

**INFLUENCE OF PRINCIPALS LEADERSHIP STYLES ON SCHOOL
CLIMATE IN EGOR LOCAL GOVERNMENT AREA**

BY

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF
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CITY.

MAY 2024

CERTIFICATION

This is to certify that this project research work was carried out by **Omoigui Mercy**, with matriculation number **EDU1612331**. The research work is adequate in scope and quality

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DEDICATION

This project work is dedicated to God Almighty and to my lovely husband, who contributed to my achievements thus far.

ACKNOWLEDGEMENTS

The researcher expresses special appreciation to Almighty God for just everything that happened throughout his study period and during the course of this project work.

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ABSTRACT

This study investigates the influence of principals leadership styles in students' academic performance in public secondary schools in egor local government area (4) research questions were raised for the study. The study adopted survey research design. The instrument for data collection was a questionnaire; it was built around the research question by the researcher and validated by the researcher's supervisor. Data collected were analyzed using frequency count, percentages

The findings of the study revealed that prevalent leadership style is more effectively; It is evident that there is a diverse range of dominant principal leadership styles, including Transformational, Democratic, Authoritarian, and Laissez-Faire styles, all of which are generally perceived positively, it further reveals that different leadership style positively affect overall teaching effectiveness in school and that there are also areas for improvement identified within the perceived school climate, particularly concerning consistency in discipline and direction. Additionally, there are notable differences in leadership styles based on gender, with implications for the school climate.

Implement leadership development programs for principals and aspiring leaders that focus on fostering transformational and democratic leadership styles. These programs should emphasize empowerment, inclusivity, and support to create positive school climates. Address concerns regarding consistency in discipline and direction by establishing clear policies and procedures. Provide ongoing training and support for school staff to ensure consistency in implementation. Strengthen supportive systems within schools by promoting collaboration among staff, providing resources for student and staff well-being, and establishing mechanisms for feedback and support. Offer gender sensitivity training for school administrators to raise awareness of gender biases and stereotypes in leadership practices. Encourage gender-inclusive leadership approaches that value diverse perspectives and experiences.

CHAPTER ONE

INTRODUCTION

Background to the Study

The concept of school climate refers to the overall atmosphere, relationships, and prevailing attitudes within a school community. It encompasses elements such as the quality of interpersonal relationships, communication, organizational culture, and the general feeling of safety and belonging. The principal, as the key figure in school administration, wields considerable influence in shaping this climate through their leadership practices and decisions.

According to Fafunwa (2017), the quality of education is intricately linked to effective school management and leadership. In Nigeria, school principals are central figures in this regard, influencing not only administrative functions but also the overall ethos within educational institutions. The diverse leadership styles employed by principals can significantly shape the school climate, impacting the learning experience of students, teacher morale, and overall institutional effectiveness. For instance, principals who adopt a transformational leadership style tend to inspire and motivate their staff, creating a positive and supportive environment for both teachers and students. This can result in increased student engagement and achievement, as well as higher levels of job satisfaction among teachers. On the other hand, principals who display an autocratic

leadership style may stifle creativity and discourage collaboration, leading to a tense and negative school climate. Therefore, school principals in Nigeria must recognize the immense influence they have over the school climate and adopt leadership practices that promote a positive and conducive learning environment.

Numerous policy initiatives, such as the Universal Basic Education Act of 2004, which emphasizes the value of high-quality education for all, highlight Nigeria's commitment to educational development. Within this framework, the leadership style of school principals becomes a critical factor in translating policy objectives into tangible outcomes at the grassroots level. UBE (2017)

Effective leadership is paramount for navigating the challenges faced by Nigerian schools and promoting a conducive learning environment. Effective leadership in Nigerian schools is crucial for addressing the numerous challenges that hinder the development of a conducive learning environment, Nwankwo (2018). Principals who adopt a proactive and inclusive leadership style can create a positive school culture that fosters collaboration among teachers, students, and parents. By effectively implementing policies and providing necessary resources, these leaders can promote a holistic approach to education that enhances the overall quality of learning in Nigeria.

Egor Local Government Area, with its unique socio-cultural context, presents an intriguing backdrop for examining the interplay between principals' leadership styles and

school climate. In the Egor Local Government Area, where diversity is celebrated, principals who embrace an inclusive leadership style can create a safe and welcoming environment for students from various backgrounds. This will not only encourage collaboration among teachers, students, and parents but also promote respect and understanding among the entire school community. By acknowledging the unique socio-cultural context of the area and adapting their leadership approach accordingly, principals can ensure that every student's educational needs are met, ultimately leading to improved learning outcomes in Nigeria. Understanding the impact of leadership on the school environment is critical for educators, policymakers, and community stakeholders, as it directly affects the educational experience of students and the overall success of the school.

According to a study by Aigbomian and Asemota (2017), the majority of principals in Egor LGA display a transformational leadership style, which is characterized by their capacity to inspire and motivate their staff toward achieving common goals. This leadership approach emphasizes the importance of creating a positive school culture and fostering strong relationships among stakeholders.

Additionally, the study found that principals in Egor LGA also employ a democratic leadership style, which encourages participation and shared decision-making among teachers, students, and parents. This approach recognizes the value of input from various stakeholders and promotes a sense of ownership and responsibility in the school

community. By involving teachers in decision-making processes, principals in Egor LGA ensure that the policies and practices implemented align with the needs and aspirations of the school.

Furthermore, the study highlighted the presence of principals who adopt a servant leadership style in Egor LGA. Servant leadership focuses on serving the needs of others and prioritizing the well-being of the school community. Principals who exhibit this style demonstrate empathy, humility, and a genuine commitment to supporting the growth and development of their staff and students. This approach fosters a sense of trust and collaboration, leading to a more positive and inclusive learning environment.

While studies on educational leadership abound, there is a notable gap in the specific exploration of this dynamic within the Nigerian context, and particularly in regions like the Egor Local Government Area. This research aims to address this gap by investigating the prevailing leadership styles among principals in Egor and their influence on the perceived school climate.

By gaining insights into this relationship, we can inform educational policies, professional development programs, and leadership training initiatives, ultimately fostering positive school climates that nurture the holistic development of students and create a conducive environment for academic achievement.

Statement of the Problem

Despite the recognized importance of effective school management and leadership in shaping the educational environment, there exists a critical gap in the literature regarding the specific interplay between principals' diverse leadership styles and the resulting school climate within the unique socio-cultural context of Egor Local Government Area of Edo State Nigeria.

Nigeria, particularly in regions like Egor, hinders a comprehensive understanding of how leadership practices impact the overall educational atmosphere. This gap poses a challenge for educators, policymakers, and community stakeholders in devising targeted strategies to enhance leadership practices and cultivate positive school climates in the Egor Local government area.

Research Questions

1. What are the dominant principal leadership styles in the secondary school in Egor Local government area of Edo State?
2. What is the perceived school climate in secondary schools in Egor Local Government area?
3. How does Principal leadership styles influence school climate in secondary schools in Egor local government?

4. What is principal leadership style and school climate based on gender in Egor local government area?

Purpose of the Study

The purpose of the study is to:

1. Identify and characterize the dominant principal leadership styles in secondary schools within Egor Local Government Area of Edo State.

2. Assess the perceived school climate in secondary schools situated in Egor Local Government Area.

3. Examine the influence of principal leadership styles on the school climate within secondary schools in Egor Local Government.

4. Investigate potential variations in principal leadership styles and school climate based on gender within Egor Local Government Area.

Significance of the Study

This study holds significant implications for various stakeholders in the educational landscape of Egor Local Government Area, Edo State, and beyond.

The findings of this study can inform the development of targeted policies and interventions that promote effective leadership practices among school principals.

Policymakers can use the insights to create frameworks that enhance the overall school climate, contributing to a more conducive learning environment.

Principals in Egor and similar contexts can benefit from understanding the impact of their leadership styles on school climate. Insights from the study can guide leadership training programs, enabling principals to adopt practices that foster positive school cultures, ultimately improving student and teacher experiences.

Teachers play a vital role in the educational process, and a positive school climate directly influences their job satisfaction and effectiveness. Understanding the correlation between leadership styles and school climate can empower teachers to collaborate more effectively and contribute to a healthier educational environment.

A positive school climate enhances the overall well-being and learning experiences of students. Parents, as key stakeholders, will benefit from an improved understanding of how leadership styles influence the school environment, enabling them to actively engage in their children's educational journey.

This study contributes to the existing body of literature on educational leadership, specifically within the Nigerian context. Researchers and scholars interested in school climate, leadership styles, and educational development can use this study as a reference for future investigations.

Scope and Delimitation of the Study

The study will focus specifically on Egor Local Government Area in Edo State, considering the unique socio-cultural context of the region. The scope includes an in-depth examination of the leadership styles employed by school principals and their influence on the perceived school climate within secondary schools in Egor local government educational institutions.

Definition of Terms

School Climate: The overall atmosphere, relationships, and prevailing attitudes within a school community, encompassing elements such as interpersonal relationships, communication, organizational culture, and the general feeling of safety and belonging.

Leadership Styles: Different approaches or methods employed by school principals in guiding and influencing their educational institutions. Examples include transformational, transactional, autocratic, and inclusive leadership styles.

Socio-Cultural Factors: The cultural and social influences within a given community that may affect the leadership practices and dynamics within schools. This includes traditions, beliefs, and social norms unique to Egor Local Government Area.

Effective Leadership: Leadership practices that positively contribute to the overall well-being of the school community, fostering a positive and conducive learning environment.

Policy Initiatives: Systematic efforts and directives implemented by educational authorities to achieve specific objectives, such as those outlined in the Universal Basic Education Act of 2004.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The literature is reviewed under the following sub headings:

- Theoretical Frameworks
- Concept of School Climate
- Principal Leadership Styles in Educational Context
- School Climate in Secondary Schools
- Perceived School Climate in Secondary Schools in Egor
- Influence of Principal Leadership Styles on School Climate
- Gender-Based Analysis of Principal Leadership Styles and School Climate
- Theoretical Frameworks Relevant to Principal Leadership and School Climate
- Literature Review

Theoretical Frameworks

Theoretical frameworks provide a conceptual framework for understanding the relationship between principal leadership styles and school climate. One such framework is the transformational leadership theory, which posits that effective leaders inspire and motivate their followers to achieve their full potential (Bass & Riggio, 2016). According to this theory, principals who exhibit transformational leadership behaviors, such as providing intellectual stimulation and individualized support, can create a positive school

climate characterized by high levels of trust, collaboration, and innovation (Bass & Riggio, 2016; Leithwood et al., 2014).

Another relevant framework is social identity theory, which suggests that individuals' sense of identity and belongingness is shaped by their membership in social groups (Tajfel & Turner, 2019). This theory contends that principals' gender identities and perceptions of gender norms and expectations may have an impact on their leadership styles in the context of school climate. For example, male principals may adopt more directive and task-oriented leadership styles, whereas female principals may adopt more participative and relationship-oriented styles, in line with societal gender stereotypes (Eagly & Johnson, 2021; Leithwood et al., 2014).

Furthermore, ecological systems theory provides a framework for understanding how various contextual factors, including gender, interact to shape principal leadership styles and school climate (Bronfenbrenner, 2019). According to this theory, principals' leadership behaviors are influenced not only by their characteristics and beliefs but also by the larger social, cultural, and organizational contexts in which they operate. For example, principals in patriarchal societies may face more pressure to conform to traditional gender roles and adopt autocratic leadership styles, whereas principals in more egalitarian societies may have more flexibility to adopt democratic and participative styles (Bronfenbrenner, 2019; Leithwood et al., 2014).

Moreover, social cognitive theory suggests that individuals learn and develop their leadership styles through a process of observation, imitation, and reinforcement (Bandura, 2016). This theory contends that in the context of principal leadership, principals' observations of other leaders, their own prior experiences, and the feedback and rewards they receive for their leadership behaviors may all have an impact on their leadership styles. For example, if male principals observe other male leaders being rewarded for adopting directive and assertive leadership styles, they may be more likely to adopt similar styles themselves (Bandura, 1986; Leithwood et al., 2014).

In addition, the contingency theory suggests that effective leadership is contingent upon the match between the leader's style and the demands of the situation (Fiedler, 2017). According to this theory, different leadership styles may be more effective in different school climates. For example, a more directive and autocratic leadership style may be more effective in a school with high levels of discipline problems, whereas a more participative and democratic style may be more effective in a school with high levels of teacher collaboration and innovation (Fiedler, 2017; Leithwood et al., 2014).

These theoretical frameworks provide a foundation for understanding the complex relationship between principal leadership styles and school climate. By applying these frameworks, researchers can gain insights into how gender influences principals' leadership behaviors and how these behaviors, in turn, shape the school climate. Such understanding is crucial for policymakers and educational leaders in Nigeria to develop

strategies to address the gender gap in educational leadership and improve the quality of education in Nigerian schools.

Concept of School Climate

The climate of the school is one of the vital factors that determine students' perception of life and therefore how they respond to daily challenges. Fopiano and Norris (2001) and Pasi, (2001) argue that a supportive and responsive school climate foster a sense of belonging, promotes resiliency and reduce possible negative circumstances of the home environment. These scholars add that social and emotional needs are congruent with learning needs.

Therefore these needs should be addressed so as to facilitate learning. Negative circumstances at home for example, violence, overcrowding, poverty, uninformed and uninvolved parents influence students perception as well as their responses to learning objectives in school environment. Students who experience negative circumstances at home can be helped to actualize their potential by providing school climate that nature, supports and challenges them. In essence, enhancing school climate will assist pupils who are challenged socially and emotionally. In relation to the stated fact, there is need to engage the students, teachers school governing bodies (SBG'S) other members of formal leadership team and other persons who contribute towards effective school leadership has become a priority in Education policy agenda internationally, Imakpokpomwan (2016).

It plays a key role in improving school outcomes by influencing the motivations and capacities of teachers as well as school climate and environment. School climate generally reflects the extent to which the school leadership is poised towards management and governance of the school. This is indicated by the way the school leadership interacts with leaders and teachers in terms of school policing programmes & procedures (Pont, Nusches, & Moorman, 2008) for example, an open atmosphere in which school policies are designed and discussed with a gender active participation by the teachers and students, whereas a tense environment will bring about fear and indifference in school matters (Pont, Nusche & Moorman, (2008). The authors argue that students and teachers efforts to strive for excellence and indicative of the ingenuity of the school leadership in the management and governance of the school. An enabling school environment thus encourages exploration, inquisitiveness and assertiveness (Miner, 1995). He asserts that the proactive manner in which school leadership handles issues which relate to absenteeism, learners pregnancy, violence, drug abuse and idleness is essential in ensuring school success.

Imakpokpomwan (2017) notes that the problems that are brought about by students headed families, sickly students and teachers outlook of a bleak future as a result of worsening social economic situations demand that the school leadership should always be searching for solutions to crisis which contribute to be a deviant school. One way of attending to this is to provide a caring school environment in which self

expression debate and reflection are a norm rather than an exception (EGS, 2007). This is possible through the head teachers' adoption of communication strategies that enhance dialogue between the school leadership and students (Leithwood, (1990). This looks at how the school leadership through its management and governance structuring proactively deals head on with the multiplicity of problems which manifest themselves in schools.

Conclusions underline participants school leadership as ideal in ensuring positive school climate (Sagar, (1992). Thus as pont el al, (2008), noted, instead there were virtually no documented instances of troubled schools being turned around without interrelation by a powerful school leadership. Although many other factors may play a role in such turnabout, effective school leadership is the catalyst. Principals' leadership style or positive school climate promote individuals who are bonded together nature will and who are together bound to a set of shared ideas, and ideals.

Principals must strengthen their efforts toward improving connections, coherence, capacity, commitment and collaboration among their members. Steffy (1998), points out the importance of the role of the principal: - in the final analysis, researchers say, any serious look at school climate and culture should lead policy makers to a simple and challenging – conclusion, almost everything depends on leadership. Principal understands how to work with the existing culture and knows how to help it evolve into healthier one. The abstract of a study done by clabough (2005) regarding the 18 effects of male and

female leadership style on school climate indicated that males and females perceptions of principal leadership style and school climate are very similar, differing only in the amount of individual support each group perceived as coming from his/her principals. Results indicated that first year staff perceptions of both principal leadership style and school climate differ from those of more experience staff. Findings revealed a significant correlation in regard to the relationship between principal leadership style and school climate. Findings regarding the number of violence-related occurrences indicated no statistically significant correlation to either.

Various researchers have defined school climate in different ways, however there is consensus on what constitutes a school climate. Freiberg and Stein (1999) states that a school climate is the heart and soul of a school, the feature of a school that motivates pupils and teaches them to love the school and desire to be there each school day. The school climate has everything to do with the atmosphere, tone or feeling prevails in a particular school. It is brought about by the interaction between the principal and the teachers among teachers and pupils and between principals and pupils. In order to assess the relationship between leadership styles and school climate which is the focus of this study, it is logical to examine various types of school climate.

According to Schott (2012) there are six types of school climate. These are open school climate, autonomous school climate, controlled school climate, familiar school climate, closed school climate and paternal school climate. Paternal school climate

describes an energetic lively school moving to defined school goals and providing satisfaction for group members needs. The 19 principals shows compassion in satisfying the social needs of the individual teachers and students while also balancing the goal achievement of the school. School community enjoys friendly relation with each other. According to Fopiono and Norris, (2001) the distinguishing features of autonomous school climate is the freedom that the principal gives to the teachers to provide their own structures for interactions and find ways in which the teachers and the students can satisfy their needs. This climate lean more towards social needs satisfaction than the task achievements.

In controlled school climate, little attention is given to satisfaction of the individual members social needs and emphasis is laid on achievements of the school goals. Hard work is the major characteristic of controlled climate. It is over emphasized to the extent that little or no time is given to social life. Fopiano and Norris (2001), argue that, familiar school climate is the conspicuously friendly manner in which the principal, teachers and students interact. The teachers and the students social needs satisfaction are extremely high while little is done to control or direct the group activities towards achievements of school goals.

Familiar climate depicts a laissez- faire atmosphere. The principal is concerned about maintaining friendly atmosphere at the exence of task accomplishment. The familiarity between the principal and teachers is so much that the school work suffers

(Silver 1983). Closed school climate is characterised by high degree of apathy on the part both the principal and the teachers. The principal is a roof and impersonal and controlling the activities of the teachers. The group achievement is minimal, 20 the teachers morale is low, and the school goals are rarely achieved. Hoy and Sobo (1988), argue that paternal climate depicts an atmosphere where the principal is very hardworking, but has no effect on the staff, to them hardwork is not a popular term. There is a degree of closeness between the principals and teachers, but the principals expectation from the teachers is rather impractical.

According to Barker, (2007) students are more likely to thrive when they are in school environment to which they feel they belong and are more comfortable, a school environment in which they feel appreciated by teachers. My adolescents join gangs to satisfy this needs for connectedness and a sence of identity related to this feeling of belonging the importance of helping each student to feel welcome, thereby reducing the feeling of alienation and disconnectedness. Paisey (2007) observes that schools have become important in the lives of students especially those who face negative circumstances at home.

Thus, the school should be safe and positive place which is conducive to learning, fosters positive relationships and helps students to prepare for future challenges. He adds that the school climate significantly influences the way students feel about education. A school's climate can have a positive effect on students or it can have a barrier to learning.

That is, it can either hinder or facilitate the realization of students' potentials. According to Freiberg and Stein (1999), there are types of school climate. These are open school climate, autonomous school climate controlled school climate, familiar school climate, closed school climate and paternal school climate. Open school climate describes an energetic lively school moving to defined school goals and providing satisfaction for group members needs. The principal shows compassion in satisfying the school needs of the individual teachers and students while also balancing the goal achievement of the school.

School community enjoys friendly relation with each other. The distinguishing feature of autonomous school climate is the freedom that the principal gives to the teachers to provide their own structures for interactions and find ways in which the teachers and the students can satisfy their social needs. This climate leans more towards social needs satisfaction than the task achievement. In controlled school climate little attention is given to satisfaction of the individual members social needs and emphasis is laid on achievement of the school goals. Hard work is the major characteristic of controlled climate. Even though the principal does not model commitment. Hard work is over emphasized to the extent that little or no time is given to social life. Nonetheless, teachers are committed to their work and spend considerable time to interact with one another, pupils are also hardworking but are given little time for participation in extra-curricular activities.

The head teacher often employs a direct approach, keeps his/her distance from teachers, pupils and parents are not encouraged to visit school with their children's problems as the time on such matters could be used on something worthwhile (Silver 1983:184 – 18; Halpin 1966: 177). 22 Familiar school climate is the conspicuously friendly manner in which the principal and teachers interact. The teachers and the students social needs satisfaction are extremely high while little is done to control or direct the group activities towards achievement of school goals. Familiar climate depicts a laissez –faire atmosphere.

The principal is concerned about maintaining friendly atmosphere at the expense of task accomplishment. Thus a considerable percentage of teachers are not committed to their primary assignment. Some who are committed resent the way the principal runs the school. They do not share some views with the principal and their colleagues. As a result those who are not committed form a clique because they are of the same attitude, they become friends. Most students do not take their studies seriously and some of them give flimsy excuses to be out of class or absent from school. Most parents are not involved in their children's education, they are not keen to find out what their children do or do not do in school. They do not think it is important to attend parent, teachers meetings.

The familiarity between the principal and teachers is so much that the school work suffers (Silver 1983:186; Halpin 1966: 178 – 179). Closed school climate is characterized by high degree of apathy on the part both the principal and the teachers.

The principal is a roof and impersonal and controlling the activities of the teachers. The group achievement is minimal, the teacher's morale is low group achievement is minimal and the school goals are rarely achieved. This type of school climate is repressive. Hoy and Sabo (1998:129) assert that closed climate represents the antithesis of the open climate. The main characteristic of this type of climate identified by Halpin 23 (1966:180-181) is lack of commitment and or unproductive (high disengagement). There is no commitment especially on the part of the principal and teachers. There is no emphasis on task accomplishment rather the principal stresses routine, trivial and unnecessary paper work to which teachers minimally responds.

The principal is rigid and controlling (high directiveness) he/she is inconsiderate, unsupportive and unresponsive (low supportiveness). Consistently, most teachers are frustrated and ineffective. Hoy and Sabo (1998:129) adds that in closed school climate there is lack of respect for the principal not only that the teachers lack respect for the principal. Not only that the teachers lack respect for the office but are also suspicious of each other, the school authority and even the pupils, teachers are intolerant and divided thus, there is social tension in the school. Hoy and Tarters (1997:54) findings established the above characteristics of a closed/unhealthy organizational climate as enumerated by Halpin. In this kind of atmosphere, it would be illogical to either expect the pupils to achieve high academic standard or have positive attitude towards the school and each

other simply because there is no example to be emulated. School climate types range on a continuum from open to closed climate.

In view of the characteristics of each of the above organizational climates of schools as described by Halpin (1966: 174-181), the first and the last types (open and closed), are the two extremes. Thus they are opposites, each dimension in an open climate is positive, contributing to a goal-driven learning environment, while dimension in a closed climate is negative, contributing to a confused, unproductive atmosphere for instance, in an open climate the principal is flexible and gives his/her teachers freedom to function without close scrutiny, which encourages them to put into use their creative talents and put in their best whereas in a closed climate the principal is rigid, controlling and closely scrutinizes his/her teachers. In this situation, a considerable number of teachers are resentful and uncommitted; they show no interest in their job and simply put in minimum effort in performing task given, just for the purpose of earning a living.

Similar contrast is seen in autonomous and paternal climate; the general impression in an autonomous climate is that it is a person oriented as opposed to the task oriented that characterizes a paternal climate. Controlled and familiar climate are similar to paternal climate. Paternal climate depicts an atmosphere where the principal is very hard working but has no effect on the staff, to them hardwork is not a popular term. There is a degree of closeness between the principal and the teachers, but the principal expectation from teachers is rather impractical. All the same, he/she is considerable and

energetic, but his / her leadership approach is benevolently autocratic. As a result, most teachers, students and parents prefer to maintain distance from the principal. Often students cannot express their difficulties or problems with boldness and parents visit the school only when it is absolutely necessary (costly & Todd 1987:562), like (PTA) is meeting. No school falls rigidly on any type of the school climate there is bound to be overlapping between different types of school climates. Sashkin and Sashkin (2003:8) maintain that leadership matters uncertainly in organizations or society. 25 Leaders take constructive acts to achieve long-term goal and provide clear positive reasons for their actions, goals and accomplishments.

In essence, leaders add clarity and direction to life and make life more meaningful. These scholars say that leadership matters because effective leaders make a difference in people's lives, they empower followers and teach them how to make meaning by taking appropriate actions that can facilitate change. Schermerhorn et al (2000: 287) maintain that leadership is the heart of any organization because it determines the success or failure of the organization. Thus the study of leadership in organizations is closely tied to the analysis of organization such as school, the importance of leadership is reflected in every aspect of the school; instructional practices academic achievement, students' discipline, school climate etc. for instance, the social policy research association findings (Soukamneth, 2004: 15-17) on how leaders create circumstances for positive inter-group relations and caring and safe environment indicate that strong leadership is of great

importance. The principal in the schools studied were able to prevent disrupt behavior by promoting positive intergroup relations using different approaches to create a safe and caring environment. In essence, the principal as a leaders needs leadership skills to reduce racial tensions among students that lead to negative social behavior and attitudes.

The findings of Quinn's (2002: 460 – 461) study on the relationship between principal's leadership behavior and instructional practices supports the notion that leadership is crucial in creating a school that value and continually strives to achieve exceptional education for pupils.

Similarly waters, Marzona and Mc Nulty is (2004:50) research findings indicate that principals effective leadership can significantly boost pupils achievement. The employees perceive the manager as an inconsiderate leader who is only concerned about completion of tasks. Employees see him/her as a leader who does not consider employee cooperation as a crucial issue in the organization. Even though there is little upward communication within the organization, suggestions from employees are disregarded by the manager because of lack of trust. Downward communication is characterized with suspicion. Thus, employees distort the messages, instructions and circulars. This is because employees believe that the communication is serving only the interest of the managers (Hersey, Zigarmy & Zigarmy 1987: 12-16).

Team work does not exist; teachers are used to achieve goals. They have no say in how they should perform their work and they are expected to work hard to achieve the goals set by the managers. Even though teachers overtly accept their responsibilities because of fear, they resist covertly. As a result, employees disregard the process in a subtle way by giving excuses when they have to carry out their duties.

Teachers are dissatisfied with their work and this leads to informal grouping for the purpose of opposing the goals of the school (Hersey & Blanchard 1993: 105). Mn Lean et al (2006) warns against this type of leadership behavior as managers of successful organizations emphasize consultation, teamwork and participation. 2.4.12 system II authoritative – benevolent even though the manager is authoritative, he/she make a bulk of decisions within a prescribed framework. Rewards or punishment are used to motivate the 27 workers. Employee management interaction is characterized with fear, caution and pretence. Thus, employees' motivations is very low and they are dissatisfied with their job (Hersey & Blanchard 1993). Workers attribute success to the manager. The manager has complete confidence and trust in the employees. Thus, the workers are involved in the management of the organization. The workers are highly motivated by their involvement in the setting of goals, improving methods and appraising progress towards goals. There is good employee – management relationship and the workers see themselves as part of the organization by exhibiting a high degree of responsibility and commitment (Hersey, Blanchard & Johnson 1996).

The employee work together as a team, this is because the manager creates a situation where everybody participates fully in the activities of the organization. Everybody strives to make the organization a better place to work in. communication flows to and from the hierarchy and also among colleagues. This is because the subordinates are well involved in decision making. The managers behavior include coaching team members, negotiating their demands and collaborating with others. The manager still assumes the responsibility of whatever decision that is taken. Informal grouping exists which works to the achievement of the organization goals (Hersey, Blanchard & Johnson 1996).

Conclusively, Likerts management model is mainly based on management activities form the framework for defining the four managerial systems from which four management styles are derived. In other words, Likerts proposition is that a manger is categorized as authoritative – coercive, authoritative-benevolent, consultative or participative based on how he/she makes decisions, communicates, organizes and carries out other management tasks, and the amount of involvement he/she allows from group members in the decision-making process.

Of all the above management styles, the participative style is probably the one that can affect an organization's climate positively. Finding from Goleman et al (2002) indicate that the authoritative – coercive management style is the least effective in most situations because followers become emotionally cold from intimidation and therefore,

the climate is affected negatively. However, these scholars suggest that the style is effective during emergency or when all else has failed especially when dealing with problem employees; otherwise, it should not be used in isolation, but should be used with other styles in the interest of building commitment and team spirit.

Principal Leadership Styles in Educational Context

Leadership in education like every other organisation is pivotal to the success or failure of the group goals. When two or more persons have a task to accomplish there is a need for leadership to direct actions toward attainment of objectives. The principal is the leader or chief executive of a secondary school. He leads the team in implementing educational policies in the secondary level of education. The secondary school, according to the National Policy on Education is the educational institution that is the bridge between the primary and tertiary education. There are many forms of leadership styles in the literature. Some classified them as democratic, authoritative or laissez faire leadership styles. Some classified leadership styles into transformational or transactional leadership. Yet, others could see them as idiographic, nomothetic or transactional leadership styles. No matter the nomenclature, there are generally three sides to which leadership styles could tint toward. They are democratic or participatory, autocratic or dictatorial and the laissez faire leadership styles.

The principal being the secondary school manager could adopt any of them as the situation demands to run an effective administration. Personal characteristics of principals and their adopted leadership style are very germane to the success or otherwise of the group goals. Hence, Ijeoma (2005) believed that the leader is one who can get things done by enlisting the efforts of others. She believed that leadership involves the use of influence as distinct from forcible domination or coercion.

The principal is the Chief Executive officer of the secondary school hence the success or otherwise of administrative and instructional achievements rest on his shoulder. He/she galvanises the available resources to provide the direction to which their energies should be channelled in order to achieve set goals. Pardosi and Utari (2022) defines principal leadership as the principal's effort to influence, encourage, guide, and direct teachers, staff, students, parents, and other related individuals to work together in achieving set goals.

All human resources of the school matters to the principal hence he motivates student, teaching and nonteaching workforce as well as community toward attainment of the school goals. Akpa (2002) asserted the expected qualities of the 21 century principals viz; 27 Having very clear and informed visions of what they want their schools to become-vision that focuses primarily on students and their needs; Translating these visions into goals for their schools and expectations for the teachers, students and administrations; Establishing a school climate that supports and encourages progress

toward achieving these goals and expectations; Continuously monitoring progress and Intervening in a supportive or corrective manner, when and where necessary, such that optimal teaching and learning perpetually remain the goal. These certainly call for professional leadership of the school. Leadership involves the use of influence or power to elicit the co-operation of subordinates in achieving group goals. Scholars have discussed various forms of leadership style. Ijeoma (2005), Edobor (2006), Peretomode (2012) Imakpokpomwan (2015), and Ejiogu and Ogonor (2014) discussed different leadership styles that could be explored for the administration of the schools.

This study is anchored on the Fiedler's situation contingency leadership theory. Fielder (1967) assumed that leadership is composed from the experience one has and the situation one finds one self. He believes that good leadership results in team work and the ability to move subordinates along with well-defined task to the attainment of set goals. The school is such a place that individual efforts can hardly lead to the attainment of group goals. It is like a football team that thrives on team collaboration and cooperation of individuals and departments toward set target. Ijeoma (2004) discussed three leadership styles in the form of nomothetic, idiographic and transactional leadership.

The nomothetic leadership style emphasises organisational rules and regulations in order to achieve goals. It is more concerned with production. Idiographic leadership on the other hand is more concerned with people rather than production while transactional leadership style tends to balance social relations among workers and environmental

influence on productivity. It advocates for production while meeting workers needs and challenges. Thus, leadership styles adopted could influence the attainment of set goals. Ejiogu and Ogonor (2014) handled leadership style through the path-goal leadership theory as applied to the school setting. The theory identifies four specific kinds of leadership styles viz; directive, supportive, participative and achievement-oriented leadership styles. The Directive leadership believes that the leader should provide guidelines, details of what subordinates should or should not do, set performance level or standards, ensures rules are strictly followed and punishment given for infractions. Here, subordinates participation is not welcome in making decisions. The supportive leadership believes that subordinate should be supported with their needs to achieve the group goals. Principals employing the supportive leadership style give all needed support in terms of advice, counsel, mentorship, guidance, coaching etc so that school targets are realised. Participative leadership expects to consult subordinates before decisions are taken. He respects their ideas and takes them into consideration when arriving at decisions.

Achievement oriented leadership is poised towards goal attainment no matter what. Under achievement oriented leadership style goals should be challenging hence principals employing them set such and expects that they should be attained. Pardosi and Utari (2022) viewed leadership as people-focused leadership orientation and task-focused leadership orientation. Edobor (2006) discussed leadership style in terms of principal's attitudinal behavioural tendencies such as democratic, autocratic, laissez-faire and

democratic manipulator. Democratic leadership practice provides liberty for all to cooperate in the spirit of fairness toward goal attainment. On the other hand, autocratic leadership style tends to be more coercive in eliciting workers contribution toward goal attainment.

The laissez-faire leadership style is one that is more or less not concerned with whatever approach any of the teacher wishes to employ toward group attainment. The democratic manipulator hides under democratic tendencies to manipulate workers in order to achieve his goals. Even though democratic tendencies has become fashionable in modern society, the democratic manipulator may only hide under the guise of committee to appoint people of like minds in other to achieve his aims through manipulating the process to achieve his goal. The Nigerian society is still replete with autocratic behavioural tendencies probably because of her colonial experience and military incursion into Nigerian political terrain which has permeated all social sector of the society.

Waters (2013) in her examination of leadership styles felt that it could be transformational or transactional. Transformational leadership as applied to the school provides a platform for both the Principal and the teachers to perform their jobs by encouraging one another to attain greater heights. Waters (2013) considers Transformational leaders to have high ethical and moral values and can motivate, influence and encourage people to work together.

Transactional leadership style on the other hand is effective in completing specific tasks by managing each people individually, little room can be left for group decision making and at times such leadership style could be viewed as controlling, bossing and dictatorial. Whatever angle with which one looks at leadership style, what is clear is that some persons want collaboration and motivation for the whole group to succeed together as we found in democratic, participative, supportive and transformational leadership style.

On the other hand, a principal may be applying elements of coercion in dictating the tune while the others are expected to follow accordingly as found in nomothetic, autocratic, directive and transactional leadership style. Principals must weigh the goals, the teachers, and the environmental imperatives before arriving at the most suitable leadership style to adopt. In any case, whatever leadership style a principal adopts is not mutually exclusive of any other leadership style. Time and events influence the leadership style that could work best.

Leadership behaviour depends on the personal and professional dispositions of the principal, his staff and the situation they operate in. For example, in Edo State, public secondary schools Principals most often are not part of teacher recruitment, hiring, promotion processes and the like. The Ministry of Education or its agency; the Post Primary Education Board takes major decisions about the teaching personnel functions thereby limiting the principal personnel functions. Even then, 'leadership also depends

very much on the personal characteristics of the leader, the nature of the task and the character of the social context in which leadership is to be exercised' (Peretomode 2012).

Audu and Oliha (2008) studied the relationship between principal leadership on teachers morale and students academic achievement in Oredo Local Government Area of Edo State, Nigeria. They adopted the descriptive survey design in which 200 subjects were randomly sampled. They used internal examination from which three core subjects; 2 English language, Mathematics and Biology were sampled for academic achievement analysis. With a calculated X^2 49.48 and critical X^2 of 5.99 at 0.05 alpha level, they found significant relationship between principal leadership style and students academic achievement. Hence, the study found majority of respondents opined that their principals are autocratic. Pedroso, Siason and Tangco-Siason (2022), studied the subject matter in Philippines during the covid 19 pandemics era. It was a qualitative study. The study concluded that the Principal has the professional responsibility and operational accountability of leading the school stake-holders to safety during and after the pandemics and they were not found wanting. Saleem, Aslam, Yin, and Rao (2020) studied Principal leadership in China using the path-goal, directive, supportive, achievement-oriented and participative leadership styles. They found that the directive leadership style had a significant effect on teacher job performance in sampled schools. On the contrary, middle management did not find the participative leadership style as a significant predictor of teacher job performance. They explained that the result was not

unexpected in a non-western setting where the research took place. Omekeand Onah (2012) studied the influence of principals' leadership styles in teachers' job satisfaction in Nsukka education zone of Enugu State, Nigeria. They found the principals adopted predominantly autocratic leadership style. Though autocratic and laissez faire leadership styles have a negative influence on the job satisfaction of both the male and female teachers. Atasoy (2020) investigated the relationship between school Principals' leadership styles, school culture and organisational change in North Cyprus. Data collected from randomly selected 382 teachers were analysed using Pearson correlation, regression and path analysis. He found that school Principals exhibited transformational leadership style characteristics.

The research established that teachers perceived their school culture as strong while transformational leadership style of the Principals strengthened organisational change process. Adegbesan (2012) studied the phenomenon in Abeokuta South Local Government Area of Ogun State and found that principals are autocratic in their leadership disposition. The study also found that there was a significant relationship between the principal style of leadership and the teaching/learning atmosphere among teachers and students. Udegbunname, Ukuhor, Mbanugo, and Anigbogu. (2020) investigation was in Awka education zone of Anambra State, Nigeria. They conducted a descriptive survey and established negative relationship between principals

transformational leadership style and productivity of business studies teachers in secondary schools in the zone.

On the contrary, they found a positive relationship between transactional leadership style and productivity of business studies teachers in secondary schools. It was recommended that Principals should adopt a transactional leadership style rather than transformational leadership style to enhance business studies teachers' motivation consistently.

Adeyemi (2010) focused on Ondo state of Nigeria where principal's leadership styles were investigated. The research found that democratic leadership style was predominant in the administration of secondary schools in her area of coverage. It was however revealed that Teachers' job performance was found to be better in schools having principals using autocratic leadership style than in schools having principals using democratic or Laissez-faire leadership styles. She recommended that a mixture of autocratic and democratic leadership style should be adopted in managing the secondary schools.

Waters (2013) studied leadership styles and job satisfaction in the primary schools in Australia. Participants perceived that their principals employ more of transformational than transactional leadership style on the one hand and that they

(teachers) were satisfied on their jobs. The finding suggests that teachers' perception of principals leadership styles are significantly related to teacher job satisfaction.

Adebowale (2020), focused on principal's leadership style and teachers motivation as correlates of classroom effectiveness in Ekiti State, Nigeria. He found that principal leadership style influences teacher effectiveness. Parveen, Tran, Kumar and Shah (2020) investigated impact of principal leadership styles on teachers job performance in Faisalabad city, Punjab Pakistan. They found that most Principals sampled utilized the autocratic leadership style while few explored the democratic leadership style to get the teachers accomplish set goals.

The study found a strong and positive correlation between the Principal autocratic leadership style and teacher job performance in Faisalabad City. Umezulike (2003) found in a study that Nigeria was more of an autocratic than democratic governance. However, democratic practices have been uninterrupted by the military in the country since October 1999 (over two decades). Perhaps, this could also be influencing the leadership style toward democratic tendencies. Chen, Ning and Bos (2022) compared the relationship between principal leadership style and student achievement in Germany and China. They found significant differences between leadership styles adopted in Germany and China.

According to them, principals in Germany explored transformational, instructional and integrated leadership styles while in China; they explored

transformational and instructional leadership style to drive their schools for set goal attainment. The study established also that 'compared with Germany, transformational and instructional leadership tend to greatly contribute to student achievement in China' (Chen, Ning and Bos 2022:13).

Leadership and leadership styles can be influenced by contextual features of regional and educational systems. The advent of covid-19 impacted on education in many ways. With school closures during the era, online lesson delivery gained momentum in conventional schools. Moser, Wei and Brenner (2020) reported that to mitigate transmission of covid-19, rapid changes in instructional delivery moved from in-person to remote instruction. Zhao and Watterson (2021) agree that covid-19 has impacted on instructional delivery in synchronous and asynchronous learning .During the lockdown in Nigeria, governments made efforts to reach pupils/students with on-line instructional delivery (Nnaike 2020).Certainly, some of the lessons gained on instructional delivery during the lockdown may influence the post-covid 19 instructional delivery.

School Climate in Secondary Schools

To provide an overview of secondary schools in Egor Local Government Area, it is important to understand the context and factors that contribute to the functioning of these schools. According to the life cycle theory of leadership, schools go through various stages of development and change over time (Spillane, Halverson, & Diamond,

2016). This theory suggests that leadership practices and strategies should align with the specific needs and challenges faced by schools at different stages of their life cycle.

Leithwood, Harris, and Hopkins (2014) published a study in which they made seven unambiguous claims about effective school leadership. These claims highlight the importance of effective leadership in improving student outcomes and creating positive school climates. One of the claims states that "leadership is second only to classroom instruction as an influence on student learning" (Leithwood et al., 2014). This emphasizes the significant role that school leaders play in shaping the overall educational experience of students.

Understanding the concept of school climate is crucial in analyzing the overall environment and culture of secondary schools. School climate refers to the quality and character of school life, including the relationships between students, teachers, and administrators, as well as the physical and emotional safety of the school (National School Climate Center, 2015). It encompasses factors such as student engagement, a sense of belonging, and school safety.

Research has shown that a positive school climate is associated with various positive outcomes for students, including higher academic achievement, increased motivation, and improved mental health (Thapa, Cohen, Guffey, & Higgins-D'Alessandro,

2013). Conversely, a negative school climate can lead to lower student engagement, higher rates of bullying, and increased dropout rates.

To further explore the concept of school climate in secondary schools, it is important to examine various dimensions and factors that contribute to it. These include the role of school leadership, teacher-student relationships, disciplinary practices, and the overall school culture. By understanding these factors and their impact on school climate, educators and administrators can work towards creating a positive and supportive environment for all students.

In conclusion, an overview of secondary schools in the Egor Local Government Area should consider the life cycle theory of leadership and the claims made about successful school leadership. Additionally, an understanding of school climate and its various dimensions is essential in analyzing the overall environment and culture of secondary schools. By examining these factors, educators and administrators can strive towards creating a positive and conducive learning environment for students in the Egor Local Government Area.

Perceived School Climate in Secondary Schools in Egor

In Nigeria, the Egor Local Government Area has witnessed an increasing focus on improving the quality of education in secondary schools. One crucial aspect that contributes to the overall success of schools is the perceived school climate. The school

climate refers to the overall atmosphere and environment within a school, including the relationships between students, teachers, and administrators, as well as the overall level of safety and support provided.

Adeyemi and Adeyemi's research (2019) examined the perceived school climate in secondary schools in the Egor Local Government Area. The study aimed to explore the factors that influence the perception of school climate among students, teachers, and administrators. The findings of the study shed light on the importance of a positive school climate in promoting academic success and overall well-being among students.

According to the study, a positive school climate is characterized by a sense of belongingness, respect, and support among all members of the school community. When students feel valued and respected, they are more likely to engage in learning activities and develop positive relationships with their peers and teachers. Similarly, when teachers and administrators feel supported and empowered, they are more likely to be motivated and satisfied with their jobs, leading to improved student outcomes.

One key finding from the study was the role of effective leadership styles in shaping the school climate. Principals who adopt leadership styles that promote collaboration, empowerment, and positive relationships were found to have a significant impact on the perceived school climate. When principals foster a sense of collaboration

and empower teachers to make decisions, it creates a positive and conducive learning environment for students.

Furthermore, the study highlighted the importance of addressing any issues related to safety and discipline within schools. Students and teachers reported that a safe and orderly environment is crucial for effective teaching and learning. When students feel safe and supported, they are more likely to actively participate in classroom activities and achieve better academic outcomes.

In conclusion, the perceived school climate plays a vital role in shaping the overall educational experience for students in the Egor Local Government Area. By understanding and implementing the findings of research on school climate, educators and administrators can work towards creating a positive and conducive learning environment for students. This, in turn, will contribute to improved student achievement and overall well-being.

Influence of Principal Leadership Styles on School Climate

Principal leadership styles have a significant impact on the school climate and the overall educational experience for students. Research has shown that the leadership style of the principal can greatly influence the atmosphere and culture within the school (Hallinger & Heck, 2018). Different leadership styles, such as transformational, transactional, and laissez-faire, have been found to have varying effects on the school

climate (Leithwood et al., 2014). A transformational leadership style focuses on inspiring and motivating others to achieve their full potential. Principals who adopt this style create a positive and supportive environment where teachers and students feel valued and encouraged to excel (Bass & Riggio, 2016). This type of leadership has been associated with higher levels of student engagement and academic achievement (Leithwood et al., 2014).

Transactional leadership style, on the other hand, emphasizes the exchange of rewards and punishments for performance. Principals who adopt this style set clear expectations and provide rewards for meeting them, while also intervening and applying consequences for underperformance (Bass & Riggio, 2016). This style can create a structured and disciplined school climate, but it may also lead to a focus on compliance rather than creativity and innovation (Leithwood et al., 2014).

Laissez-faire leadership is characterized by a hands-off approach where principals provide minimal guidance and supervision. This style can result in a lack of direction and accountability, leading to a disorganized and chaotic school climate (Hallinger & Heck, 2018). Students and teachers may feel unsupported and disengaged, which can negatively impact their overall educational experience.

Principals need to consider the impact of their leadership style on the school climate and make intentional efforts to create a positive and nurturing environment. By

adopting a transformational leadership style, principals can inspire and empower their staff and students to strive for excellence (Leithwood et al., 2014). This can lead to improved student outcomes, greater teacher satisfaction, and a more positive school culture (Hallinger & Heck, 2018).

The leadership style of the principal plays a critical role in shaping the school climate and the overall educational experience. Different leadership styles have varying effects on the atmosphere and culture within the school. Adopting a transformational leadership style can create a positive and supportive environment, while transactional and laissez-faire styles may have limitations in promoting student engagement and achievement. Principals should be aware of the impact of their leadership style and strive to create a nurturing and empowering environment for their staff and students.

Transformational leadership, characterized by inspirational and visionary leadership, has been found to have a positive impact on the school climate (Leithwood et al., 2014). Principals who exhibit transformational leadership qualities can motivate and inspire their staff and create a positive and supportive environment for students. This leadership style has been associated with higher levels of teacher job satisfaction and student achievement (Leithwood et al., 2014).

On the other hand, transactional leadership, which focuses on rewards and punishments, has been found to have a more neutral or even negative impact on the

school climate (Leithwood et al., 2014). Principals who rely heavily on transactional leadership may create a climate of compliance and may not foster a sense of autonomy and collaboration among teachers and students.

Laissez-faire leadership, characterized by a lack of involvement and direction from the principal, has been found to hurt the school climate (Leithwood et al., 2014). In schools where the principal exhibits laissez-faire leadership, there may be a lack of accountability and a sense of disorganization, which can negatively affect both teachers and students.

Principals need to be aware of their leadership style and its potential impact on the school climate. By adopting a transformational leadership style, principals can create a positive and supportive environment that promotes student engagement and achievement. This can be achieved through effective communication, collaboration, and the establishment of a shared vision and goals (Leithwood et al., 2014). Additionally, principals should strive to provide ongoing professional development and support for their teachers, as well as create opportunities for student voice and involvement in decision-making processes (Leithwood et al., 2014).

In conclusion, the leadership style of the principal has a significant influence on the school climate. By adopting a transformational leadership style and creating a positive and supportive environment, principals can contribute to improved student

achievement and overall well-being. However, principals need to be aware of the potential negative impact of transactional or laissez-faire leadership styles and strive to create a climate that promotes collaboration, autonomy, and accountability.

Gender-Based Analysis of Principal Leadership Styles and School Climate

Firstly, it is important to understand what gender-based analysis (GBA) means. According to the United Nations Development Programme (UNDP, 2016), gender-based analysis is "a tool to identify and understand the differences between women and men in terms of their needs, experiences, and opportunities." In other words, it is an approach that recognizes that men and women have different experiences and that policies and programs should take these differences into account.

In the context of school leadership, GBA can be used to analyze the impact of gender on principal leadership styles and school climate. Nigeria, like many other countries, has a gender gap in educational leadership. According to a report by the United Nations Educational, Scientific, and Cultural Organization (UNESCO, 2018), only 18% of secondary school principals in Nigeria are women. This gender gap can have an impact on the leadership styles and school climate in Nigerian schools.

Research has shown that women in leadership positions often bring different qualities and approaches to their roles compared to their male counterparts. For example, studies have found that women tend to be more collaborative, inclusive, and empathetic in their

leadership styles. These qualities can contribute to a more positive and nurturing school climate, which is crucial for student success. However, the underrepresentation of women in educational leadership in Nigeria poses a significant challenge to achieving such outcomes. The lack of female principals means that there may be a limited range of leadership styles and perspectives in Nigerian schools, potentially hindering the development of a diverse and inclusive educational environment.

A study by Eze and Okoro (2018) found that female principals in Nigeria tend to have a more transformational leadership style, which focuses on inspiring and motivating staff, while male principals tend to have a more transactional leadership style, which focuses on rewards and punishments. This difference in leadership style can have an impact on the school climate, as the transformational style is associated with a more positive school climate. A positive school climate is characterized by a sense of trust, collaboration, and support among staff and students. Female principals who adopt a transformational leadership style are more likely to foster these positive relationships, creating a nurturing and inclusive environment. On the other hand, male principals who utilize a transactional leadership style may inadvertently contribute to a more authoritarian and rigid climate, where rules and consequences take precedence over fostering relationships. Ultimately, the leadership style of principals plays a crucial role in shaping the overall school climate in Nigerian schools.

Furthermore, research has shown that school climate is an important factor in student achievement. A study by Adeyemo and Adeyemo (2013) found that a positive school climate was associated with higher student achievement in Nigerian secondary schools. Therefore, it is important to understand how gender affects school climate through principal leadership styles.

In conclusion, gender-based analysis of principal leadership styles and school climate is an important topic that requires further research in Nigeria. By understanding how gender affects leadership styles and school climate, policymakers can develop strategies to address the gender gap in educational leadership and improve the quality of education in Nigerian schools.

Summary of Literature Review

Leadership styles in education are crucial for school management, with transformational and instructional leadership being particularly effective in Nigerian schools. Transformational leaders inspire and motivate their followers by creating a shared vision and setting high expectations, leading to improved student outcomes. Instructional leadership focuses on curriculum development, teacher training, and classroom observations, improving teaching and learning by providing guidance and support to teachers. Other leadership styles, such as democratic, laissez-faire, and transactional leadership, have their own characteristics and impacts on the school

community, influencing teacher motivation, student engagement, and overall school performance.

School climate, which includes relationships between staff and students, physical environment, and safety, also plays a critical role in shaping the school climate. A positive school climate is associated with higher academic achievement, increased motivation, and improved mental health, while a negative one can lead to lower student engagement, higher rates of bullying, and increased dropout rates.

Existing studies on principal leadership styles in the Egor Local Government Area have shown that various styles adopted by school principals can significantly impact the overall effectiveness of the school and the academic outcomes of students. Transformational leadership, characterized by high levels of trust, collaboration, and support among staff members, is more likely to create a positive school climate characterized by increased student engagement, motivation, and academic achievement. Distributed leadership, where principals share leadership responsibilities with teachers and other staff members, has been found to have higher levels of student achievement.

Gender-based analysis (GBA) can be used to analyze the impact of gender on principal leadership styles and school climate. In Nigeria, only 18% of secondary school principals are women, and research shows that women tend to be more collaborative, inclusive, and empathetic in their leadership roles, which can contribute to a more

positive and nurturing school climate. Understanding how gender affects school climate through principal leadership styles is crucial for policymakers to develop strategies to address the gender gap in educational leadership and improve the quality of education in Nigeria.

CHAPTER THREE

METHODOLOGY

The chapter discusses the methods and procedures used in this study. They include the following; Research Design, Population of the study, Sample and sampling technique, Research instrument, Validity of the Instrument, Reliability of the instrument, Method of Data Collection, Method of Data Analysis

Research Design

The survey research design was adopted because surveys serve as an instrument that can provide information on the perspective of a collective or group of people on a particular subject matter.

The survey research design is interested in the accurate assessment of the characteristic of the entire population through the study of a sample considered to be representative of the population.

Population of the Study

The population of the study consisted of all school principals in Egor local government area both senior and junior principals with the total number 30 principals.

Sample and Sampling Technique

The sample for this study consisted of 30 principals from the 30 secondary schools in

Egor local government area of Edo state. The size was used because of the small number of Principal

Research Instrument

The instrument for the study is a questionnaire of 16 items used to elicit information from respondents. The questionnaire was divided into two sections. Section A, covers the demographic background of the respondents while Section B, will consist of items related to the research questions.

Validity of the Instrument

The Instrument was validated by the researcher's supervisor and two other experts in the department of Educational Management. Their corrections and criticisms were used in drafting the final document.

Reliability of the Instrument

The test retest method of reliability was use for the study. Firstly, the instrument was administered to 16 respondents who are not part of the study and after 2 week, the instrument was again re-administered to the same respondents. Their score will be collated using the Pearson product Moment Correlation coefficient.

Method of Data Collection

The instrument was administered by the researcher with the aid of two research assistants

after a careful explanation of the objective of the study. The instrument was retrieved immediately upon completion to ensure 100% return rate.

Method of Data Analysis

The data collected was properly organized and tabulated. The responses were statistically analyzed by the use of percentage

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter is concerned with the presentation of data analysis, interpretation of results and discussion of findings.

Analysis of Demographic Data

RQ1:

Table I: What are the dominant principal leadership styles in the secondary school in Egor Local government area of Edo State?

S/N	ITEMS	YES	%	NO	%	REMARK
1	Transformational Leadership	19	63.33%	11	36.67%	Positive
2	Democratic Leadership	25	83.33%	5	16.67%	Positive
3	Authoritarian Leadership	27	90%	3	10%	Positive
4	Laissez-Faire Leadership	17	57%	13	43.3%	positive

Source field 2024

This table presents the results of a survey conducted to determine the dominant principal leadership styles in secondary schools in the Egor Local Government Area of Edo State. The table includes four principal leadership styles: Transformational Leadership, Democratic Leadership, Authoritarian Leadership, and Laissez-Faire Leadership.

Regarding Transformational Leadership, 63.33% of respondents perceive this leadership style as dominant, while 36.67% do not. The remark suggests that the dominance of this

style is viewed positively. As for Democratic Leadership, 83.33% of respondents perceive this leadership style as dominant, while only 16.67% do not. The dominance of this style is also viewed positively.

Regarding Authoritarian Leadership about 90% of respondents perceive this leadership style as dominant, while only 10% do not. The dominance of this style is viewed positively.

Lastly on Laissez-Faire Leadership, 57% of respondents perceive this leadership style as dominant, while 43.3% do not.

RQ2:**Table 2: What is the perceived school climate in secondary schools in Egor Local Government area?**

S/N	ITEMS	Yes	%	No	%	
1	There's a sense of belonging and acceptance among students and staff.	17	56.67%	13	43.33	positive
2	While there are pockets of positivity and collaboration, there's also a lack of consistency in terms of discipline and direction	9	30%	21	70%	negative
3	The school climate is characterized by a strong support system for students and staff alike	27	90%	3	10%	positive
4	The school climate is highly structured, with a focus on discipline and order. While this may create a sense of security for some, it could also stifle creativity and innovation.	20	66.67%	10	33.33 %	positive

Source field 2024

This table presents the results of a survey aimed at understanding the perceived school climate in secondary schools within the Egor Local Government area. The table contains four items that reflect different aspects of the school climate, along with responses indicating whether respondents agree ("Yes") or disagree ("No") with each item, as well as the corresponding percentages.

When asked about Sense of Belonging and Acceptance, about 56.67% of respondents agree that there is a sense of belonging and acceptance among students and staff, while 43.33% disagree. The overall perception of this aspect is positive.

Regarding Consistency in Discipline and Direction, Only 30% of respondents agree that there is consistency in terms of discipline and direction, while 70% disagree. The overall perception of this aspect is negative.

Regarding Strong Support System, 90% of respondents agree that there is a strong support system for students and staff, while only 10% disagree. The overall perception of this aspect is positive.

Lastly on Highly Structured Climate with a Focus on Discipline and Order, 66.67% of respondents agree that the school climate is highly structured with a focus on discipline and order, while 33.33% disagree. The overall perception of this aspect is positive, although there are concerns about the potential stifling of creativity and innovation.

RQ3:

Table 3: How does Principal leadership styles influence school climate in secondary schools in Egor local government?

S/N	ITEMS	Yes	%	No	%	
1	Transformational leadership fosters a positive school climate by empowering both staff and students to reach their full potential	20	66.67%	10	33.33%	positive
2	Democratic leadership encourages participation and inclusivity, leading to a more open and transparent school climate	25	83.33%	5	16.67%	positive
3	Servant leadership prioritizes the needs of others, creating a nurturing environment where everyone feels supported	21	70%	9	30%	positive
4	Authoritative leadership sets clear expectations and maintains order, which can create a sense of security but may also lead to a restrictive school climate if not balanced with empathy and understanding	19	63.33%	11	36.67%	positive

Source field 2024

This table presents the results of a survey examining how different principal leadership styles influence the school climate in secondary schools within the Egor Local Government area.

Regarding Transformational Leadership, 66.67% of respondents agree that transformational leadership fosters a positive school climate by empowering both staff and students to reach their full potential, while 33.33% disagree. The overall perception of this aspect is positive.

Also on Democratic Leadership, about 83.33% of respondents agree that democratic leadership encourages participation and inclusivity, leading to a more open and transparent school climate, while 16.67% disagree. The overall perception of this aspect is positive.

As for Servant Leadership, 70% of respondents agree that servant leadership prioritizes the needs of others, creating a nurturing environment where everyone feels supported, while 30% disagree. There's a notable proportion that perceives it positively.

Regarding Authoritative Leadership, 63.33% of respondents agree that authoritative leadership sets clear expectations and maintains order, which can create a sense of security, while 36.67% disagree. The overall perception of this aspect is positive, although there are concerns about potential restrictiveness if not balanced properly.

RQ4:

Table 4: What is principal leadership style and school climate based on gender in Egor local government area?

S/N	ITEMS	Yes	%	No	%	
1	Both male and female principals exhibit transformational leadership styles, contributing to a positive school climate regardless of gender.	27	90%	3	10%	positive
2	Male principals tend to adopt more authoritative or laissez-faire leadership styles, which may impact the school climate negatively compared to female principals who often exhibit democratic leadership styles	25	83.33%	5	16.67%	positive
3	There's no significant difference in leadership styles based on gender. Both male and female principals prioritize creating a supportive and inclusive school climate	9	30%	21	70%	negative
4	Male principals often exhibit more authoritarian tendencies, which can create a stricter school climate compared to female principals who may focus on fostering collaboration and empowerment	20	66.67%	10	33.33%	positive

Source field 2024

This table presents the results of a survey aimed at understanding the relationship between principal leadership styles and school climate based on gender in secondary schools within the Egor Local Government area

Regarding Transformational Leadership Regardless of Gender, 90% of respondents agree that both male and female principals exhibit transformational leadership styles,

contributing to a positive school climate regardless of gender, while 10% disagree. The overall perception of this aspect is positive.

When asked about Difference in Leadership Styles Between Male and Female Principals, 83.33% of respondents agree that male principals tend to adopt more authoritative or laissez-faire leadership styles, which may negatively impact the school climate compared to female principals who often exhibit democratic leadership styles, while 16.67% disagree. The overall perception of this aspect is positive.

Regarding No Significant Difference in Leadership Styles Based on Gender, 30% of respondents agree that there's no significant difference in leadership styles based on gender, while 70% disagree. The overall perception of this aspect is negative.

Lastly on Comparison of Authoritarian Tendencies Between Male and Female Principals**: 66.67% of respondents agree that male principals often exhibit more authoritarian tendencies, creating a stricter school climate compared to female principals who may focus on fostering collaboration and empowerment, while 33.33% disagree. The overall perception of this aspect is positive.

Discussion of the findings

The findings from the four tables provide valuable insights into the dominant principal leadership styles, perceived school climate, and the influence of principal leadership styles on school climate in secondary schools within the Egor Local Government area of

Edo State, as well as the relationship between principal leadership styles and school climate based on gender.

RQ1: Dominant Principal Leadership Styles

The first table reveals that there is a mix of dominant principal leadership styles in secondary schools in Egor Local Government area. Transformational, Democratic, Authoritarian, and Laissez-Faire leadership styles are all perceived as dominant, with varying degrees of endorsement. Notably, all four styles receive positive remarks, indicating that they are viewed favorably. Transformational leadership is perceived as the least dominant among the four styles, but still holds a significant presence. This suggests that school leadership in the area embraces diverse approaches, catering to different needs and contexts.

RQ2: Perceived School Climate

The second table sheds light on the perceived school climate in secondary schools in the same area. Overall, respondents indicate a mixed perception of the school climate. While there is a sense of belonging and acceptance among students and staff, there are concerns regarding consistency in discipline and direction. However, there is a strong consensus regarding the presence of a supportive system and a structured climate, despite potential drawbacks such as stifling creativity and innovation. These findings suggest a nuanced

understanding of the school climate, recognizing both positive aspects and areas for improvement.

RQ3: Influence of Principal Leadership Styles on School Climate

The third table explores how different principal leadership styles influence the school climate. Transformational and Democratic leadership styles are perceived as having a positive impact on the school climate, fostering empowerment, participation, inclusivity, and support. Servant and Authoritative leadership styles also receive positive perceptions, albeit with some reservations, such as concerns about potential restrictiveness in the case of Authoritative leadership. These findings highlight the importance of leadership style in shaping the overall school climate and emphasize the value of empowering, inclusive, and supportive leadership approaches.

RQ4: Principal Leadership Style and School Climate Based on Gender

The fourth table examines the relationship between principal leadership styles, school climate, and gender. It suggests that while both male and female principals exhibit transformational leadership styles contributing to a positive school climate, there are perceived differences in leadership styles based on gender. Male principals are more likely to adopt authoritative or laissez-faire leadership styles, potentially impacting the school climate negatively compared to female principals who often exhibit democratic leadership styles. However, there are mixed perceptions regarding whether there is a

significant difference in leadership styles based on gender. These findings highlight the complex interplay between leadership styles, school climate, and gender dynamics within educational settings.

Overall, the findings from these tables offer valuable insights for educators, policymakers, and school administrators in understanding and enhancing leadership practices and school climates in secondary schools within the Egor Local Government area of Edo State. They underscore the importance of adopting diverse, empowering, and inclusive leadership approaches to create supportive and conducive environments for teaching and learning.

CHAPTER FIVE

SUMMARY, CONCLUSION AN RECOMENDATION

Summary

This study investigates the influence of principals leadership styles in students' academic performance in public secondary schools in egor local government area (4) research questions were raised for the study. The study adopted survey research design. The instrument for data collection was a questionnaire; it was built around the research question by the researcher and validated by the researcher's supervisor. Data collected were analyzed using frequency count, percentages

Conclusion

The findings from the survey on principal leadership styles, school climate, and gender dynamics in secondary schools within the Egor Local Government area provide valuable insights into the educational landscape of the region. It is evident that there is a diverse range of dominant principal leadership styles, including Transformational, Democratic, Authoritarian, and Laissez-Faire styles, all of which are generally perceived positively. However, there are also areas for improvement identified within the perceived school climate, particularly concerning consistency in discipline and direction. Additionally, there are notable differences in leadership styles based on gender, with implications for the school climate.

Recommendations

1. Implement leadership development programs for principals and aspiring leaders that focus on fostering transformational and democratic leadership styles. These programs should emphasize empowerment, inclusivity, and support to create positive school climates.
2. Address concerns regarding consistency in discipline and direction by establishing clear policies and procedures. Provide ongoing training and support for school staff to ensure consistency in implementation.
3. Strengthen supportive systems within schools by promoting collaboration among staff, providing resources for student and staff well-being, and establishing mechanisms for feedback and support.
4. Offer gender sensitivity training for school administrators to raise awareness of gender biases and stereotypes in leadership practices. Encourage gender-inclusive leadership approaches that value diverse perspectives and experiences.
5. Encourage collaborative leadership practices that involve stakeholders, including students, parents, and community members, in decision-making processes. Foster a culture of shared responsibility and accountability for creating a positive school climate.

6. Establish mechanisms for monitoring and evaluating the effectiveness of leadership practices and their impact on school climate. Use feedback from stakeholders to continuously improve leadership practices and create supportive learning environments.

7. Encourage research and innovation in educational leadership to explore new approaches and strategies for promoting positive school climates. Support initiatives that leverage technology and data-driven decision-making to enhance leadership effectiveness.

By implementing these recommendations, stakeholders can work collaboratively to create inclusive, supportive, and empowering educational environments that promote student success and well-being in secondary schools within the Egor Local Government area of Edo State.

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QUESTIONNAIRE

INFLUENCE OF PRINCIPALS LEADERSHIP STYLES IN STUDENTS ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN EGOR LOCAL GOVERNMENT AREA

Department Educational Management
Faculty of Education,
University of Benin,
Benin City.

Dear Participants,

I am a student of the above department carrying out a study on the influence of principals leadership styles in students' academic performance in public secondary schools in Egor local government area of Edo State, I therefore solicit for your responses, all your response will be treated confidentially

Please answer the following questions honestly and to the best of your knowledge. Your participation is entirely voluntary, and all information will be kept confidential.

Yours faithfully,

(Researcher)

Section A: Demographic Information

1. Gender: Male [] Female []
2. Name of school-----

Section B: Respondents Responses

S/N	ITEMS	Yes	No
RQ1	What are the dominant principal leadership styles in the secondary school in Egor Local government area of Edo State?		
1	Transformational Leadership		
2	Democratic Leadership		
3	Authoritarian Leadership		
4	Laissez-Faire Leadership		
RQ2	What is the perceived school climate in secondary schools in Egor Local Government area?		
5	There's a sense of belonging and acceptance among students and staff.		
6	While there are pockets of positivity and collaboration, there's also a lack of consistency in terms of discipline and direction		
7	The school climate is characterized by a strong support system for students and staff alike		
8	The school climate is highly structured, with a focus on discipline and order. While this may create a sense of security for some, it could also stifle creativity and innovation.		
RQ3	How does Principal leadership styles influence school climate in secondary schools in Egor local government?		
9	Transformational leadership fosters a positive school climate by empowering both staff and students to reach their full potential		
10	Democratic leadership encourages participation and inclusivity, leading to a more open and transparent school climate		
11	Servant leadership prioritizes the needs of others, creating a nurturing environment where everyone feels supported		
12	Authoritative leadership sets clear expectations and maintains order, which can create a sense of security but may also lead to a restrictive school climate if not balanced with empathy and understanding		
RQ4	What is principal leadership style and school climate based on gender in Egor local government area?		
13	Both male and female principals exhibit transformational leadership styles, contributing to a positive school climate regardless of gender.		
14	Male principals tend to adopt more authoritative or laissez-faire leadership styles, which may impact the school climate negatively compared to female principals who often exhibit democratic leadership styles		
15	There's no significant difference in leadership styles based on gender. Both male and female principals prioritize creating a supportive and inclusive school climate		
16	Male principals often exhibit more authoritarian tendencies, which can create a stricter school climate compared to female principals who may focus on fostering collaboration and empowerment		