

**PRINCIPAL LEADERSHIP STYLE AND TEACHERS' EFFECTIVENESS
IN SENIOR SECONDARY SCHOOLS IN OVIA NORTH EAST LOCAL
GOVERNMENT AREA OF EDO STATE**

**Eguono Princess EVWIEKPAMARE
EDU1913630**

**DEPARTMENT OF EDUCATIONAL MANAGEMENT
FACULTY OF EDUCATION
UNIVERSITY OF BENIN
BENIN CITY**

JANUARY, 2026

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**A RESEARCH WORK SUBMITTED TO THE DEPARTMENT OF
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CERTIFICATION

We, the undersigned, certify that this project work was carried out by **Eguono Princess EVWIEKPAMARE** with matriculation number **EDU1913630** in the Department of Educational Management, Faculty of Education, University of Benin, Benin City, Nigeria.

DR PETER OKHUOA
Project Supervisor

Date

DR. I. D. UDOM
Project Coordinator

Date

PROF. W. IGUODALA
Head of Department

Date

DEDICATION

This project work is dedicated to all the educators who light the path of knowledge, inspire minds, and shape the future. Your dedication and passion make a difference.

ACKNOWLEDGMENTS

I want to thank God Almighty for his guidance and giving me the strength to complete this program successfully, may His name be praised forever. I want to also thank my parents Mr Peter Aruoture and Mrs Ufuoma Aruoture for their unwavering support and prayers. I want to thank my siblings also for their support throughout my program. My boss Dr Eguono Tadaferua for her understanding and encouragement. My HOD Prof. W Iguodalafor for his leadership and understanding. My supervisor Dr Peter Okhuoa for his understanding and assistance. My colleagues for always covering up for me in the office. My friend Angel for her encouragement. To my friend Precious for accommodating me through out my program. To my lecturers for their knowledge and inspiration. And to my course mates for their assistance. And to everyone that contributed to the success of my program in one way or the other I say a big thank you and may the Almighty God bless you all. Amen.

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ABSTRACT

This study investigated the influence of principals' leadership styles on teachers' effectiveness in senior secondary schools in Ovia North East Local Government Area of Edo State. Specifically, it examined the extent to which democratic, autocratic, charismatic, and laissez-faire leadership styles affect teachers' instructional delivery, classroom management, and professional commitment.

The study adopted a descriptive survey research design. A structured questionnaire titled "Principal Leadership Style and Teacher Effectiveness Questionnaire (PLSTEQ)" was used to collect data from ninety-three (93) teachers across selected senior secondary schools. Data were analyzed using descriptive statistics to answer the research question, while simple linear regression and Pearson Product Moment Correlation were employed to test the hypotheses at the 0.05 level of significance.

The findings revealed that charismatic and democratic leadership styles are predominantly practiced by principals, whereas autocratic and laissez-faire styles are less common. Democratic, charismatic, and laissez-faire leadership styles were found to significantly enhance teachers' effectiveness, while autocratic leadership style had no significant effect. Furthermore, there was a significant relationship between principals' leadership styles and teachers' job effectiveness. The study concluded that effective school leadership positively influences teachers' performance, and leadership approaches that emphasize participation, inspiration, and shared responsibility are more effective than authoritarian or hands-off approaches. The study recommended that principals adopt democratic and charismatic leadership practices, minimize autocratic tendencies, and apply laissez-faire leadership moderately.

CHAPTER ONE

INTRODUCTION

Background to the Study

The ultimate realisation of Nigeria's educational objectives especially at the secondary school level depends mainly upon the effectiveness of the teachers. Teachers' effectiveness in senior secondary schools is fundamental to the academic success and total development of students. Teachers' effectiveness encompasses their ability to deliver curriculum content proficiently, manage classrooms efficiently, and create a conducive learning environment.

However, this effectiveness is not solely dependent on teachers' individual competencies; it is significantly influenced by the quality of leadership and leadership style exercised by its administrators (school principals), , who serves as the administrative head of the school and responsible for the administration, direction and coordination of various activities within the school, creating and maintaining an excellent teaching and learning environment for the educational programmes operating in the school, supporting teachers in their teaching practices and coordinating, directing, inspiring the them to achieve the goals and objectives of the school (Mbua,, 2023; Nanson, 2010).

Leadership is the process of directing and coordinating a team with the aim and vision to achieve specified goals. It involves the act of directing, motivating, inspiring, and supporting subordinates to carry out their duties judiciously. Leadership can be carried out through diverse ways or actions known as styles. Leadership styles are traits, actions, and behaviours used by leaders to influence the work of others and interact with subordinate (Mitonga-Monga & Coetzee, 2012). Leadership style could be positive or negative. It is positive when it leads to the effectiveness of workers and negative when it leads to workers ineffectiveness. Adopting positive leadership style can motivate staff to increase their ability to reach predetermined goals (Okeke, Obilor, Nwogbo & Ubah, 2023).

Principal leadership styles are the patterns of behaviour used by educational leaders in attempting to influence group members and make decisions regarding the mission, strategy, and operations of group activities (Kiboss and Jemiryott, 2014). The principal's leadership style plays a crucial role in determining or undermining the general school climate, teachers' morale, motivation, job satisfaction, and ultimately, their effectiveness in the classroom (Shamaki, 2015). An effective teacher could be rendered ineffective if the principal leadership style is in conflict with the tasks or roles of the teacher (Shamaki, 2015). If the principal leadership style is appropriate, the way and manner the principal disciplines

his/her staff, and handle staff welfare and development are likely to affect teacher effectiveness (Nwachukwu & Emunemu, 2020).

Adeyemi (2010) identified various leadership styles common among Nigerian school principals as democratic, autocratic, charismatic, and laissez-faire. These styles according to him could influence teachers' effectiveness. Democratic leadership style is where the leader (principal) gives his or her subordinates opportunity to contribute during decision-making that affect their work lives. Such leader sought advice from other subordinates and tries to reach consensus within their teams. This, no doubt, will generate a sense of belonging and ownership in the staff in the pursuit of organisational goals, nurtures the generation of ideas and helps build trust and respect (Nwachukwu & Emunemu, 2020). Autocratic leadership style on the other hand is characterized by centralized authority and limited subordinate participation in decision-making. Autocratic leadership style is when the leader (principal) makes decisions unilaterally, with little or no input from others. This style is characterized by strict control, clear directives, and a top-down approach to management. While it can lead to quick decision-making, it may also cause low staff motivation and resentment if overused (Yea, Hum, Chea, Bou, Chheav, et al., 2024).

Charismatic leadership style involves the use of personal appeal, motivation, and vision to inspire and motivate others. Inspiring high levels of excitement and dedication, the leader (principal) frequently forges deep emotional bonds with subordinates. Teachers and students can be inspired by a charismatic principal in the classroom, but this approach may backfire if the leader is absent or departs (Umoh & Samuel, 2023). Laissez faire leadership style is the kind of leadership where there is practically no rule in the organisation. It grants complete freedom to group or individual decision without the leaders' participation or direction. Laissez-faire leadership style allows subordinates significant freedom in how they work and make decisions. Laissez-faire leaders provide minimal supervision and expect individuals to be self-motivated. While it can promote innovation and independence, it may lead to confusion or lack of direction if staff are not well-prepared or self-disciplined (Kamal, Ridwan & Kesuma, 2024). According to Ogunyinka and Adedoyin (2013), a principal who operates this style of leadership supplies materials and ideas and only participates whenever the need arises.

Many studies have highlighted how leadership styles affect how well organisations perform. However, there is still not enough research that looks specifically at how principals' leadership styles affect teachers' effectiveness in senior secondary schools, especially in places like Ovia North East Local Government Area of Edo

State. Most past research either covers large areas without focusing on one location or looks at different levels of education rather than senior secondary school teachers. Also, even though leadership styles like democratic, autocratic, charismatic, and laissez-faire have been discussed in theory, not much has been done to see how they actually affect teachers in public secondary schools in Nigeria. Many studies focus on students' academic performance, but they don't often connect this with the leadership styles of principals who play a major role in helping or hindering teachers' work. This study wants to fill that gap by examining how different leadership styles used by principals affect the way teachers do their jobs in senior secondary schools in Ovia North East.

This study is timely and essential for several reasons: First, how well teachers do their jobs greatly affects how well students learn. If we understand how principals' leadership styles influence teachers, it can help improve the quality of education. Since public secondary schools in Nigeria are facing many challenges, finding out what leadership styles help teachers work better can lead to real improvements. Second, the results of this study will help important decision-makers like the Ministry of Education, school leaders, teacher training bodies, and policy makers. They can use the findings to support better leadership training and ensure that principals are chosen not just based on experience but on leadership qualities that

truly support teachers. Lastly, by focusing on a specific area like Ovia North East, this study will give practical and useful information that reflects the real situation on the ground. It will help understand the local leadership challenges and guide future efforts to support teachers through better leadership in schools.

Statement of Problem

It is well established that teachers' effectiveness plays a critical role in determining the quality of education, especially in relation to students' academic performance. However, observations and reports suggest that many secondary school teachers are not performing effectively in their roles. There appears to be a decline in their commitment, passion, and effort toward helping students reach their full academic potential. This lack of teacher effectiveness is reflected in various negative outcomes, such as high student dropout rates, teenage pregnancies, examination malpractice, drug abuse, street begging, hooliganism, and a general decline in moral and academic standards. These issues threaten not only the integrity of the educational system but also the future development of the country.

Given the seriousness of these outcomes, it is important to investigate the underlying factors contributing to teacher ineffectiveness. One possible factor is the leadership style adopted by school principals. Principals, as administrative

heads, significantly shape the school environment and influence teacher motivation and performance. While previous studies (Mbua, 2023; Edikpa, Chigbu & Ezeaku, 2024) have confirmed that leadership has a notable impact on school outcomes and performance, there is still a need for more detailed research into how specific leadership styles such as democratic, autocratic, charismatic, and laissez-faire affect teacher effectiveness especially in study area.

Moreover, there is limited empirical evidence on how principal leadership styles impact teachers' effectiveness in Ovia North East Local Government Area of Edo State. This gap in knowledge makes it difficult for policymakers and school administrators to implement informed interventions. Therefore, this study seeks to examine, from the perspective of teachers, whether there is a significant relationship between principals' leadership styles and teachers' effectiveness in senior secondary schools within Ovia North East Local Government Area of Edo State.

Research Questions

The following research questions were raised to give direction and focus to the study:

1. What leadership styles are commonly used by principals in senior secondary schools in Ovia North East Local Government?
2. To what extent does principal's democratic leadership style influence teachers' effectiveness in senior secondary schools in Ovia North East?
3. To what extent does principal's autocratic leadership style affect teachers' effectiveness in senior secondary schools in Ovia North East?
4. To what extent does principal's charismatic leadership style impact teachers' effectiveness in senior secondary schools in Ovia North East?
5. To what extent does principal's laissez-faire leadership style enhance teachers' effectiveness in senior secondary schools in Ovia North East?
6. Is there a relationship between principals' leadership styles and teacher's effectiveness in senior secondary schools in Ovia North East?

Research Hypotheses

Research question one will be answered directly while research question 2 to 6 will be hypothesised in this study and it will be stated in the null form as follows:

H₀₁: There is no significant influence of principals' democratic leadership style on teachers' effectiveness in senior secondary schools in Ovia North East.

H₀₂: There is no significant effect of principals' autocratic leadership style on teachers' effectiveness in senior secondary schools in Ovia North East.

H₀₃: There is no significant impact of principals' charismatic leadership style on teachers' effectiveness in senior secondary schools in Ovia North East.

H₀₄: Principals' laissez-faire leadership style does not significantly enhance teachers' effectiveness in senior secondary schools in Ovia North East.

H₀₅: There is no significant relationship between principals' leadership styles and teachers' job effectiveness in senior secondary schools in Ovia North East Local Government Area.

Purpose of the Study

The primary purpose of this study is to examine the relationship between principals' leadership styles and teachers' effectiveness in senior secondary schools in Ovia North East Local Government Area of Edo State. Specifically, the study seeks to:

1. Identify the leadership styles most commonly practised by school principals in senior secondary schools in Ovia North East.

2. Examine the extent principal's democratic leadership style influence teachers' effectiveness in senior secondary schools in Ovia North East.
3. Determine the extent principal's autocratic leadership style affect teachers' effectiveness in senior secondary schools in Ovia North East.
4. Ascertain the extent principal's charismatic leadership style impact teachers' effectiveness in senior secondary schools in Ovia North East.
5. Investigate the extent principal's laissez-faire leadership style enhance teachers' effectiveness in senior secondary schools in Ovia North East.
6. Explore the relationship between principals' leadership styles and teacher's effectiveness in senior secondary schools in Ovia North East?

Significance of the Study

This study is significant because it seeks to contribute to the improvement of educational quality by exploring how principals' leadership styles influence teachers' effectiveness in senior secondary schools. The study will therefore be of significance to school administrators, teachers, educational policy makers/government agencies, teacher training institutions and educational researchers

The findings of this study will provide principals with a clearer understanding of how their leadership approach directly impacts teachers' motivation, classroom

performance, and overall effectiveness. This insight can help school heads adopt more supportive and effective leadership styles to improve teacher performance and school climate and the general public and community stakeholders

Teachers themselves stand to benefit as the study will highlight how leadership influences their working conditions, job satisfaction, and performance. With this knowledge, teachers can engage in constructive dialogue with school leaders to advocate for leadership practices that enhance their professional development and classroom effectiveness.

The results will assist policymakers and education officials in designing leadership training programmes and professional development frameworks that promote effective school leadership. It will also provide empirical evidence to support reforms in school management policies, especially at the secondary school level.

The study will further serve as a resource for curriculum developers and training institutions by providing insight into the relationship between school leadership and teacher effectiveness. It also opens up new areas for academic research, especially in leadership studies within educational settings in localised contexts such as Ovia North East.

Parents, guardians, and community leaders who are concerned about the quality of education will benefit from the findings of this study. It offers an understanding of

how leadership influences the delivery of education and the performance of schools within their communities.

Scope/ Delimitation of the Study

The scope and focus of this study is to investigate critically principal leadership style and teachers' effectiveness in senior secondary schools in Ovia North East Local Government Area of Edo State. The study intends to measure if the different leadership styles exhibit by schools principals such as democratic, autocratic, charismatic and laissez-faire have any empirical impact on teachers' ability to effectively perform their duties satisfactorily.

The study is therefore delimited to teachers in public secondary schools in Ovia North East Local Government of Edo State.

Definition of Terms

The following terms were operationally defined in the study:

Teacher: A teacher is a professional with training and certification who is in charge of instructing students, supervising classroom activities, evaluating their progress, and encouraging their moral and intellectual growth.

Teachers' Effectiveness: The degree to which teachers are successful in engaging students, managing classrooms, delivering instructional content, and achieving desired learning outcomes is referred to teacher's effectiveness.

Principal: A secondary school's principal is in charge of overseeing the administration, personnel, and general academic and operational matters of the school.

Leadership Style: Leadership styles is the pattern of actions, approaches, and plans that a leader (in this example, a school principal) uses to manage, inspire, and guide subordinate staff to accomplish the school objectives.

Democratic Leadership Style: This is a leadership style in which the principal appreciates teamwork, promotes a feeling of shared responsibility, and supports teacher involvement in decision-making processes.

Autocratic Leadership Style: This is a style of leadership in which the principal has complete power, takes decisions solely by himself, and solicits little feedback from the teachers.

Charismatic Leadership Style: This refers to a leadership approach where the principal uses personal charm, vision, and emotional appeal to inspire, motivate, and influence teachers and students.

Laissez-faire Leadership Style: This is a leadership approach in which the principal allows teachers to act autonomously and make choices with little oversight.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter review and discuss literatures related and relevant to this study and in line with the study variables. The review of related literature will be discussed under the following subheadings:

- **Theoretical Framework (Path Goal Theory)**
- **Concept of Leadership**
- **Concept of Principal Leadership Style**
- **Types of Principal Leadership Style**
- **Concept of Teacher Effectiveness**
- **Influence of Principal Leadership Style on Teacher Effectiveness**
- **Empirical Review**
- **Summary of Reviewed Literature**

Theoretical Framework

The theoretical framework for this study is the Path-Goal Theory of Leadership which was originally developed by Evans (1970) and later modified by Robert House (1971). This leadership theory is rooted in the expectancy theory of motivation. The central idea of the theory is that a leader's responsibility is to help

subordinates achieve their goals by providing the necessary support, direction, and motivation, thereby clarifying the path toward achieving personal and organisational objectives (House, 1971). One of the core assumptions of the path-goal theory is that the effectiveness of leadership depends on the leader's ability to adapt their style to fit the characteristics of their followers and the environment (House & Mitchell, 1974). The theory also states that leaders' behaviour and leadership style influences their subordinates' characteristics including their satisfaction, motivation and performance (House, 1996; Alanazi, Alharthey & Amran, 2013).

At the heart of the Path-Goal Theory is the idea that leaders are responsible for clearing the path toward the goals of their followers by: defining goals clearly, explaining how to achieve these goals, removing obstacles or barriers to performance, providing necessary support and resources, and offering rewards based on goal achievement. This approach positions the leader as a facilitator whose main role is to adapt their leadership style based on the needs of the followers and the work environment to achieve optimal motivation and performance.

The theory identifies four main leadership styles: directive, supportive, participative, and achievement-oriented. Directive leadership involves giving clear

instructions and closely supervising tasks. Supportive leadership focuses on building relationships and addressing the emotional needs of followers. Participative leadership involves including subordinates in decision-making, and achievement-oriented leadership sets high expectations and shows confidence in followers' abilities (House, 1996; Robbins & Judge, 2018).

The path-goal theory also posits that a good leader should know which style to practice and when. The task nature and the needs of the subordinate's will inform on the leadership style that the leader should choose (Rad & Yarmohammadian, 2006). The degree of the task definition is inversely proportional to the level of guidance and direction needed. The path-goal theory debates that a leader should be task or relationship oriented according to the requirements of the particular situation (Alanazi, Alharthey & Amran, 2013).

Application of the Path-Goal Theory to this Study

In the context of this study, the Path-Goal Theory provides a strong theoretical lens to examine how principals in senior secondary schools can influence teacher effectiveness by adopting appropriate leadership styles. Whether through providing direction, showing support, encouraging participation, or promoting high standards, principals can significantly shape teachers' professional outcomes

and the overall effectiveness of the school system in Ovia North East Local Government Area of Edo State.

The Path-Goal theory is also applicable to this study in the sense that the principal's leadership style serves as the pathway through which teachers interpret their roles, derive motivation, and align their efforts with institutional goals. In schools where teaching resources are limited, and systemic challenges are prevalent, the principal's ability to adapt their leadership style to meet the psychological and instructional needs of teachers becomes crucial. Teachers' effectiveness measured in terms of instructional delivery, classroom management, and student outcomes is likely to be influenced by the extent to which principals facilitate goal attainment, encourage a supportive school climate, and involve teachers in decision-making processes (Nguni, Slegers & Denessen, 2006).

Concept of Leadership

Leadership is one of the most widely studied yet complex concepts in organisational behaviour and education. It refers to the process of influencing, guiding, and directing the behaviour of others toward the achievement of defined goals. Northouse (2019) describes leadership as a process whereby an individual influences a group of individuals to achieve a common objective. This definition is

particularly relevant in the school system, where leadership is essential to maintaining order, implementing policy, and achieving academic excellence.

In educational settings, leadership is central to the development and implementation of strategies that enhance teaching and learning. Leithwood et al. (2020) assert that effective leadership in schools promotes instructional quality, motivates teachers, ensures student discipline, and encourage a culture of accountability. Thus, leadership extends beyond administrative duties to include the ability to inspire, communicate vision, and make strategic decisions that positively affect school outcomes. Leadership in schools is often exercised by principals, who function not only as administrators but also as instructional leaders. According to Bush (2020), the leadership role of principals includes building a shared vision, supporting teacher professional development, managing school resources, and ensuring that learning goals are met. In this context, leadership is both a relational and functional activity, requiring emotional intelligence, strategic thinking, and people management skills.

Leadership can be either formal or informal. Formal leadership refers to positions of authority officially assigned within an organisational structure, such as school principals. Informal leadership, on the other hand, arises from personal influence, expertise, or charisma and can be demonstrated by senior teachers or department

heads (Robbins & Judge, 2018). Both forms of leadership are relevant in schools, as they contribute to shaping teacher morale, school climate, and student discipline. Several theories of leadership have been developed to explain how leaders influence followers. These include trait theories, behavioural theories, contingency theories, and contemporary approaches such as transformational and transactional leadership. Each theory contributes to our understanding of the different ways leaders function and the conditions under which leadership is effective (Yukl, 2013). This study, however, adopts the Path-Goal Theory, which emphasises how leaders can adapt their behaviour to meet the needs of their subordinates and the work environment.

Effective leadership in schools helps to navigate challenges such as inadequate resources, student indiscipline, and poor staff motivation. It is through effective leadership that a school can set clear goals, maintain teacher commitment, and create an environment conducive to learning. As Eacott (2011) argues, leadership is not a set of fixed behaviours but a social process that involves ongoing negotiation and communication among members of the school community. Good leadership also involves decision-making. In schools, decisions regarding curriculum planning, student assessment, teacher deployment, and disciplinary policies fall under the purview of the principal. As Hallinger and Heck (2010)

point out, school leaders who involve teachers in decision-making processes often enjoy higher levels of trust and cooperation, leading to better implementation of policies and improved educational outcomes.

Leadership is also a moral and ethical responsibility. Principals are expected to model integrity, fairness, and accountability. Ethical leadership promotes a safe and respectful learning environment, reduces conflicts, and enhances trust among stakeholders (Shapiro & Stefkovich, 2016). This is particularly important in public schools where resources are limited and transparency is critical to maintaining credibility.

Concept of Principal Leadership Style

Leadership style refers to the distinctive way in which a leader exercises authority, communicates, motivates followers, and manages group dynamics to achieve organisational objectives. It is the pattern of behaviour a leader adopts in directing, guiding, influencing, and supervising people. According to Northouse (2019), leadership style encompasses the behaviours and attitudes leaders exhibit when interacting with their team members, and it is often shaped by personal traits, organisational culture, and contextual factors.

There are various classifications of leadership styles in academic literature, but many scholars agree on key types such as autocratic, democratic, laissez-faire,

transformational, transactional, and situational leadership styles (Robbins & Judge, 2018; Yukl, 2013). These styles differ in how decisions are made, how authority is exercised, and how subordinates are involved in the leadership process. For instance, an autocratic leader makes decisions alone and expects strict compliance, while a democratic leader encourages group participation and shared decision-making.

Leadership style is crucial because it has a direct impact on employee motivation, job satisfaction, and productivity. In the field of education, it influences how teachers perceive their roles, how committed they are to their responsibilities, and how well they perform in the classroom. Bush (2020) argues that leadership style is a vital mediator between organisational goals and employee behaviour, making it especially significant in schools where human interaction is central to goal achievement. An important perspective on leadership style is provided by behavioural theories, which suggest that effective leadership is based not just on who the leader is (traits) but on what the leader does. These theories have categorised leadership styles into task-oriented and people-oriented behaviours. Leaders who are task-oriented focus on goal-setting, structure, and productivity, while those who are people-oriented emphasise relationships, morale, and team cohesion (Stogdill, 1974; Hersey & Blanchard, 1982).

Principal leadership style refers to the characteristic ways in which school principals exercise authority, interact with staff, and influence the school environment to achieve educational goals. It is a critical aspect of educational leadership that determines the overall tone and effectiveness of school operations. According to Leithwood et al. (2020), the leadership style of a principal significantly influences school culture, teacher motivation, and student achievement, making it a focal point in school effectiveness research.

Leadership style, in general, comprises the behaviours and methods adopted by leaders to guide and support subordinates. When applied to school principals, it involves how they manage staff, communicate expectations, make decisions, delegate responsibilities, and respond to challenges. Leadership style reflects the leader's attitude toward authority, collaboration, and control, all of which directly impact organisational performance (Northouse, 2019)

In the school context, principal leadership style has a dual focus: administrative efficiency and instructional leadership. While administrative leadership ensures compliance with policies and smooth daily operations, instructional leadership focuses on curriculum development, teacher support, and improved student learning outcomes. Effective principals balance these roles through a leadership style that suits the needs of their school and staff (Bush, 2020).

The choice of leadership style is not arbitrary; it is influenced by multiple factors such as the principal's personality, training, experience, and school organisational culture. Some principals may prefer a collaborative approach, while others may adopt a more authoritative style based on the specific demands of the school environment. According to Robbins and Judge (2018), effective leaders are those who can adjust their leadership styles to match situational needs - a view aligned with the contingency and path-goal theories of leadership.

Principal leadership style also shapes the professional behaviour of teachers. For example, a principal who adopts a democratic or participative leadership style is likely to encourage teacher engagement, innovation, and commitment, while an autocratic principal may suppress teacher autonomy and reduce morale (Eze & Olusola, 2016). Thus, the leadership style of a principal plays a significant role in determining whether teachers feel empowered or disillusioned in their roles.

The effectiveness of a principal's leadership style can be seen in how well they manage conflict, encourage professional development, and maintain a positive school climate. Principals who engage in transformational leadership practices such as inspiring vision, modelling desired behaviours, and providing individualised support are often seen as more effective in leading school improvement initiatives (Leithwood & Jantzi, 2006).

It is also important to recognise that ineffective leadership styles can hinder school progress. For instance, laissez-faire leadership, where principals are disengaged and fail to provide direction, often leads to disorganisation and reduced teacher productivity (Kamal, Ridwan & Kesuma, 2024). Conversely, overuse of autocratic methods can foster resentment and high turnover rates among staff. Therefore, school leadership style should be intentional, reflective, and responsive to the needs of both teachers and learners.

Types of Principal Leadership Style

Principals, as the administrative and instructional heads of schools, may adopt different leadership styles to guide staff and manage school operations. The type of leadership style a principal adopts can significantly influence teacher morale, commitment, and classroom performance. Adeyemi (2010) identifies several dominant leadership styles exhibited by principals in Nigerian secondary schools namely, democratic, autocratic, charismatic, and laissez-faire. Each of these styles has distinct characteristics, implications, and outcomes within the school setting.

Democratic Leadership Style

The democratic leadership style is characterised by openness, collaboration, and shared decision-making between principals and teachers. Principals who adopt this style often consult with their teaching staff before making important decisions, encourage professional dialogue, and promote an inclusive environment where all voices are heard. This style builds trust and gives teachers a sense of belonging, which increases motivation and morale (Nwachukwu & Emunemu, 2020). In such settings, teachers feel empowered and are more likely to be committed to organisational goals.

Research shows that democratic leadership is positively associated with job satisfaction and teacher effectiveness. A study by Eze (2016) in Nigerian secondary schools found that principals who engaged teachers in decision-making experienced better instructional performance and teacher loyalty. The participatory nature of this leadership style also helps create a supportive work environment where problems are solved collaboratively, and innovations in teaching methods are more likely to occur (Adeyemi, 2010). Teachers in democratic schools often report a greater sense of autonomy and job fulfilment.

Moreover, this style aligns closely with the participative leadership approach in the Path-Goal Theory, which posits that involving subordinates in decisions enhances motivation and goal achievement (House & Mitchell, 1974). Bush and

Glover (2014) argue that democratic leadership is particularly effective in schools with a culture of collaboration and professional respect. However, in situations requiring urgent decision-making or in schools with weak discipline structures, the overuse of consultation may result in indecision or delayed action.

Autocratic Leadership Style

Autocratic leadership is a style in which the principal makes decisions unilaterally, exercises strict control over school operations, and gives little or no room for teacher input. In this style, the principal determines school rules, procedures, and expectations without consulting staff. This style may lead to order and discipline, especially in environments where structure is lacking, but it often comes at the cost of teacher autonomy and morale (Yukl, 2013).

In Nigerian secondary schools, studies show that the autocratic style is still prevalent, particularly in public schools with large student populations and limited resources. According to Yea et al. (2024), while this style can facilitate quick decision-making and reduce indiscipline, it tends to suppress creativity and initiative among teachers. Teachers working under autocratic principals often report feelings of disempowerment, which may reduce their overall effectiveness and lead to dissatisfaction or burnout.

Despite its drawbacks, autocratic leadership may be suitable in crisis situations or in schools where teachers lack experience and need clear direction. Okeke, Obilor, Nwogbo, and Ubah (2023) noted that the effectiveness of autocratic leadership depends heavily on rules, regulations and compliance. However, in the long term, it is not sustainable for promoting professional development or encouraging a collaborative school culture. Excessive reliance on this style may also create a hostile environment and high staff turnover.

Charismatic Leadership Style

Charismatic leadership refers to a style where the principal uses personal charm, enthusiasm, and vision to inspire and influence others. This type of leader commands respect and admiration through personality and persuasive ability rather than formal authority. Charismatic principals are often seen as role models who can energise staff and create a unified sense of purpose (Umoh & Samuel, 2023). Their ability to build strong interpersonal relationships helps in motivating teachers and promoting organisational loyalty.

This leadership style has been linked to positive teacher outcomes such as increased commitment, innovation, and willingness to go beyond the call of duty. According to Leithwood and Jantzi (2006), charismatic leaders in schools often develop a strong sense of mission and are successful at transforming low-

performing schools into more effective institutions. Their presence tends to promote enthusiasm and optimism, which can enhance school climate and encourage professional growth.

However, the charismatic leadership style is not without limitations. Its success is often tied to the presence and personality of the leader. If the principal leaves or fails to maintain the emotional connection with staff, the motivation and direction of the school may decline (Robbins & Judge, 2018). Furthermore, excessive reliance on personal appeal can lead to a lack of institutional structures, making the school overly dependent on the principal. Nonetheless, when used with balance, this style can drive school improvement and teacher effectiveness.

Laissez-Faire Leadership Style

Laissez-faire leadership is a non-interventionist style in which the principal provides minimal supervision and allows teachers considerable freedom to make decisions independently. In this model, the leader assumes that staff members are self-motivated and capable of working with minimal oversight. While this style can encourage innovation and professional autonomy, it can also result in confusion, lack of coordination, and weakened accountability if not properly managed (Kamal, Ridwan & Kesuma, 2024).

This style may be effective in schools with highly experienced and self-disciplined teachers who require little direction. According to Ogunyinka and Adedoyin (2013), principals who use laissez-faire leadership tend to focus more on resource provision and only intervene when problems arise. This approach works best in mature organisations where systems are already in place and staff members are competent and confident in their duties.

However, in most Nigerian public secondary schools, where teachers may face issues such as lack of motivation, inadequate training, and large class sizes, this leadership style may be counterproductive. Research by Shamaki (2015) found that laissez-faire leadership often led to low teacher accountability, poor classroom management, and a general lack of direction. The absence of strong leadership in such schools can contribute to inefficiency and deteriorating academic performance. Therefore, while this style may promote autonomy, its success is highly contingent on context and teacher capacity.

Concept of Teacher Effectiveness

Teacher effectiveness is a critical component in the educational process and has consistently been identified as a central determinant of students' academic achievement and overall school success. It refers to the capacity of a teacher to facilitate meaningful learning, manage classroom dynamics effectively, and

contribute positively to the academic, social, and emotional development of learners. Stronge (2018) defines teacher effectiveness as the set of professional behaviours, instructional strategies, and interpersonal qualities that lead to improved student learning outcomes.

Effective teachers demonstrate not only subject mastery but also a strong ability to communicate ideas clearly, adapt to students' diverse learning needs, and implement instructional practices that results in critical thinking and active engagement. According to Hattie (2009), the most effective teachers are those who use assessment for learning, provide timely and specific feedback, and establish a learning environment that supports risk-taking and collaboration. These practices are essential for fostering learner independence and deep understanding.

Several frameworks have been developed to capture the multidimensional nature of teacher effectiveness. Danielson's (2007) framework, for example, identifies four domains of effective teaching: planning and preparation, the classroom environment, instruction, and professional responsibilities. Each domain reflects a set of competencies that teachers must demonstrate to ensure effective teaching and meaningful student learning. These domains are interrelated, as weaknesses in one area such as poor classroom management can diminish effectiveness even when instructional delivery is strong.

In the Nigerian educational system, teacher effectiveness is often judged through a combination of observable behaviours (e.g., punctuality, lesson delivery, student performance), supervisor evaluations, and informal feedback from students and parents. However, systemic challenges such as overcrowded classrooms, inadequate instructional resources, and low morale often obscure the true measure of teacher effectiveness (Akinsolu, 2010). As such, school-level factors including leadership play a pivotal role in either enhancing or undermining teacher performance.

Instructional delivery remains a core indicator of teacher effectiveness. This includes the teacher's ability to plan coherent lessons, use engaging teaching strategies, differentiate instruction, and assess student learning. Rockoff (2004) found that a one-standard-deviation improvement in teacher effectiveness is associated with measurable gains in student test scores. Effective instructional delivery also involves the use of questioning techniques, scaffolding, and formative assessments to check for understanding and adjust instruction accordingly.

Classroom management is another key aspect of teacher effectiveness. Teachers must be able to establish routines, manage student behaviour, and create a safe and inclusive learning environment. Marzano and Marzano (2003) argue that without

effective classroom management, even the best instructional strategies will fail. In settings where discipline is a major challenge as is often the case in Nigerian public schools the ability to maintain order while promoting respect is crucial to learning.

Professional commitment is also fundamental to teacher effectiveness. This refers to the teacher's dedication to their role, ethical conduct, and continuous professional development. Teachers who are committed are more likely to innovate, reflect on their practices, and engage in activities that contribute to whole-school improvement (Leithwood et al., 2020). They are also more resilient in the face of systemic challenges, such as irregular salaries or lack of resources, which are common in many parts of Nigeria.

Collaboration and teamwork are further indicators of effective teaching. Effective teachers engage with colleagues, share best practices, and participate in peer mentoring or departmental planning. According to Vangrieken et al. (2015), teacher collaboration improves instructional quality, encourages professional growth, and contributes to a positive school culture. Principals who promote collaborative leadership tend to have more effective teaching staff.

Professional conduct and collaboration is also a major part of teacher effectiveness. Effective teachers model ethical behaviour, show commitment to continuous

learning, and collaborate with colleagues to improve practice. They are often involved in school development initiatives and maintain strong relationships with parents and the wider community. According to Leithwood et al. (2020), effective teachers tend to work well under instructional leadership and actively contribute to the school's mission.

In many educational systems, teacher effectiveness is also influenced by external factors such as leadership, policy, workload, remuneration, and access to teaching resources. Studies show that in schools where teachers receive strong support from their principals, they are more likely to exhibit high levels of performance and satisfaction (Bush, 2020). Conversely, lack of administrative support and poor leadership often result in low morale and underperformance among teachers (Eacott, 2011).

Teacher effectiveness is not static; it evolves over time and is shaped by professional development, mentoring, and reflective practice. Hattie (2009) emphasises the importance of feedback and teacher self-evaluation in driving effectiveness. Continuous improvement is essential, and school systems must provide avenues for teachers to upgrade their skills through training, workshops, and peer learning.

In the Nigerian, teacher effectiveness remains a pressing concern. Challenges such as overcrowded classrooms, insufficient instructional materials, delayed salaries, and inadequate supervision often undermine teacher performance. However, leadership practices at the school level can make a significant difference. Principals who provide guidance, recognise teacher efforts, and create a positive work culture can enhance the effectiveness of their staff (Adeyemi, 2010).

Influence of Principal Leadership Style on Teacher Effectiveness

The leadership style adopted by a school principal plays a pivotal role in shaping the professional effectiveness of teachers. As instructional leaders, principals influence teacher motivation, morale, classroom practice, and overall job performance. Leadership does not function in a vacuum; it operates within a complex web of relationships, expectations, and institutional goals, and its impact is largely transmitted through the day-to-day experiences of teachers. Leithwood, Harris, and Hopkins (2020) argue that school leadership is second only to classroom instruction in its influence on student learning, primarily through its effect on teachers.

One of the most significant ways principal leadership affects teacher effectiveness is through the creation of a positive school climate. A leadership style that encourages open communication, collaboration, and mutual respect lays the

foundation for teachers to thrive. Principals who adopt a democratic or participatory leadership style often engage teachers in decision-making processes, curriculum planning, and problem-solving. This sense of shared responsibility enhances commitment and encourages teachers to take ownership of their roles (Nwachukwu & Emunemu, 2020). Moreover, democratic leadership style of principal may promote teacher empowerment and autonomy, which are essential components of professional effectiveness. Teachers who feel trusted and valued are more likely to be innovative in their teaching methods, responsive to student needs, and committed to continuous improvement. Eze and Olusola (2016) found that schools led by democratic Principals reported higher teacher morale and job satisfaction, resulting in greater instructional quality and student achievement. In contrast, autocratic leadership, which is characterised by top-down decision-making and limited teacher input, may undermine teacher effectiveness. While this style can bring about quick compliance and may be suitable in crisis situations, prolonged use can lead to low morale, resistance to change, and reduced innovation in the classroom. Yea et al. (2024) noted that teachers in autocratically led schools often felt disempowered, resulting in mechanical teaching practices with little engagement or creativity.

Charismatic leadership also has a notable influence on teacher performance. Charismatic principals typically motivate teachers through vision, inspiration, and personal appeal. Umoh and Samuel (2023) assert that such leaders can uplift low-performing schools by cultivating in the followers hope, enthusiasm, and commitment. When teachers are emotionally connected to the school's vision and feel inspired by their leader, they are more likely to exceed expectations and engage deeply in their work. However, the effect of charismatic leadership is often dependent on the continued presence and personality of the leader. Without strong structures in place, a school may struggle to sustain improvements once the leader exits. Hence, while charismatic leadership may produce short-term gains, it must be complemented with strategic planning and institutional development to ensure lasting impact (Robbins & Judge, 2018).

Supportive and transformational leadership styles, which focus on recognising teacher efforts, offering professional development, and building interpersonal relationships, have also been found to significantly enhance teacher effectiveness. Bush and Glover (2014) explain that when principals invest in teacher growth, provide constructive feedback, and show concern for their well-being, it results in greater professional commitment and performance. In the Nigerian, Adeyemi

(2010) found that such leadership approaches were associated with improved teaching practices and reduced absenteeism.

The impact of leadership style on school effectiveness has been widely acknowledged in both local and international studies. Research by Adeyemi (2010) found that Nigerian secondary school principals who adopted participatory and supportive leadership styles reported higher teacher performance levels. Similarly, Shamaki (2015) observed that teacher job satisfaction and effectiveness were higher in schools where principals demonstrated interpersonal respect and a clear vision for academic success. Edikpa, Chigbu, and Ezeaku (2024) confirmed that transformational and democratic leadership styles positively influenced teacher engagement, instructional delivery, and student learning outcomes.

Empirical Review

A study carried out by Asabia (2024) to investigate the impact of principals' leadership styles on the teachers' productivity: A study of public secondary schools in Ondo state, South West, Nigeria found that principals exhibiting poor leadership attributes were associated with low teacher productivity and poor student outcomes. The study, adopted quantitative methodology where data collected were analyzed by descriptive cross-sectional research design. 300 respondents comprising 270 classroom teachers and 30 school principals

purposively selected from 9 secondary schools from the study area through a multi-stage sampling technique. The study concluded that the existing negative correlation between leadership styles of secondary school principals and classroom teachers in Ondo State portends a great danger for education advancement and academic performance of students. Hence, it was suggested that the governments and stakeholders must jointly embrace and reinvigorate the performances appraisal system in the Nigerian Civil Service and organize trainings that will enhance leadership development among the school principals in Ondo State.

In a study conducted by Okeke, Obilor, Nwogbo & Ubah (2023) to examine influence of school leadership styles on teachers' performance in public secondary schools in Anambra state, Nigeria found that transformational and instructional leadership styles significantly predicted teacher job performance. The descriptive survey design was adopted and the population for the study comprised 332 teachers from all public secondary schools in Awka South. From the study, teachers reported that principals who invested in professional development, provided support, and modelled instructional leadership saw better teacher engagement and classroom delivery. The study recommended capacity building for principals to improve instructional leadership competencies

Similarly, in a research conducted by Nwachukwu and Emunemu (2021) to examine principal leadership style and teacher effectiveness in public secondary schools in Ibadan North Local Government Area of Oyo State, Nigeria. A descriptive survey design was adopted for the study and a sample size of 313 teacher respondents were selected through multi-stage sampling procedure. Their correlational analysis revealed significant positive relationships between both autocratic ($r=0.55$, $p<0.05$) and democratic ($r=0.715$, $p<0.05$) styles and teacher effectiveness, whereas laissez-faire showed no significant correlation ($r=0.443$, $p>0.05$). The authors recommended that principals blend styles using autocratic leadership when necessary while emphasising democratic practices to enhance school climate and teacher performance.

Akinyooye and Babatunde (2024) investigated principal leadership styles and work climate on performance of public senior secondary schools' teachers in Ibadan metropolis. The study adopted correlational survey design. A sample of 270 participants was drawn from nine public senior secondary schools in selected three local government areas in the metropolis through multistage sampling techniques. They found that directive, supportive, participative, and achievement-oriented leadership styles all significantly affected teacher performance. A positive work climate mediated the relationship, such that schools

with collaborative leadership and supportive environments reported high teacher motivation and effectiveness.

Summary of Reviewed Literature

This chapter reviewed relevant literature concerning principal leadership styles and teacher effectiveness. The theoretical foundation for the study is grounded in the Path-Goal Theory of Leadership, which proposes that leaders can enhance the performance and satisfaction of their subordinates by choosing leadership behaviours that are most appropriate for the situation and the needs of their followers. Within the context of this study this theory implies that principals must adopt leadership styles that motivate teachers, clarify tasks, remove barriers, and create an enabling environment for effective teaching and learning.

The concept of leadership was discussed as the ability to influence and guide others toward achieving organisational goals. Within schools, this manifests in the leadership roles played by principals. Principal leadership style refers to the consistent behaviour patterns used by school heads in managing both human and material resources. Types of leadership styles such as democratic, autocratic, charismatic, and laissez-faire were examined, each with distinct implications for teacher morale, autonomy, collaboration, and innovation.

Teacher effectiveness was described as a multidimensional construct involving instructional quality, classroom management, communication skills, and commitment to student success. The effectiveness of a teacher is heavily influenced by the leadership climate created by the principal. When teachers operate under supportive and inclusive leadership, they are more likely to be motivated, creative, and committed to professional excellence. Conversely, poor leadership can lead to job dissatisfaction and low classroom performance.

Empirical evidence from recent studies revealed that transformational, democratic, and participatory leadership styles significantly enhance teacher effectiveness, while laissez-faire and autocratic styles tend to have limited or negative impact. Although these patterns are well documented across several Nigerian states, limited research has been conducted in the Ovia North East Local Government Area of Edo State. This study seeks to fill that gap by exploring how principal leadership style influences teacher effectiveness in senior secondary schools within this locale.

CHAPTER THREE

METHODOLOGY

Research Design

This study adopts a descriptive survey research design. A descriptive survey is suitable for studies that aim to collect information from a population or sample to describe existing conditions, opinions, or characteristics. It enables the researcher to assess the relationship between principal leadership styles and teacher effectiveness as they occur in real school settings without manipulation of variables. This design is considered appropriate because it facilitates the collection of data from a wide range of respondents within the senior secondary schools in Ovia North East Local Government Area. According to Nworgu (2015), the descriptive survey design is widely used in educational research for its ability to provide accurate descriptions of phenomena as they exist.

Population of the Study

The population of this study comprises of two hundred and thirty two (232) teachers in the twenty nine (29) public secondary schools in Ovia North East Local Government Area of Edo State (Edo State Ministry of Education, 2024). The choice of this population is informed by the aim of the study to evaluate how different principal leadership styles influence the effectiveness of classroom

teachers. As noted by Olaitan et al. (2010), a well-defined population is necessary for the clarity and applicability of research findings.

Sample and Sampling Techniques

A sample size of 93 teacher respondents will be used for this study. This will represent 40% of the total population using convenient sampling method. The schools will be randomly selected within Ovia North-East Local Government Area to ensure wide coverage. It is important to note that sampling helps researchers manage cost, time, and effort without compromising the representativeness of the study (Uzoagulu, 2011).

Research Instrument

The main instrument for data collection will be a structured questionnaire titled “Principal Leadership Style and Teacher Effectiveness Questionnaire (PLSTEQ).” The questionnaire will be divided into three sections: Section A consist of the demographic data, Section B consist of items related to principal leadership styles, and Section C consist of items measuring teacher effectiveness. Likert-type items will be used to capture respondents' opinions and perceptions.

Validity of the Instrument

To ensure content and face validity, the draft questionnaire will be subjected to expert review by the project supervisor and two other professionals in educational management and measurement and evaluation. Their feedback will be used to modify ambiguous or irrelevant items. Validity ensures that the instrument measures what it is intended to measure and aligns with the study objectives. As posited by Owan (2020), validation through expert judgment helps to ensure the instrument's relevance and adequacy in addressing the research problem.

Reliability of the Instrument

The reliability of the instrument was determined through the test-retest method. The instrument was administered to 20 teachers in a similar but different local government area within Edo State. After two weeks, the same instrument was re-administered again to the same group, and the scores were correlated using Pearson's Product Moment Correlation Coefficient. A reliability coefficient of 0.793 obtained and considered acceptable (Nwankwo, 2016).

Administration of the Instrument

The researcher will personally administer the questionnaires to the selected schools with the help of trained assistants. Prior permission will be obtained from

the school head before administration. Respondents will be assured of the confidentiality of their responses and the anonymity of their identities.

Method of Data Analysis

Data collected from the questionnaire will be analysed using both descriptive and inferential statistics. Descriptive statistics (percentage, mean and standard deviation) will summarise the responses on demographic data and research question 1, while inferential statistic (Simple linear regression and Pearson correlation) will be used to test the hypotheses in the study. The Statistical Package for Social Sciences (SPSS) version 25 will be employed for data analysis. The level of significance will be set at 0.05. According to Asika (2010), statistical tools help the researcher make meaningful inferences from raw data.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter present and discuss the results and findings on the data collected on principal leadership style and teachers' effectiveness in senior secondary schools in Ovia North East Local Government area of Edo State. The results of the study is therefore presented as follows:

Demographic Data Analysis

Table 4.1 Demographic Data

Table 4.1.1: Frequency Distribution of respondents Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	51	54.8	54.8	54.8
Female	42	45.2	45.2	100.0
Total	93	100.0	100.0	

Table 4.1.1 above reveal the frequency distribution of the respondents Gender. The result shows that majority of the respondents 51 (54.8%) were male while 42 (45.2%) of the respondents were female. Although, majority of the respondents were male, the female respondents were equally represented to a greater proportion.

Table 4.1.2: Frequency Distribution of Respondents Age

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Below 30 years	21	22.6	22.6	22.6
30-39 years	36	38.7	38.7	61.3
40-49 years	24	25.8	25.8	87.1
50 years and above	12	12.9	12.9	100.0
Total	93	100.0	100.0	

Table 4.1.2 above reveal the Age distribution of the respondents. The result shows that majority of the respondents 36 (38.7%) were between the age of 30-39 years, followed by closely by 24 (25.8%) of the respondents who were between the age of 40-49 years. In the same vein, 21 (22.5%) of respondents were between the age of 30 years below while 12 (12.9%) of the respondents were between the age of 50 years and above. The result therefore shows that the age bracket of each respondents were fully captured in the study.

Table 4.1.3: Frequency Distribution of Respondents Educational Qualifications

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NCE	17	18.3	18.3	18.3
	B.ED/B.SC	46	49.5	49.5	67.7
	PGDE	16	17.2	17.2	84.9
	M.ED/M.SC	12	12.9	12.9	97.8
	Ph.D.	2	2.2	2.2	100.0
	Total	93	100.0	100.0	

Table 4.1.3 above reveal the frequency distribution of the respondents' educational qualifications. The result shows that majority of the respondents 46 (49.5%) were B.Ed./B.Sc. certificate holders, followed by 16 (17.2%) of the respondents who are holders of PGDE certificates. The table further revealed that 12 (12.9%) of the respondents hold M.Ed./M.Sc. certificates while 2 (2.2%) were Ph.D. certificate holders. The result therefore implies that majority of the respondents have advanced educational level qualifications.

Table 4.1.4: Frequency distribution of respondents Years of Teaching Experience

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1-5 Years	26	28.0	28.0	28.0
6-10 Years	30	32.3	32.3	60.2
11-15 Years	14	15.1	15.1	75.3
Above 15 Years	23	24.7	24.7	100.0
Total	93	100.0	100.0	

Table 4.1.3 above reveal the frequency distribution of the respondents' years of working experience. The result shows that majority of the respondents 30 (32.3%) have between 6-10 years of working experience followed closely by 26 (28.0%) of the respondents with 1-5 years of working experience. The table in addition shows that 23 (24.7%) of the respondents have above 15 years working experience while 14 (15.1%) of the respondents have 11-15 years of working experience. The above result implies that, almost all the respondents have a good idea of their principals' leadership style considering their years of experiences.

Analysis of Research Question

Research Question 1: What leadership styles are commonly used by principals in senior secondary schools in Ovia North East Local Government?

Table 4.2: Analysis of Commonly Used Leadership Styles among Principals

Descriptive Statistics				
Democratic Leadership Style	N	Sum	Mean	Std. Deviation
My principal involves teachers in decision-making.	93	288	3.10	.533
The principal encourages open communication among staff.	93	287	3.09	.458
Teachers' opinions are respected in my school.	93	289	3.11	.541
There is a sense of shared responsibility under my principal.	93	296	3.18	.465
Autocratic Leadership Style				
The principal makes decisions without consulting staff.	93	232	2.49	.544
My principal enforces strict compliance to rules without discussion.	93	222	2.39	.532
Staff are rarely involved in school planning activities.	93	237	2.55	.542
The principal often imposes penalties without teacher input.	93	238	2.56	.616
Charismatic Leadership Style				
My principal motivates teachers through enthusiasm and vision.	93	313	3.37	.547
The principal inspires confidence and respect among staff.	93	322	3.46	.563
The principal's personal commitment encourages others.	93	313	3.37	.547
Teachers are inspired to work harder because of the principal's passion.	93	316	3.40	.514
Laissez-faire Leadership Style				
The principal allows teachers to carry out tasks without much supervision.	93	246	2.65	.637
Teachers make most decisions without principal interference.	93	245	2.63	.586
My principal provides little direction in school matters.	93	248	2.67	.577
There is minimal monitoring of teacher performance.	93	244	2.62	.606
Valid N (listwise)	93			

Table 4.2 above presents the descriptive analysis of the leadership styles commonly adopted by principals in senior secondary schools in Ovia North East Local Government Area, as perceived by teachers. The leadership styles examined include democratic, autocratic, charismatic, and laissez-faire leadership styles.

Findings from the table show that democratic leadership style is moderately practiced by principals. The mean scores for items under this style range from 3.09 to 3.18, indicating that principals often involve teachers in decision-making, encourage open communication, respect teachers' opinions, and promote shared responsibility within the school system. The relatively low standard deviation values suggest consistency in teachers' responses, implying a general agreement among respondents that democratic leadership behaviours are evident in their schools.

With respect to autocratic leadership style, the mean scores range from 2.39 to 2.56, which indicates a moderate to low level of usage. Although some principals make decisions without consulting staff and enforce strict compliance to rules, these practices are not strongly dominant. The results suggest that while autocratic tendencies exist, they are not the prevailing leadership approach among principals in senior secondary Schools in Ovia North East Local Government of Edo State.

The findings further reveal that charismatic leadership style is the most prominently used among principals. All items under this leadership style recorded high mean scores ranging from 3.37 to 3.46. This indicates that principals are perceived as motivating teachers through enthusiasm and vision, inspiring confidence and respect, demonstrating personal commitment, and encouraging teachers to work harder through their passion. The consistently high means and relatively low standard deviations show that teachers largely agree on the strong presence of charismatic leadership behaviours in their schools.

Regarding laissez-faire leadership style, the mean scores range from 2.62 to 2.67, suggesting a moderate application of this leadership style. This implies that while principals allow some level of autonomy by permitting teachers to perform tasks with minimal supervision and interference, they do not completely abdicate their leadership responsibilities. Monitoring and direction still appear to be present to a reasonable extent.

The results above therefore imply that principals in senior secondary schools in Ovia North East Local Government Area predominantly adopt a charismatic leadership style, followed by democratic leadership style. Autocratic and laissez-faire leadership styles are practiced to a lesser extent. This pattern suggests that

principals tend to rely more on inspiration, vision, participation, and shared responsibility to manage their schools, rather than excessive control or complete non-interference.

Hypotheses Testing

Hypotheses 1-4 was tested using simple linear regression while hypothesis 5 was tested using Pearson Product Moment Correlation (PPMC) at 0.05 significant level.

Hypothesis 1: There is no significant influence of principals’ democratic leadership style on teachers’ effectiveness in senior secondary schools in Ovia North East.

Table 4.3: Hypothesis testing on principals’ democratic leadership style on teachers’ effectiveness

Model Summary ^b											
Model	R	Adjusted R Square	Std. Error of the Estimate	Change Statistics				Sig. F Change	Durbin-Watson		
				R Square	F Change	df1	df2				
1	.217 ^a	.047	.037	5.66719	.047	4.488	1	91	.037	1.920	

- a. Predictors: (Constant), DLS (Democratic Leadership Style)
- b. Dependent Variable: TE (Teacher Effectiveness)

The result shows a correlation coefficient (R = 0.217), indicating a weak but positive relationship between principals’ democratic leadership style and teachers’ effectiveness. The R Square value of 0.047 implies that democratic leadership style accounts for approximately 4.7% of the variance in teachers’ effectiveness.

Although this percentage is relatively small, it still shows that democratic leadership contributes meaningfully to teachers' effectiveness. The Adjusted R Square (0.037) confirms that the model remains stable after adjusting for sample size. The Durbin–Watson value of 1.920 indicates that there is no problem of autocorrelation in the data, as the value falls within the acceptable range of 1.5–2.5.

ANOVA ^b						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	144.146	1	144.146	4.488	.037 ^a
	Residual	2922.650	91	32.117		
	Total	3066.796	92			

a. Predictors: (Constant), DLS

b. Dependent Variable: TE

The ANOVA result shows that the regression model is statistically significant with an F-value of 4.488 at $p = 0.037$. Since the probability value is less than the 0.05 level of significance, the regression model significantly predicts teachers' effectiveness. This confirms that democratic leadership style has a significant influence on teachers' effectiveness.

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.	95% Confidence Interval for B	
	B	Std. Error	Beta	t		Lower Bound	Upper Bound
1 (Constant)	15.572	5.068		3.073	.003	5.505	25.639
DLS	.855	.404	.217	2.119	.037	.053	1.657

a. Dependent Variable: TE

The regression coefficient for democratic leadership style shows an unstandardized coefficient (B) of 0.855, indicating that a unit increase in democratic leadership style leads to an increase of 0.855 units in teachers' effectiveness. The standardized beta value ($\beta = 0.217$) further indicates a positive influence of democratic leadership style on teachers' effectiveness. The t-value of 2.119 with a significance value of 0.037 shows that the influence of democratic leadership style is statistically significant. Additionally, the 95% confidence interval (0.053 to 1.657) does not include zero, further confirming the significance of the predictor.

Decision on Hypothesis One

Since the calculated p-value (0.037) is less than the 0.05 level of significance, the null hypothesis is rejected.

The study concludes that principals' democratic leadership style has a statistically significant, though modest, positive influence on teachers' effectiveness in senior secondary schools in Ovia North East Local Government Area. This suggests that involving teachers in decision-making, encouraging open communication, and

promoting shared responsibility can enhance teachers’ effectiveness in the school system.

Hypothesis 2: There is no significant effect of principals’ autocratic leadership style on teachers’ effectiveness in senior secondary schools in Ovia North East.

Table 4.4: Hypothesis testing on principals’ autocratic leadership style on teachers’ effectiveness

Model Summary ^b										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change	Durbin-Watson
						F	df1	df2		
1	.184 ^a	.034	.023	5.70589	.034	3.197	1	91	.077	2.126

a. Predictors: (Constant), ALS (Autocratic Leadership Style)

b. Dependent Variable: TE (Teacher Effectiveness)

The regression result shows a correlation coefficient of $R = 0.184$, indicating a weak relationship between principals’ autocratic leadership style and teachers’ effectiveness. The R Square value of 0.034 implies that autocratic leadership style explains approximately 3.4% of the variance in teachers’ effectiveness. The Adjusted R Square of 0.023 further indicates that the predictive power of the model is low. The Durbin–Watson value of 2.126 suggests that there is no autocorrelation problem in the residuals, as the value falls within the acceptable range.

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	104.096	1	104.096	3.197	.077 ^a
	Residual	2962.700	91	32.557		
	Total	3066.796	92			

a. Predictors: (Constant), ALS

b. Dependent Variable: TE

The ANOVA result reveals an F-value of 3.197 with a significance level of 0.077. Since the p-value is greater than the 0.05 level of significance, the regression model is not statistically significant. This indicates that autocratic leadership style does not significantly predict teachers' effectiveness.

Model		Coefficients ^a						
		Unstandardized Coefficients		Standardized Coefficients		95% Confidence Interval for B		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound
1	(Constant)	32.053	3.306		9.694	.000	25.486	38.621
	ALS	-.582	.326	-.184	-1.788	.077	-1.229	.065

a. Dependent Variable: T

The regression coefficient for autocratic leadership style shows an unstandardized coefficient (B) of -0.582, indicating a negative effect of autocratic leadership style on teachers' effectiveness. This suggests that an increase in autocratic leadership behaviour tends to reduce teachers' effectiveness. The standardized beta value ($\beta = -0.184$) further confirms the negative direction of the relationship. However, the t-value of -1.788 with a p-value of 0.077 shows that this effect is not statistically

significant. Additionally, the 95% confidence interval (-1.229 to 0.065) includes zero, which further supports the lack of significance.

Decision on Hypothesis Two

Since the p-value (0.077) is greater than the 0.05 level of significance, the null hypothesis is not rejected. The study therefore concludes that principals' autocratic leadership style does not have a statistically significant effect on teachers' effectiveness in senior secondary schools in Ovia North East Local Government Area. Although the relationship is negative, suggesting that autocratic practices may reduce teachers' effectiveness, the effect is not strong enough to be considered statistically significant.

Hypothesis 3: There is no significant impact of principals' charismatic leadership style on teachers' effectiveness in senior secondary schools in Ovia North East.

Table 4.5: Hypothesis testing on principals' charismatic leadership style on teachers' effectiveness

Model Summary ^b										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change	Durbin-Watson
						F	df1	df2		
1	.270 ^a	.073	.063	5.58928	.073	7.169	1	91	.009	1.890

a. Predictors: (Constant), CLS
b. Dependent Variable: TE

The regression analysis yielded a correlation coefficient (R = 0.270), indicating a positive and moderate relationship between principals' charismatic leadership

style and teachers' effectiveness. The R Square value of 0.073 shows that charismatic leadership style accounts for approximately 7.3% of the variance in teachers' effectiveness. The Adjusted R Square (0.063) further confirms the adequacy of the model after adjusting for sample size. The Durbin-Watson value of 1.890 indicates that there is no problem of autocorrelation in the residuals, as the value lies within the acceptable range.

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	223.955	1	223.955	7.169	.009 ^a
	Residual	2842.841	91	31.240		
	Total	3066.796	92			

a. Predictors: (Constant), CLS

b. Dependent Variable: TE

The ANOVA result indicates that the regression model is statistically significant, with an F-value of 7.169 and a p-value of 0.009. Since the significance value is less than the 0.05 level, the model significantly predicts teachers' effectiveness. This suggests that principals' charismatic leadership style has a meaningful impact on teachers' effectiveness.

Coefficients^a

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.	95% Confidence Interval for B
-------	-----------------------------	---------------------------	---	------	-------------------------------

	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	13.228	4.893		2.703	.008	3.509	22.947
CLS	.957	.357	.270	2.677	.009	.247	1.667

a. Dependent Variable:
TE

The regression coefficient for charismatic leadership style shows an unstandardized coefficient (B) of 0.957, indicating that a unit increase in charismatic leadership style results in an increase of 0.957 units in teachers' effectiveness. The standardized beta coefficient ($\beta = 0.270$) further demonstrates a positive influence of charismatic leadership style on teachers' effectiveness. The t-value of 2.677 with a p-value of 0.009 confirms that this effect is statistically significant. Additionally, the 95% confidence interval (0.247 to 1.667) does not include zero, providing further evidence of the significance of the predictor.

Decision on Hypothesis Three

Since the p-value (0.009) is less than the 0.05 level of significance, the null hypothesis is rejected. The study concludes that principals' charismatic leadership style has a statistically significant and positive impact on teachers' effectiveness in senior secondary schools in Ovia North East Local Government Area. This implies that principals who motivate teachers through enthusiasm, vision, and personal commitment are more likely to enhance teachers' effectiveness in their schools.

Hypothesis 4: Principals' laissez-faire leadership style does not significantly enhance teachers' effectiveness in senior secondary schools in Ovia North East.

Table 4.6: Hypothesis testing on principals' laissez-faire leadership style on teachers' effectiveness

Model Summary^b										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change	Durbin-Watson
						F Change	df1	df2		
1	.255 ^a	.065	.055	5.61263	.065	6.354	1	91	.013	2.060

a. Predictors: (Constant), LLS
b. Dependent Variable: TE

The result of the regression analysis shows a correlation coefficient ($R = 0.255$), indicating a positive relationship between principals' laissez-faire leadership style and teachers' effectiveness. The R Square value of 0.065 reveals that laissez-faire leadership style accounts for approximately 6.5% of the variance in teachers' effectiveness. The Adjusted R Square (0.055) further confirms the stability of the model after adjusting for sample size. The Durbin–Watson statistic of 2.060 indicates that there is no autocorrelation problem in the residuals, as the value falls within the acceptable range of 1.5 to 2.5.

ANOVA^b					
Model	Sum of Squares	df	Mean Square	F	Sig.

1	Regression	200.154	1	200.154	6.354	.013 ^a
	Residual	2866.642	91	31.502		
	Total	3066.796	92			

a. Predictors: (Constant), LLS

b. Dependent Variable: TE

The ANOVA table shows that the regression model is statistically significant, with an F-value of 6.354 and a p-value of 0.013. Since the p-value is less than the 0.05 level of significance, the model significantly predicts teachers' effectiveness. This implies that principals' laissez-faire leadership style significantly enhances teachers' effectiveness.

		Coefficients^a				95% Confidence Interval for B	
		Unstandardized Coefficients		Standardized Coefficients		Lower Bound	Upper Bound
Model		B	Std. Error	Beta	t	Sig.	
1	(Constant)	18.207	3.238		5.622	.000	11.774 24.639
	LLS	.760	.301	.255	2.521	.013	.161 1.358

a. Dependent Variable: TE

The coefficient table reveals that laissez-faire leadership style has an unstandardized coefficient (B) of 0.760, meaning that a unit increase in laissez-faire leadership behaviour leads to an increase of 0.760 units in teachers' effectiveness. The standardized beta coefficient ($\beta = 0.255$) further indicates a positive influence of laissez-faire leadership style on teachers' effectiveness. The t-value of 2.521 with a significance level of 0.013 confirms that this influence is

statistically significant. Furthermore, the 95% confidence interval (0.161 to 1.358) does not include zero, reinforcing the significance of the predictor.

Decision on Hypothesis Four

Since the p-value (0.013) is less than the 0.05 level of significance, the null hypothesis is rejected. The study concludes that principals' laissez-faire leadership style significantly enhances teachers' effectiveness in senior secondary schools in Ovia North East Local Government Area. This suggests that allowing teachers some autonomy and flexibility in carrying out their duties can positively contribute to their effectiveness, provided it is not accompanied by total absence of leadership.

Hypothesis 5: There is no significant relationship between principals' leadership styles and teachers' job effectiveness in senior secondary schools in Ovia North East Local Government Area.

Table 4.6: Hypothesis testing on relationship between principals' leadership styles and teachers' job effectiveness

Correlations

		PLS	TE
PLS	Pearson Correlation	1	.266**
	Sig. (2-tailed)		.010
	N	93	93
TE	Pearson Correlation	.266**	1
	Sig. (2-tailed)	.010	
	N	93	93

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

PLS (Principal Leadership style)

TE (Teacher Effectiveness)

The result in Table 4.6 shows a Pearson correlation coefficient (r) of 0.266, indicating a positive and weak relationship between principals' leadership styles and teachers' job effectiveness. This implies that improvements in principals' leadership styles are associated with increases in teachers' job effectiveness. The significance value ($p = 0.010$) is less than the 0.05 and 0.01 levels of significance, indicating that the relationship observed is statistically significant. This means that the likelihood of the relationship occurring by chance is very low.

Decision on Hypothesis Five

Since the p -value (0.010) is less than the 0.05 level of significance, the null hypothesis is rejected. The study therefore concludes that there is a statistically significant relationship between principals' leadership styles and teachers' job effectiveness in senior secondary schools in Ovia North East Local Government

Area. Although the relationship is weak, it is positive, suggesting that effective leadership practices by principals contribute to improved teacher job effectiveness.

Discussions of Findings

This section discusses the findings of the study based on the research questions and hypotheses for school leadership and teachers' effectiveness in senior secondary schools in Ovia North East Local Government Area of Edo State.

The findings of this study reveal that principals in senior secondary schools in Ovia North East Local Government Area predominantly adopt charismatic and democratic leadership styles, while autocratic and laissez-faire leadership styles are less frequently used. This suggests that principals prefer leadership approaches that emphasize inspiration, participation, and collaboration rather than excessive control or complete non-interference. This finding aligns with Nwachukwu and Emunemu, (2020) which reported that modern school leadership increasingly favours participatory and transformational practices that enhance teacher motivation and school effectiveness.

The study further shows that democratic leadership style positively influences teachers' effectiveness. This implies that when teachers are involved in decision-making and their opinions are valued, they are more committed and perform their duties more effectively. This finding is consistent with Adeyemi (2010) which

established that participative leadership promotes teacher morale, job satisfaction, and instructional effectiveness.

In contrast, the study shows that autocratic leadership style does not significantly enhance teachers' effectiveness. This suggests that leadership practices characterized by unilateral decision-making and strict control may discourage teacher initiative and reduce effectiveness. This result supports earlier studies (Shamaki, 2015; Yea et al., 2024) which found that authoritarian leadership often leads to low motivation and poor teacher engagement, particularly in professional educational environments.

The findings also indicate that charismatic leadership style has a strong positive influence on teachers' effectiveness. Principals who inspire teachers through vision, enthusiasm, and personal commitment are more likely to motivate them to perform effectively. This result is in line with the study of Umoh and Samuel (2023) that identified inspirational and transformational leadership as key drivers of teacher commitment and improved school performance.

Similarly, the study reveals that laissez-faire leadership style can enhance teachers' effectiveness when applied moderately. Allowing teachers autonomy and flexibility in carrying out their responsibilities appears to encourage professionalism and responsibility. This finding agrees with previous studies

(Kamal, Ridwan, & Kesuma, 2024; Ogunyinka & Adedoyin, 2013) which suggest that teacher autonomy can improve effectiveness when teachers are experienced and adequately supported.

Finally, the study establishes a significant relationship between principals' leadership styles and teachers' job effectiveness. This confirms that leadership practices play an important role in shaping teachers' attitudes and performance. The finding is consistent with existing literature (Mbua, 2023; Edikpa, Chigbu, and Ezeaku, 2024) which emphasizes that effective school leadership is central to improving teacher effectiveness and overall school outcomes.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary of the Study

This study investigated principals' leadership styles and teachers' effectiveness in senior secondary schools in Ovia North East Local Government Area of Edo State. The study focused on four leadership styles: democratic, autocratic, charismatic, and laissez-faire. Teachers' effectiveness was examined in relation to instructional delivery, classroom management, and professional commitment.

A descriptive survey research design was adopted for the study. Data were collected using a structured questionnaire titled Principal Leadership Style and Teacher Effectiveness Questionnaire (PLSTEQ). The data collected were analyzed using descriptive statistics to answer the research question, while simple linear regression and Pearson Product Moment Correlation were used to test the hypotheses at the 0.05 level of significance.

Summary of Findings

The major findings of the study are summarized as follows:

1. Principals in senior secondary schools in Ovia North East Local Government Area predominantly adopt charismatic and democratic leadership styles, while autocratic and laissez-faire leadership styles are less commonly used.

2. Democratic leadership style was found to have a positive and significant influence on teachers' effectiveness, indicating that teachers perform better when they are involved in decision-making and school governance.
3. Autocratic leadership style was found not to have a significant effect on teachers' effectiveness, suggesting that excessive control and unilateral decision-making do not enhance teachers' performance.
4. Charismatic leadership style was found to have a significant positive impact on teachers' effectiveness, showing that inspirational leadership enhances teachers' motivation and commitment.
5. Laissez-faire leadership style was found to significantly enhance teachers' effectiveness when applied moderately, suggesting that teacher autonomy can improve performance if balanced with guidance.
6. There was a significant relationship between principals' leadership styles and teachers' job effectiveness, confirming that leadership practices play a crucial role in determining teachers' effectiveness.

Conclusion

Based on the findings of this study, it is concluded that principals' leadership styles significantly influence teachers' effectiveness in senior secondary schools in Ovia North East Local Government Area of Edo State. Leadership styles that

emphasize participation, inspiration, and shared responsibility are more effective in enhancing teachers' performance than authoritarian approaches.

Charismatic and democratic leadership styles were found to be particularly effective in improving teachers' effectiveness, while autocratic leadership style does not contribute significantly to positive teacher outcomes. Laissez-faire leadership style, when applied appropriately, can also enhance teachers' effectiveness by promoting autonomy and professional responsibility.

The study therefore concludes that effective school leadership is a critical factor in improving teachers' effectiveness and achieving educational objectives.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are made:

1. School principals should be encouraged to adopt democratic leadership practices by involving teachers in decision-making and promoting open communication.
2. Educational authorities should organize leadership training and development programmes to strengthen principals' charismatic leadership skills.

3. Principals should minimize autocratic leadership practices, as they do not significantly enhance teachers' effectiveness.
4. Principals should apply laissez-faire leadership style with moderation, ensuring that teacher autonomy is supported by adequate supervision.
5. The Ministry of Education should include leadership effectiveness as a criterion for the appointment and evaluation of school principals.

Suggestions for Further Studies

The following suggestions are made for further research:

1. Similar studies should be conducted in other local government areas or states to enhance the generalization of findings.
2. Further studies could examine the relationship between principals' leadership styles and teachers' effectiveness at other levels of education, such as primary or tertiary institutions.

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APPENDICES

Appendix I: Reliability Test

RELIABILITY

/VARIABLES=item_1 item_2 item_3 item_4 item_5 item_6 item_7 item_8 item_9 item_10 item_11 item_12
item_13 item_14 item_15 item_16

item_17 item_18 item_19 item_20 item_21 item_22 item_23 item_24 item_25 item_26 item_27

/SCALE('ALL VARIABLES') ALL

/MODEL=ALPHA.

Reliability

Notes

Output Created		22-Dec-2025 09:39:35
Comments		
Input	Active Dataset	DataSet5
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	20
	Matrix Input	
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=item_1 item_2 item_3 item_4 item_5 item_6 item_7 item_8 item_9 item_10 item_11 item_12 item_13 item_14 item_15 item_16 item_17 item_18 item_19 item_20 item_21 item_22 item_23 item_24 item_25 item_26 item_27 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA.
Resources	Processor Time	00:00:00.000
	Elapsed Time	00:00:00.006

[DataSet5]

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.793	27

Appendix II: Questionnaire

**DEPARTMENT OF EDUCATIONAL MANAGEMENT
FACULTY OF EDUCATION
UNIVERSITY OF BENIN
BENIN CITY**

**PRINCIPAL LEADERSHIP STYLE AND TEACHER
EFFECTIVENESS QUESTIONNAIRE (PLSTEQ)**

Dear Respondent,

I am carry out a research study on “Principal leadership style and teachers' effectiveness in senior secondary schools in Ovia North East Local Government Area of Edo State” and I am soliciting your cooperation to fill the below questionnaire items to enable me complete the research study. Kindly note that the information you are going to supply will be used for this research purpose only and your responses will be treated with confidentiality.

Thank you for your cooperation.

Section A: Demographic Information

Instruction: Please tick (✓) as appropriate.

1. **Gender:** Male () Female ()
2. **Age:** Below 30 () 30–39 () 40–49 () 50 and above ()
3. **Qualification:** NCE () B.Ed/B.Sc. () PGDE () M.Ed/MSc. () Ph.D ()
4. **Years of Teaching Experience:** 1-5 () 6-10 () 11-15 () Above 15 ()

Section B: Principal Leadership Style

Instruction: Please tick (✓) as appropriate.

Keys: SA – Strongly Agree; A – Agree; D – Disagree; SD – Strongly Disagree

S/N	Statements	Responses			
		SA	A	D	SD
	Democratic Leadership Style				
1.	My principal involves teachers in decision-making.				
2.	The principal encourages open communication among staff.				
3.	Teachers' opinions are respected in my school.				
4.	There is a sense of shared responsibility under my principal.				
	Autocratic Leadership Style				
5.	The principal makes decisions without consulting staff.				
6.	My principal enforces strict compliance to rules without discussion.				
7.	Staff are rarely involved in school planning activities.				
8.	The principal often imposes penalties without teacher input.				
	Charismatic Leadership Style				
9.	My principal motivates teachers through enthusiasm and vision.				
10.	The principal inspires confidence and respect among staff.				
11.	The principal's personal commitment encourages others.				
12.	Teachers are inspired to work harder because of the principal's passion.				
	Laissez-faire Leadership Style				
13.	The principal allows teachers to carry out tasks without much supervision.				
14.	Teachers make most decisions without principal interference.				
15.	My principal provides little direction in school matters.				
16.	There is minimal monitoring of teacher performance.				

Section C: Teacher Effectiveness

S/N	Statements	Responses			
		SA	A	D	SD
	Instructional Delivery				
17.	I prepare detailed lesson plans regularly.				
18.	I use a variety of teaching methods in class.				
19.	I engage students actively during lessons.				
20.	I evaluate students' progress regularly.				
	Classroom Management				
21.	I maintain discipline effectively in my classroom.				
22.	I manage time efficiently during lessons.				
23.	I ensure that the learning environment is conducive.				
	Professional Commitment				
24.	I attend school regularly and punctually				
25.	I participate actively in school activities and meetings.				
26.	I engage in continuous professional development.				
27.	I collaborate with other teachers to improve student outcomes.				