a joint and perhaps better decision.

 **To Laissez-faire leadership:**

This is a leaderless style Nwakafor (2001) described such a style as a way of leading people in which the leader takes a positive stands toward the problem of the group. It permits the members of the group to do whatever they want to do hence no politics or procedures of doing things are established. It is the highest degree of independence and gives some guided freedom to members of, a group or establishment. Workers exercise self-direction and self-control towards the organizational goals if they are committed to them. Here the leader tends to pass the responsibility for decision making to the group; the leader gives little or no direction and allows group members a great deal of freedom. The inherent weakness of this type is that decision making tends to be slow and there can be great deal of buck-passing. As a result, the task may not be carried out creating conditions that may become somewhat chaotic. This style can only be practiced among scientists carrying out laboratory researches. It does not provide effective leadership in the long run.

**ADMINISTRATION:**

 Administration refers to the group of individuals who are in charge of creating and enforcing rules and regulations, or those in leadership positions who complete important tasks.

An example of administration is the Vice Chancellor Godfrey Okoye University and the individuals he appoints to support and work with him. Administration is also defined as the act of managing duties, responsibilities, or rules. An example of administration is the act of the principal in the school managing the faculty and staff and employing the rules of the school system. A good administrator can transform these responsibilities into major company success through skillful guidance and management of company resources. The capable administrator is a person who has the right mixture of intelligence, imagination, technical knowledge, communication skills, humor, adaptability, ambition, aggressiveness, and discipline. For an administrator, managing employees successfully is not only a challenge, but also a talent. Even tougher is the ability to lead well. Not all good managers are good leaders, too. If an administrator is also picked as a leader, the dual role is complicated. He or she must motivate others while simultaneously keeping an eye on organizational goals. Inspiring people and influencing them are tough challenges for any administrator to overcome.  Who is a "Good" Administrator?  There is no magic formula for becoming a good administrator. The skills are honed in the field and stem from basic appreciation of the fact that organizations depend mostly on their human capital.

**EFFECTIVE ADMINISTRATION:**

Effective Administration is the key to success for any school. The best schools will have an effective school leader or group of leaders. Leadership not only sets the stage for long-term achievement, but it ensures that there will be sustainability long after their gone. In a school setting, a leader must be multifaceted as they deal with other administrators, teachers, support staff, students, and parents on a daily basis.

This is not an easy job, but many administrators are experts at leading the various subgroups. They can effectively work with and support every person at the school.

How does a school administrator become an effective school leader? There is not a single answer to this question but a blend of qualities and characteristics that yield an effective leader. An administrator's actions over the course of time also help them to become a true school leader. Here, we examine twelve of the most critical aspects necessary to be an effective school leader.

**An effective school leader leads by example.** A leader understands that others are continuously watching what they are doing and how they respond to certain situations. They arrive early and stay late. A leader remains calm in times where there may be chaos. A leader volunteers to help and assist in areas where they are needed. They carry themselves inside and outside of the school with [professionalism and dignity](https://www.thoughtco.com/the-importance-of-maintaining-professionalism-in-schools-3194680).

They do their best to make informed decisions that will benefit their school. They are able to admit when a mistake is made.

**An effective school leader has a shared vision.** A leader has a continuous vision for improvement that guides how they operate. They are never satisfied and always believe they can do more.

They are passionate about what they do. They are able to get those around them to buy into their vision and to become as enthusiastic about it as they are. A leader is not afraid to expand or to scale back their vision when appropriate. They actively seek input from those around them. A leader has both a short term vision to meet immediate needs, and a long-term vision to meet future needs.

**An effective school leader is well respected.** A leader understands that [respect is something](https://www.thoughtco.com/promoting-respect-in-schools-3194516) that is earned naturally over time. They do not force others around them to respect them. Instead, they earn others respect by giving respect. Leaders give others around them the opportunities to be their best. Highly respected leaders may not always be agreed with, but people almost always listen to them.

**An effective school leader is a problem solver.** School administrators face unique situations every day. This ensures that the job is never boring. A leader is an efficient problem solver. They are able to find the effective solutions that benefit all parties involved. They are not afraid to think outside the box. They understand that each situation is unique and that there is not a cookie cutter approach for how to do things.

A leader finds a way to make things happen when no one believes that it can be done.

**An effective school leader is selfless.** A leader puts others first. They make humble decisions that may not necessarily benefit themselves, but instead is the best decision for the majority. These decisions may instead make their job increasingly difficult. A leader sacrifices personal time to help where and when they are needed. They are not worried about how they look as long as it is benefiting their school or school community.

**An effective school leader is an exceptional listener.** A leader has an open door policy. They do not dismiss anyone that feels that they need to talk to them. [They listen to others fervently](https://www.thoughtco.com/how-listening-defines-the-effectiveness-of-a-principal-3194533) and wholeheartedly. They make them feel that they are important. They work with all parties to create a solution and keep them informed throughout the process.

A leader understands that others around them have potentially brilliant ideas. They continuously solicit input and feedback from them. When someone else has a valuable idea, a leader gives them credit.

**An effective school leader adapts.** A leader understands that situations change and are not afraid to change with them. They quickly assess any situation and adapt appropriately. They are not afraid to change their approach when something is not working. They will make subtle adjustments or scrap a plan entirely and start from scratch. A leader uses the resources they have available and makes them work in any situation.

**An effective school leader understands individual strengths and weaknesses.** A leader understands that it is the individual parts in a machine that keeps the entire machine running. They know which of those parts are fine-tuned, which are in need of a little repair, and which could potentially need to be replaced. A leader knows each teacher’s individual strengths and weaknesses. They show them how to use their strengths to make an impact on and create [personal development plans](https://www.thoughtco.com/personal-development-plan-p2-3194383) to improve their weaknesses. A leader also evaluates the entire faculty as a whole and provides professional development and training in areas where improvement is needed.

**An effective school leader makes those around them better.** A leader works hard to make every teacher better. They encourage them to grow continuously and improve. They challenge their teachers, create goals, and provide ongoing support for them. They schedule [meaningful professional development](https://www.thoughtco.com/professional-development-improves-teacher-quality-3194385) and training for their staff. A leader creates an atmosphere where distractions are minimized. They encourage their teachers to be positive, fun, and spontaneous.

**An effective school leader admits when they make a mistake.** A leader strives for perfection with the understanding that they are not perfect. They know that they are going to make mistakes. When they do make a mistake, they own up to that mistake. A leader works hard to rectify any issues that arise as a result of a mistake. The most important thing that a leader learns from their mistake is that is it should not be repeated.

**An effective school leader holds others accountable.** A leader does not allow others to get away with mediocrity. They hold them accountable for their actions and reprimand them when necessary. Everyone including students has a specific job to do at school. A leader will ensure that everyone understands what is expected of them while they are at school. They [create specific policies](https://www.thoughtco.com/draft-effective-policy-and-procedures-3194570) that address each situation and enforce them when they are broken.

**An effective school leader makes difficult decisions.** Leaders are always under the microscope. They are praised for their school’s successes and scrutinized for their failures. A leader will make difficult decisions that can lead to scrutiny. They understand that not every decision is the same and even cases with similarities may need to be handled differently. They [evaluate each student discipline case](https://www.thoughtco.com/making-discipline-decisions-for-principals-3194618) individually and listen to all sides. A leader works hard to help a teacher improve, but when the teacher refuses to cooperate, they terminate them. They make hundreds of decisions each day. A leader evaluates each one thoroughly and makes the decision they believe will be the most beneficial for the entire school.

**SCHOOL PRINCIPALS/MANAGERS:**

Cheng et al. (2003) recount that leaders are often perceived as the key actors mobilizing their institutions and members at the site-level to face up with those challenges and make educational services and provision more quality effective and accountable”. How each principal performs these tasks will inevitably vary. Nonetheless, the literature suggests three primary modes of leadership that promote student learning:

1. Principal as an Effective Leader: Effective school leaders make concerted efforts towards developing and maintaining a focus on academic improvement and student learning while safeguarding teachers from all sorts of interferences from within and without environment (Pont et al., 2008).

2. Organizational Capacity of a Principal: Successful principals consistently strive for availing the best human resources, innovative ideas, creative programs, and comprehensive curricula that could be catalytic towards objective-oriented teaching learning while focusing on an ongoing strategic plan conducive to contemporary and future challenges. Principal in the role of an effective organizer ensure promoting a participatory approach by actively engaging parents, teachers, students while mobilizing the entire community for eventually turning the school in to an effective center of learning and development (Pont et al., 2008).

3. Principal as a Management Guru: Effective principals make sure that they collect as well as process, fine-tune and update essential data pertaining to their respective communities for creating an enabling environment towards student learning and academic improvement (Alam et al, 2010). They focus on building teachers’ professional skills through customized trainings both on job and through other professional training outfits. Effective principals also excel in time management and Enhancement of their schools’ financial resources for providing incentives to their teachers’ ensuring their sense of ownership, longevity, increased knowledge as well as optimal contribution towards teaching learning.

The significance of developing school leadership The central importance of educational leadership is, therefore, one of the clearest messages of school effectiveness research (Gray, 2015). Louis and Miles (2007-15) also categorize the administrative and organizational activities as “management,” while attaining educational goals, inspiring as well as motivating others is considered as “leadership (Pont et al., 2008).” They are of the view that all administrative tasks, such as planning, coordinating or distributing resources and managing them or tasks pertaining to the quality of leadership also fall under the banner of “educational leadership.” Promoting a conducive environment to creativity and innovation, encouraging initiatives, allowing perspectives, ensuring a collective vision and advancing congeniality and collegiality as well as garnering a cooperative school culture and sustaining it is also considered to be permanent facets of effective school leadership (Pont et al., 2008). Developing school leadership is deeper than occasional or need-based interventions. It actually shapes up through both formal and informal processes at all stages of leadership practices in a sequential as well contextual manner.

1. Ensuring Essential Leadership Training: Formal and structured initial orientation as well as essential leadership training is a must regardless of governance models of different countries. Governments can design customized training and orientation programs, collaborate with local level governance structures and develop incentives to ensure that school leaders must participate in such training programs (Hoque et al. 2010). Investing time, energies, financial resources can be fully justified if the principals fit in the criterion of “right person for the right job.”

2. Sharing Experiences and Challenges: Frequent periodical conventions of principals and vice principals can prove to be invaluable through sharing individual experiences and challenges as well as innovative solutions to different challenges (Pont et al., 2008). Such exchanges can greatly benefit school leadership in terms of addressing and reshaping ongoing school leadership practices. Principals’ conventions can provide vital networks for principals to share their problems, concerns, challenges and their effective solutions. These conventions can be instrumental in providing a combination of theoretical and practical knowledge and insight to combat all sorts of challenges that each individual school faces from time to time.

3. On-job Training: On-job and or in-service programs are to be designed considering the actual need and context based on prior learning opportunities for school leadership. Where there are no other initial requirements, basic in-service programmes should encourage development of leadership skills (Alam et al 2009). Studies on school development and improvement also emphasize the importance of school leaders, especially from the perspective of the continuous improvement process targeted at an individual school (Ibukun 2008). Principal leadership was related to certain attributes of effective schools, namely, increased student achievement (Sagor, 2000); declining dropout rates; high student and faculty morale; and improved school climate (Kendrick, 1990). A recent review of research on transformational leadership in schools suggests that there are a few studies that have investigated the relationship of transformational leadership with student learning outcomes in the context of the secondary school (Leithwood et al., 2013). Almost every single study of the school effectiveness has shown both primary and secondary leadership to be a key factor (Sammons et al., 1995). Newmann and Wehlage’s (1999) widely-cited research found that good leadership is essential for developing a collective school wide focus on high quality student learning. Murphy (2003) calls educational leaders to instill new dimensions in their approach to all pupils at their schools, by becoming moral stewards, educators and community builders. Sagor (2000) writes that the leadership focus in schools should be on ‘pedagogical leadership’, that is, to concentrate on planning for and inspiring the main pedagogical processes of school as well as learning and development.

**B. THEORETICAL FRAMEWORK**

Certain theories of leadership have been identified by the researchers. These includes: The Trait Theory, Situational Theory, Contingency Theory, Behavioural Theory and Path Goal Theory.

The Trait Theory tends to emphasize the personality traits of the leader such as appearance, Height, initiative, aggressiveness, enthusiasm, self-confidence, drive, persistence, interpersonal skills and administrative ability.

 The Situational Theory stipulates that leaders are the product of given situations. Thus, leadership is strongly affected by the situation from which the leader emerges and in which he operates.

The contingency theory is a combination of the Trait Theory and the Situational Theory. The theory implies that leadership is a process in which the ability of a leader to exercise influence depends upon the group task situation and the degree to which the leader’s personality fit the group.

The behavioural theory could either be job- centered or employee-centered. The job- centered leaders practiced close supervision while employee-centered leaders practiced general supervision.

The path goal theory is based on the theory of motivation. In this theory the behaviour of the Leader is acceptable to the subordinates only if they continue to see the leader as a source of satisfaction.

In view of the foregoing, leadership style could be described in various ways. It refers to the underlying needs of the leader that motivate his behaviour, it is the manifestation of the dominant pattern of behaviour of a leader. It is also a process through which a person or group influences others in the attainment of group goals.

As such, lbukun (2008) argues that the main task of the principal is to create a conducive atmosphere for the teachers to be able to achieve desired changes in students. Supporting this argument ljaiya (2010), remark that teachers in Nigeria express a desire for more participation in decision-making. The way the principal relates with his or her staff could contribute immensely to their effectiveness or otherwise.

**C. SUMMARY OF REVIEW OF RELATED LITERATURE**

The researcher has reviewed a lot of documented literature on leadership behavior of secondary school principals as it relates to organizational climate of schools. The review of leadership behavior was generally a function of a number of variables which includes leader’s personal trait and his physical environment. The trait and the situational approach portray the influence of the physiological and physical attributes of the individual principal in the organizational climate of the school. (Pont et al, 2008 and Hilpin 2001).

Whenever human beings and animal come together, they form organization. Such organization may be either informal or formal. Formal organizations are observed in schools, church, labour union while informal organizations are observed in social organization.

In the animal kingdom, one often observes organization of ants of various categories, organization of monkey into troops and organization.

One distinguishing feature in all organization is it animal or human, formal or informal is leadership. An organization needs to carry out effectively administration in secondary school.

Kendrick (1990) sees an effective leader as the person who is not only able to make his subordinates want to do what they have to do, but also recognizes that they must be motivated to ensure that the goals and objectives of the institution, organization or system are met.

Smith et al (2009) defined leadership as the process of influence others towards the achievement of the organizational objectives.

Equally, Mc Gregor (2008), states that eternal control and threat of punishment are not the only means of bringing about efforts toward organizational objectives.

The core of this theory is the value placed on the integration of goals of individuals and organization to create those necessary conditions in which the member of an establishment can best achieve their goal by directing their efforts towards the achievement of the objectives of the establishment. This approach recognizes the fact that efficiency does not rest squarely on rigid hierarchy of authority where workers will be threatened or order to be committed to the establishment set goals.

**CHAPTER THREE**

**RESEARCH METHOD**

This Chapter describes the method which would enable the researcher successfully carry out the study under these sub-headings: design of the study, area of the study, population of the study, sample and sampling techniques, instrument for data collection, validity and reliability of instrument, method of data collection and method of data analysis.

**Design of the study**

This study adopts a descriptive survey research design geared at finding out opinion of people on the effect of principal’s leadership style in achieving effective administration in secondary schools in Enugu East L.G.A of Enugu State.

**Area of the Study**

The geographical area covered by this study is Enugu East Local government Area of Enugu State. Enugu East is made up of eighteen (18) government secondary schools.

**Population of Study**

The population for this study comprises all the three hundred and sixty teachers (360) and eighteen (18) principals from the eighteen secondary schools in Enugu East, giving total populations of three hundred and seventy eight (378) as the population.

**Sample and Sampling Technique**

The researcher used simple random sampling techniques in deciding the particular schools investigated. Eight (8) out of the eighteen (18) secondary schools in the local government area were sampled to represent all the secondary schools in the area. Twenty (20) teachers were selected from each of the (8) schools, giving a total number of one hundred and sixty (160) teachers. 8 principals were also drawn from the 8 selected schools all making a total of one hundred and sixty eight (168) respondents.

**Instrument for Data Collection:**

 The researcher made use of a structured four scale likert-type questionnaire in gathering the necessary data suitable for the study. The questionnaire was made up of two sections; section “A” was on the Bio-data of the respondents while section “B” was made up of fifteen (15). The respondents are expected to indicate their opinion by ticking either Strongly agree (SA) Agree (A) Disagree (D) or Strongly disagree (SD).

**Validity of the Instrument**

The instrument for the study was subjected to face validity by two experts in measurement and evaluation and by my supervisor for proper scrutiny corrections before the final draft was made.

**Reliability of the Instrument**

A test retest exercise was carried out. One hundred and sixty eight (168) copies of the questionnaires were administered. After four weeks the same questionnaires were re-administered to the same group.

The instrument used here was the spearman rank order correlation co-efficient

 P = 1-6∑D2

N(N2-1)

The two sets of mark obtained were correlated and the co-efficient obtained was O5.

**Method of Data Collection**

A visit was made to the (8) secondary schools selected, for the distribution of the questionnaires. One hundred and sixty eight (168) copies were distributed to the principals and teachers. Method of the distribution was face to face. A brief letter of introduction was attached to questionnaire to facilitate acceptance by respondents. The researchers moved from one respondent to the other to administer and collect the completed questionnaires. Three research assistant were used collecting the completed questionnaire. One hundred and sixteen eight (168) questionnaires were collected and returned.

**Methods of Data Analysis**

The responses to the items on the questionnaire were rated on a four-point scale as “strongly agree” (SA) 4 points, Agree (A) 3 points, Disagree (D) 2 points and strongly Disagree (SD) 1 point.

The data collected were analyzed using mean scores. The mean opinions scores of the respondents were determined by allocating values to the alternatives responses. The frequency of each alternative response was weighted by the value of that response. The weighted frequency are summed up and divided by the number of respondents.

**Decision rule:**

Any scores that are 2.5 and above are accepted, while any scores that is below 2.5 are rejected. Therefore, 2.5 were the cut-off mean score for decision rule.

**CHAPTER FOUR**

**DATA ANALYSIS AND PRESENTATION**

This chapter is concerned with the analysis of data collected. The results of the study are presented in the tables showing the mean scores and the Grand mean.

The following notations are used in the tables:

Strongly Agreed - (SA)

Agreed - (A)

Disagreed - (D)

Strongly Disagreed - (SD)

**Decision Rule**

 The items of the questionnaire with mean scores of 2.5 or above is accepted while the below 2.5 is rejected.

**Research Question 1**

 To what extent does the principle’s leadership style affect school community relationship in Enugu East Local government Area?

**TABLE 1:**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S/N** | **Cluster A** | **Strongly Agree** | **Agree**  | **Disagree**  | **Strongly** **Disagreed**  | **TOTAL** | **Mean** X | **Result**  |
|  |  | 4 | 3 | 2 | 1 |  |  |  |
| 1. | The principal is acquainted with the values, need and aspiration of the community. | 2080 | 40120 | 68136 | 4040 | **168****376** | 2.2 | Disagreed  |
| 2. | The principal have cordial relationship with P.T.A and the community  | 70280 | 38114 | 4080 | 2020 | **168****494** | 2.9 | Agreed  |
| 3. | The principal communicate to the community. | 68272 | 2060 | 60120 | 2020 | **168****472** | 2.8 | Agreed |
| 4. | In Democratic leadership style the principal respect the teacher’s opinion.  | 40160 | 43129 | 50100 | 3535 | **168****424** | 2.5 | Agreed  |
| 5. | Schools will succeed and make progress under the good leadership style of the principal | 70280 | 48144 | 4080 | 1010 | **168**514 | 3.1 | Agreed |

In table 1, item 1, with mean response of 2.2 rejected that principal is acquainted with the values, need and aspiration of the community. Item 2, with mean of 2.9 accepted that principal have cordial relationship with P.T.A and the community. Item 3, with mean of 2.8 agreed that principal communicate to the community. Item 4, with mean of 2.5 agreed that In Democratic leadership style the principal respect the teacher’s opinion. Item 5, with mean of 3.1 accepted that schools will succeed and make progress under the good leadership style of the principal. Item 1, only rejected and 2, 3, 4, 5 items accepted that principle’s leadership style affect school community relationship in Enugu East Local government Area?

**Research Question 2**

 What influence does school location have on leadership style of school principals in Enugu East Local government Area?

**TABLE 2:**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S/N** | **Cluster A** | **Strongly Agree** | **Agree**  | **Disagree**  | **Strongly** **Disagreed**  | **TOTAL** | **Mean** X | **Result**  |
|  |  | 4 | 3 | 2 | 1 |  |  |  |
| 6. | The location of the schools affect the leadership style of the Principals  | 100400 | 38114 | 1530 | 1515 | **168****559** | 3.3 | Agreed  |
| 7. | Laissez-faire leadership style is normally practiced by principals in rural areas. | 58232 | 50150 | 2040 | 4040 | **168****462** | 2.8 | Agreed  |
| 8. | The principal and the teacher’s practice lateness and truancy in the rural areas. | 68272 | 3090 | 4080 | 3030 | **168****472** | 2.8 | Agreed  |
| 9. | Non-government interference affects the leadership style of the principals in the rural areas. | 100400 | 1339 | 3060 | 2525 | **168****524** | 3.1 | Agreed  |
| 10. | The principals from the urban schools exhibit a more desirable leadership behavior than principals in rural schools.  | 120480 | 2472 | 1428 | 1010 | **168****590** | 3.5 | Agreed |

In table 2, item 6, with mea of 3.3 accepted that location of the schools affect the leadership style of the Principal’s. Item 7, with mean of 2.8 agreed that Laissez-faire leadership style is normally practiced by principals in rural areas. Item 8, with mean of 2.8 agreed that principal and the teacher’s practice lateness and truancy in the rural areas. Item 9, with mean of 3.1 agreed that Non-government interference affects the leadership style of the principals in the rural areas. Item 10, with mean of 3.5 agreed that principals from the urban schools exhibit a more desirable leadership behavior than principals in rural schools. Item 6, 7, 8, 9 and 10 all have mean scores above 2.5. This indicates that respondents agreed that school locations have influence on leadership style of school principals in Enugu East Local government Area.

**Research Question 3**

 To what extent does the principal’s leadership style affect teachers and students educational achievement/ job performance in Enugu East Local government Area?

**TABLE 3:**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S/N** | **Cluster A** | **Strongly Agree** | **Agree**  | **Disagree**  | **Strongly** **Disagreed**  | **TOTAL** | **Mean**  X | **Result**  |
|  |  | 4 | 3 | 2 | 1 |  |  |  |
| 11. | In democratic leadership style of the principal has good cordial relationship with the staff.  | 144576 | 1442 | 1020 | 00 | **168****638** | 3.8 | Agreed  |
| 12. | Autocratic leadership style negatively affects both the teachers and the student’s academic performance. | 74296 | 74222 | 1020 | 1010 | **168****548** | 3.3 | Agreed  |
| 13. | Principal is the pivot on which the academic activities of the school and staff revolves for good or for bad. | 100400 | 2884 | 1020 | 3030 | **168****534** | 3.2 | Agreed  |
| 14. | Encouragement from the principal maximizes the love, respect and dedicated to duty of the teachers. | 108432 | 2060 | 1020 | 3030 | **168****542** | 3.2 | Agreed |
| 15. | Principals can improve the teachers and students performance through Democratic leadership style. | 100400 | 2472 | 3468 | 1010 | **168****550** | 3.3 | Agreed  |

In table 3, item 11, with mean of 3.8 agreed that democratic leadership style of the principal has good cordial relationship with the staff. Item 12, with mean of 3.3 agreed that Autocratic leadership style negatively affects both the teachers and the student’s academic performance. Item 13, with mean of 3.2 agreed that Principal is the pivot on which the academic activities of the school and staff revolves for good or for bad. Item 14, with mean of 3.2 agreed that Encouragement from the principal maximizes the love, respect and dedicated to duty of the teachers. Item 15, with mean of 3.3 agreed that Principals can improve the teachers and students performance through Democratic leadership style. Item 11, 12, 13, 14 and 15 all have a mean score that is above 2.5. This indicates that respondents agreed in item 11 to 15 that principal’s leadership style affect teachers and students educational achievement/ job performance in Enugu East Local government Area?

**Summary of the findings**

Based on answers from the respondents, the study revealed that principle’s leadership style affect school community relationship in Enugu East Local government Area, how the principal and the teachers relates to achieve the educational objectives, the response from the respondents viewed that various leadership styles should be adopt to achieve effective administration.

Also in the study, response from the respondents showed that school locations have influence on leadership style of school principals in Enugu East Local Government Area, the principals in the rural areas exhibits poor leadership style while principals in the urban areas exhibits quality leadership style.

Lastly, the study also revealed that principal leadership style effect teachers and students educational achievement/ job performance in Enugu East local Government. The response from the respondents showed that quality leadership styles maximize the academic performance of the students.

**CHAPTER FIVE**

**DISCUSSION, CONCLUSION, RECOMMENDATION AND SUMMARY**

This chapter is concisely built on the discussion of the results obtained, the implication of the study to education, limitation of the study, suggestions for further studies, and conclusion.

**Discussion of findings**

It is important to note that discussion of findings on the effect of principal’s leadership style in achieving effective administration in secondary schools in Enugu East Local Government Area of Enugu State are done under the following guiding research questions:

1. To what extent does the principal’s leadership style affects school-community relationship?
2. What influence do school locations have on leadership style of school principals?
3. To what extent does the principal’s leadership style affects teachers and student’s educational achievement/ job performance?

**Research question 1: To what extent does the principal’s leadership style affects school-community relationship?**

Table 1 with item 1, 2, 3, 4, and 5 dealt research question. It was the opinion of one that the principal is not acquainted with the values, need and aspiration of the community, while the other respondents accepted that the principal is acquainted with the values, needs and aspiration of the community. Leadership style helps to transform the attitude and character of the principal display to the teachers and the students of the community. A good leadership style display by the principal of a school yield a good and moral students that will help the community to attain their objectives. It will also help to preserve the culture and traditions of the people in Enugu East in Enugu State, poor or inappropriate leadership style causes lateness and truancy in Enugu East local Government Area. Therefore, the findings of this study discovered that no cordial relationship between the principal and its subordinates reduce academic performances of the teachers and students. Halpin (2001) pointed out the need to conduct research on the leadership styles are associated with administrative effectiveness. With this knowledge a better job can be done in training future administrators.

Sackney and Walker (2006) school principals need skills in group process facilitation, communication, conflict negotiation, inquiry and data management, which will creates enabling environment for the principal, teachers and the students. In this case quality leadership styles performed by a principal are considered as the most important tool for achieving and determining the excellence and success of a school performance especially pertaining to students’ performance in curricula and co-curricular activities.

**Research question 2: What influence do school locations have on leadership style of school principals?**

The result of the findings revealed that school locations affect the leadership style adopted or possesses by the principal and how he/she relate to the school community relations. It also affects the academic performances of the students. The schools in the rural areas are normally known for lack of accountability, respect, and lack of interest to their work. Schools in the urban areas posses various leadership styles in other to achieve effective admonitions. In contemporary affairs, governments or companies that prosper are said to enjoy good leadership whereas in those that fail, the leaders are to be blamed and held accountable. Getting a job well done requires good leadership and management of available resources. In the urban areas, the principal constantly interacts with the teachers. He is supposed to guide, assist and direct the teachers to achieve the aim of the organization. He sets the environment in which the staff and the students work. In studying the behavior of the principals, what matters so much is not how the principals see their own performance but how the teachers perceive their principal and the school climate. It is this perception that will largely influence the teacher’s attitude to work. For the teacher, the school climate could be facilitative or alienative.

Cheng et al. (2003) recount that leaders are often perceived as the key actors mobilizing their institutions and members at the site-level to face up with those challenges and make educational services and provision more quality effective and accountable”. How each principal performs these tasks will inevitably vary. Nonetheless, the literature suggests three primary modes of leadership that promote student learning:

1. Principal as an Effective Leader: Effective school leaders make concerted efforts towards developing and maintaining a focus on academic improvement and student learning while safeguarding teachers from all sorts of interferences from within and without environment (Pont et al., 2008).

2. Organizational Capacity of a Principal: Successful principals consistently strive for availing the best human resources, innovative ideas, creative programs, and comprehensive curricula that could be catalytic towards objective-oriented teaching learning while focusing on an ongoing strategic plan conducive to contemporary and future challenges. Principal in the role of an effective organizer ensure promoting a participatory approach by actively engaging parents, teachers, students while mobilizing the entire community for eventually turning the school in to an effective center of learning and development (Pont et al., 2008).

3. Principal as a Management Guru: Effective principals make sure that they collect as well as process, fine-tune and update essential data pertaining to their respective communities for creating an enabling environment towards student learning and academic improvement (Alam et al, 2010).

**Research question 3: To what extent does the principal’s leadership style affects teachers and student’s educational achievement/ job performance?**

The findings also revealed that it was the opinion of the respondents that the principal leadership styles affect the academic performances of the students, . The respondents also posses or accepted that the leadership style of the principal affect the teachers job performance, A leader knows each teacher’s individual strengths and weaknesses. They show them how to use their strengths to make an impact on and create [personal development plans](https://www.thoughtco.com/personal-development-plan-p2-3194383) to improve their weaknesses. A leader also evaluates the entire faculty as a whole and provides professional development and training in areas where improvement is needed.

The findings are in agreement with Chidiobi (2007) that decision making is based on consulting, deliberating and suggestions among the group for great success in running the organizational. The followers are satiated because their opinions, comments and suggestions are needed for decision making. It gives them sense of belonging and workers wealth of experience is expiated to the benefit of the organization. The study also agreed with the Adeyemi and Bolarinwa (2013) remark, that it is the functional behaviour of a leader in relation with subordinates to facilitate the accomplishment of group goals.

**Implication of the Study**

The findings of this study are of immense benefit to the principals, teachers, students and the society at large.

One of the findings showed that the principals from the urban schools exhibit a more desirable leadership behavior than principals in rural schools. This therefore implies they are competitions in the urban areas than in the rural area and principals in the urban areas always try to exhibit good leadership style to attract more higher position. This therefore calls for the intervention of the government to properly investigate and supervise the leadership styles been portrait by the principals both in the urban and in the rural areas.

Findings of the study also showed that principal’s leadership style affect school-community relationship. This has the implication that the school and the community should be working hand in hand to enable that the societal problems are solved. When the principals fail the carry his/her responsibilities properly it will affect the teachers, the students and the society. Government should appoint charismatic principals with a well adequate knowledge of administrative skills to be left with administration of our secondary school system, so both the teachers and the students will benefit or achieve academic excellence.

The finding of this study revealed to the principal, the various type of leadership style, they are; autocratic, democratic, charismatic, paternalistic and laissez-faire leadership styles. The most appropriate one to achieve excellence is democratic leadership style. A leader that adopts autocratic leadership study will always do as he/ she wishes and does not seek anybodies opinion. Such leader will always scars his/ she subordinates away and they are always afraid to do things right.

 **Limitation of the Study**

 The researcher encountered some challenges on the process of carrying this study. They include the following:

* Some of the respondents were reluctant in filling the questionnaire.
* The researcher also encountered financial problem as regards to production of questionnaire

**Recommendations**

 The researcher made the following recommendation:

1. The principal should not use only one leadership style.
2. The principal, teachers and students should have good cordial relationship.
3. More teachers should be employed where they are lacking.
4. The principal should always leads by example; like coming to school early.
5. The principal should always respect the feeling and opinion of the teachers and the students.
6. A good leader **understands individual strengths and weaknesses.**
7. Good leaders should adopt at least the three leadership style; autocratic, democratic, laissez faire and charismatic to achieve effective administrations.

The researcher also recommended elaborate research on teacher’s work attitude to embrace the entire post primary schools in all the state if there is enough time and financial resources.

**Suggestion for further Study**

 In view of the limitation encountered on this work, it would be misleading to claim on exhaustive coverage on identification of the effect of principal’s leadership style in achieving effective administration in secondary schools in Enugu East Local Government Area of Enugu State.

 The researcher therefore proffer these suggestions for further studies: How principal leadership style will help in achieving effective administration which leadership style is the best.

**Summary of Result**

 The main purpose of this study was the effect of principal’s leadership style in achieving effective administration in secondary schools in Enugu East Local Government Area. In an attempt to focus the study, three research questions were posited to guide the study. Some published and unpublished works of earlier researchers were consulted.

To obtain answers to the questions a fifteen (15) item questionnaire was formulated based on the research questions and was administered to one hundred and sixty eight (168) respondents upon whose response data was collected and analyzed. The outcome of the analysis based on the response of the respondents to the questionnaire items revealed that:

Principle leadership styles affect school-community relationship in Enugu East Local Government Area.

The schools location affects the leadership style of the school Principals in Enugu East Local Government Area.

The principal’s leadership style affects teachers and student’s educational achievement/ job performance in Enugu East Local Government Area. Therefore, it was concluded that principal’s leadership style effects secondary schools administration in Enugu East Local Government Area.

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**APPENDIX**

Department of Art and Social Sciences Education

Godfrey Okoye University

Thinkers Corner,

Enugu State.

June, 2017

Dear Respondents,

 I am a final year student of the above mentioned school, carrying out a research on the Effect of principal’s leadership style in achieving effective administration in secondary schools in Enugu East L.G.A. of Enugu State.

Kindly fill the questionnaire, all information given will be treated with utmost confidentiality.

Thanks for anticipated co-operation.

Sincerely yours

Ugwu Chidera Christian.

**QUESTIONNAIRE**

**SECTION A**

**Bio-Data**

Name of the School……………………………………………………..

Dept ( )

Sex: Male ( ) Female ( )

Status: Principal ( ) Teacher ( )

**SECTION B**

**Research Question 1**

 To what extent does the principle’s leadership style affect school community relationship in Enugu East Local government Area?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEM STATEMENT** | **Strongly Agree** | **Agree**  | **Disagree**  | **Strongly** **Disagreed**  |
|  |  | 4 | 3 | 2 | 1 |
| 1. | The principal is acquainted with the values, need and aspiration of the community. |  |  |  |  |
| 2. | The principal have cordial relationship with P.T.A and the community  |  |  |  |  |
| 3. | The principal communicate to the community. |  |  |  |  |
| 4. | In Democratic leadership style the principal respect the teacher’s opinion.  |  |  |  |  |
| 5. | Schools will succeed and make progress under the good leadership style of the principal |  |  |  |  |

**Research Question 2**

 What influence does school location have on leadership style of school principals in Enugu East Local government Area?

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| **S/N** | **ITEM STATEMENT** | **Strongly Agree** | **Agree**  | **Disagree**  | **Strongly** **Disagreed**  |
|  |  | 4 | 3 | 2 | 1 |
| 6. | The location of the schools affect the leadership style of the Principals  |  |  |  |  |
| 7. | Laissez-faire leadership style is normally practiced by principals in rural areas. |  |  |  |  |
| 8. | The principal and the teacher’s practice lateness and truancy in the rural areas. |  |  |  |  |
| 9. | Non-government interference affects the leadership style of the principals in the rural areas. |  |  |  |  |
| 10. | The principals from the urban schools exhibit a more desirable leadership behavior than principals in rural schools.  |  |  |  |  |

**Research Question 3**

 To what extent does the principal’s leadership style affect teachers and students educational achievement/ job performance in Enugu East Local government Area?

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| **S/N** | **ITEM STATEMENT** | **Strongly Agree** | **Agree**  | **Disagree**  | **Strongly** **Disagreed**  |
|  |  | 4 | 3 | 2 | 1 |
| 11. | In democratic leadership style of the principal has good cordial relationship with the staff.  |  |  |  |  |
| 12. | Autocratic leadership style negatively affects both the teachers and the student’s academic performance. |  |  |  |  |
| 13. | Principal is the pivot on which the academic activities of the school and staff revolves for good or for bad. |  |  |  |  |
| 14. | Encouragement from the principal maximizes the love, respect and dedicated to duty of the teachers. |  |  |  |  |
| 15. | Principals can improve the teachers and students performance through Democratic leadership style. |  |  |  |  |