

**EFFECTIVENESS OF SCHOOL LEADERSHIP STYLES IN PROMOTING
LEARNING OUTCOMES: A CASE STUDY OF PUBLIC SECONDARY
SCHOOLS IN OREDO LOCAL GOVERNMENT AREA OF EDO STATE**

BY

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ABSTRACT

This study investigated the effectiveness of school leadership styles in promoting learning outcomes: a case study of public secondary schools in Oredo Local Government Area of Edo State. To achieve the purpose of the study, four research questions were raised and examined. The sample size was made up of 120 respondents. The questionnaire was the instrument for data collection. The descriptive survey research design was adopted for the study. An analysis of data was done using mean and standard deviation.

The findings from the study include that transformational, charismatic, transactional school leadership style significantly promotes learning outcomes in public secondary schools in Oredo Local Government Area of Edo State. It was concluded that there is a significant relationship between school leadership styles and students' learning outcomes in public secondary schools in Oredo Local Government Area of Edo State.

The study recommended among others that secondary school principals should avoid the use of autocratic leadership and embrace transformational and charismatic leadership style.

CHAPTER ONE

INTRODUCTION

Background to the Study

School leadership style is crucial to learning results. School leadership styles involve convincing others to work towards organisational goals. Influencing people to work towards organisational aims and objectives (2021, Ibrahim). A successful secondary school administration depends on the principle as school leader. Principals' leadership styles affect how instructors work, how students learn, and how they act inside and beyond the school. A leader's style reflects their personality, demeanour, and organisational and personal ambitions. Leadership involves guiding people to achieve an organization's goals. School leadership includes transformative, transactional, and charismatic styles.

Transformational school leadership involves the principal raising awareness of the values and importance of desired outcomes, changing or expanding followers' wants and needs, or getting followers to put the group first. When secondary school principals let teachers speak at staff meetings, they display transformational leadership (Ochei, 2021). This principle promotes upward and downward communication. Transformational leaders stimulate intellectually by encouraging critical examination of commonly held notions, beliefs, and statuesque, creating an environment conducive to knowledge creation and sharing, encouraging innovation and creativity, heightening sensitivity to environmental changes, and empowering and imposing leaders' ideas only when followers have no viable ideas. Ubong (2020) states that transformational leaders inspire, challenge, and promote personal growth. Transformational leadership aims to change people and organisations in mind and heart, expand vision, insight,

and understanding, clarify purposes, make behaviours consistent with beliefs, principles, and values, and bring about permanent, self-perpetuating, momentum-building changes. Transactional school leadership involves an exchange process that results in follower obedience but not excitement or job dedication. Leaders focus on internal actors to achieve organisational goals (Okiki, 2020). The transactional leader's goal is to help internal actors understand the path to goal achievement, remove system barriers, and motivate them to achieve the goals. Transactional leaders are constructive and corrective. Contingency reward and management by exception characterise constructive and remedial behaviour. Incentives and contingent reward are used to influence and clarify the work required to receive rewards. It considers follower expectations and rewards goal achievement (Asuquo, 2020). Clarification of goals and appreciation of achievement should help people and groups perform as planned. Active management by exception involves the leader defining compliance and ineffective performance requirements and disciplining followers for non-compliance. This leadership style requires close monitoring for deviances, blunders, and errors and prompt correction.

Visionary charismatic school leaders instill energy and passion in their teams. Principals' charismatic school leadership style includes supporting followers, listening, and coaching and mentoring. The principal cares for and helps subordinates attain goals and progress (Udoka, 2022). Charismatic school leadership style involves treating people individually and differently on the basis of their talents. Principals with charismatic school leadership style are those who spend time teaching and coaching, treat others as individuals not just as members of a group, consider individuals as having different needs, abilities and aspirations from others, help others to develop their strength, listen attentively to others concern, promote self-development, and

instill pride in others for being associated with them (Egbe, 2020). School leadership styles often determines the learning outcomes in secondary schools. Learning outcome connotes the measure of output in education which is expressed in terms of learning, that is, changes in knowledge, abilities and attitudes of students as a result of their experiences inside the school's system (Adeniyi, 2019). Learning result can be considered as the amount to which an individual student acts or executes a piece of work, how well or terrible he/she does the task or the activities inside a learning process. Learning outcome entails the desirable changes outcomes in students' behaviours after a period of teaching and learning in school to determine the effectiveness of teaching and learning activities as related to educational objectives which provide information to students, teachers, school administrators and parents on the level at which educational objectives have been achieved (Oyedele, 2020). The importance of school leadership style on learning outcomes cannot be overemphasized. Only effective principal leadership can achieve school goals and objectives (Sanusi, 2021). School leadership styles provide vision, direction, and support for school goals and objectives. In an atmosphere of love, harmony, and cooperation among school stakeholders, this is possible. School leadership is also the method by which school heads persuade their followers to act for certain goals that represent the values, needs, aspirations and expectations of both leaders and followers (Onwurah, 2020). Effective school leadership involves influencing, directing, acquiring normative personal characteristics power, and coordinating group activities to motivate stakeholders to achieve organisational goals.

Statement of the Problem

Preliminary observation has shown that secondary schools in Nigeria have struggled with student indiscipline, examination malpractice, cultism, and drug abuse, which seem to affect student learning. These issues may be caused by atypical primary leadership and administration. These recurring issues in secondary schools make one ask if secondary school principals are competent in leadership styles and administrative duties. Researchers debate the relationship between school leadership style and learning outcomes. The debate focused on whether principals' leadership styles affect student learning. However, some argue that secondary school administrators' leadership styles may not affect learning outcomes. Common school observation reveals that a principal's leadership style may affect secondary school learning. The impact of school leadership styles on student learning is unclear. The study examines how school leadership styles affect learning outcomes in public secondary schools in Oredo Local Government Area, Edo State.

Research Questions

The following research questions will be raised in order to guide the study:

1. Does transformational school leadership style promotes learning outcomes in public secondary schools in Oredo Local Government Area of Edo State?
2. Does charismatic school leadership style promotes learning outcomes in public secondary schools in Oredo Local Government Area of Edo State?
3. Does transactional school leadership style promotes learning outcomes in public secondary schools in Oredo Local Government Area of Edo State?

4. What is the relationship between school leadership styles and students' learning outcomes in public secondary schools in Oredo Local Government Area of Edo State?

Hypothesis

Research question 1-3 will be answered directly while question 4 will be hypothesized and tested at 0.05 level of significance.

HO₁: There will be no significant relationship between school leadership styles and students' learning outcomes in public secondary schools in Oredo Local Government Area of Edo State.

HO₂: There will be no significant relationship between transformational, charismatic and transactional school leadership style and students' learning outcomes in public secondary schools.

Purpose of the Study

The main purpose of the study is to carry out an analysis on the effectiveness of school leadership styles in promoting learning outcomes: a case study of public secondary schools in Oredo Local Government Area of Edo State. The specific objectives of the study are to:

1. Find out how transformational school leadership style promotes learning outcomes in public secondary schools in Oredo Local Government Area of Edo State;
2. Determine how charismatic school leadership style promotes learning outcomes in public secondary schools in Oredo Local Government Area of Edo State;

3. Ascertain how transactional school leadership style promotes learning outcomes in public secondary schools in Oredo Local Government Area of Edo State;
4. Investigate on the relationship between school leadership styles and students' learning outcomes in public secondary schools in Oredo Local Government Area of Edo State.

Significance of the Study

The study would benefit students, teachers, principals, curriculum planners and Ministry of Education. The study would benefit students as it will help them see how various school leadership styles adopted by their school principals can reflect on their learning outcomes. The study would benefit teachers as it would help shed light on the influence of school leadership style on the teaching and learning process. Thus, teachers will be made to see how leadership styles in the school environment can impact on the teaching and learning process. The study would benefit secondary school principals as it will help them see ways through which they can use their school leadership styles to promote better learning outcomes in secondary schools.

The study would benefit curriculum planners and the Ministry of Education as it will help them see the relationship between school leadership styles and students' learning outcomes. This will thus put them in a better position to formulate necessary policies which will ensure that secondary school principals uses appropriate leadership styles which can promote better learning outcomes among students.

Scope and Delimitation

The study focuses on analysis on the effectiveness of school leadership styles in promoting learning outcomes: a case study of public secondary schools in Oredo Local Government Area of Edo State.

The study is delimited to public secondary schools in Oredo Local Government Area of Edo State.

Definition of Terms

The following terms were defined in the study:

Charismatic School Leadership Style: Principals' charismatic school leadership style is demonstrated when the school principal provides supportive climate, listens to followers and acts as a coach and mentor.

Learning Outcomes: Learning outcome entails the desirable changes outcomes in students' behaviours after a period of teaching and learning in school.

School Leadership Styles: School leadership styles is the process of persuading others to work willingly toward the achievement of organizational goals.

Transformational School Leadership Style: A secondary school principal demonstrates transformational leadership when he allows teachers to air their views.

Transactional School Leadership Style: Transactional school leadership involves an exchange process that results in follower compliance with leader request.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter presents a review of related and relevant literatures on the effectiveness of school leadership styles in promoting learning outcomes. This chapter is divided into the following sub-headings:

- Concept of Learning Outcomes
- Concept of Leadership
- Impact of Transformational School Leadership Style on Learning Outcomes
- Impact of Charismatic School Leadership Style on Learning Outcomes
- Impact of Transactional School Leadership Style on Learning Outcomes
- Relationship Between School Leadership Styles and Students' Learning Outcomes
- Summary of Literature Reviewed

Concept of Learning Outcomes

Learning outcomes are changes in students' knowledge, abilities, and attitudes as a result of their school experiences (Adeniyi, 2019). Learning outcome is how successfully or poorly a learner performs a task or learning process (Aliaka, 2021). Learning outcomes are the desired changes in

students' behaviours after a period of teaching and learning in school to determine the effectiveness of teaching and learning activities as related to educational objectives and inform students, teachers, school administrators, and parents of educational objectives achieved. Learning result is how well kids understand educational subjects (Qudus, 2020). It shows how well a person met educational goals. Learning outcome is pupils' school achievement, accomplishment, or success (Aremu, 2020). Otite (2021) defined learning result as improving students' capacities and potentials to prepare them for success in a society or culture. From this perspective, education is largely about personal growth. Keep in mind that kids' academic achievement may depend on the situation, therefore the essential skills may differ. The concept, meaning, and criteria of academic success may change depending on the situation. Adode (2020) examined junior secondary school learning outcomes in Umuahia, Abia state, Nigeria. The researcher examined junior secondary students' learning outcomes. The researcher posed four research questions to lead the investigation. Study researcher used descriptive survey design. The researcher selected 150 study participants using simple random sampling. The study collected data using a standardised questionnaire on student learning outcomes. The four research questions were answered using frequency count and simple percentage. The study discovered positive and high learning outcomes at junior secondary schools in Umuahia, Abia state, Nigeria.

Concept of Leadership

Leadership involves inspiring others to work towards organisational goals. Influencing people to work towards organisational goals is it (Ibrahim, 2021). Leaders drive their subordinates or followers towards predetermined goals. According to Aliyu (2020), leadership requires the ability to work with people in the organisation. Leadership

involves guiding people to achieve an organization's goals. It is a process of intentionally influencing others to guide, structure, and facilitate group or organisational activities and relationships and a managerial behaviour pattern designed to integrate organisational or personal interests and effects for specific goals.

Project management relies heavily on leadership. Leadership is encouraging others to attain goals. Leadership sets the vision, direction, and critical processes, which affects the entire project process, including others' actions (Korede, 2020). Leadership is the process by which a leader directs subordinates or followers towards predetermined goals (Imole, 2021). Effective leadership has been shown to have a major impact on every nation and every organisation. A company without good leadership is struggling. If education goals are to be met, the headmaster must lead.

Leadership can also be defined as the use of position, expertise, or wisdom to make decisions. Ejiofor (2020) defined leadership as a social influence process in which the leader seeks subordinates' voluntary participation in organisational goals. Leadership, according to Tennenbaun (2021), is interpersonal influence used to achieve goals through communication. Gbadamosi (2022) defined leadership as persuading and leading an organised group to attain its goals. He defines it as using non-coercive influence to create a group's goals, encourage conduct towards them, and establish group or organisational structure. Leadership is a set of traits attributed to leaders, he says.

How Transformational School Leadership Affects Learning

Transformational school leadership means that the principal helps teachers and staff understand the value of school goals, changes or broadens their interests, and encourages them to prioritise the needs of the group. Allowing teachers to speak during staff meetings is one way principals show this leadership style (Ochei, 2021). It supports both upward and downward communication. Transformational leaders also encourage people to question old ideas and practices, create an environment where knowledge can be shared, promote innovation, stay alert to changes in the school's environment, and only impose their own ideas when there are no better options. Ubong (2020) explains that such leaders inspire others, push them to achieve more, and help them grow personally. This style focuses on changing people and schools in both thinking and behaviour, giving clearer vision, improving understanding, ensuring that actions match values, and making changes that last and grow stronger over time (Idati, 2020).

Komonibo (2019) studied the effect of transformational school leadership on learning in secondary schools in Rivers State, Nigeria. The study used a descriptive survey with 100 participants and a 20-item questionnaire. Data was analysed using mean scores for the research questions and a t-test for the hypothesis at 0.05 significance level. Results showed that transformational school leadership improved learning in these schools.

Olabisi (2018) carried out a similar study in the Ikorodu education zone of Lagos State with 140 students. Using a structured questionnaire, mean and standard deviation for the research questions, and t-tests for the hypotheses, the study found a strong link between transformational leadership style and better learning outcomes in secondary schools.

In Yenogoa, Bayelsa State, Omonuku (2019) explored how principals' transformational leadership style influenced student learning and achievement. The descriptive survey included

180 students from six school zones. Data analysis showed that transformational leadership by principals had a positive effect on both learning and academic performance.

Ogunbi (2019) studied the same concept in Katsina State with 80 students. Using a standard questionnaire, mean and standard deviation for the research questions, and Pearson correlation for the hypotheses, the results showed that transformational leadership improved students' learning outcomes in secondary schools.

Impact of Charismatic School Leadership Style on Learning Outcomes

Visionary charismatic school leaders instill energy and passion in their teams. Principals' charismatic school leadership style includes supporting followers, listening, and coaching and mentoring. The principal cares for and helps subordinates attain goals and progress (Udoka, 2022). Charismatic school leaders handle people differently based on their talents. Principals with charismatic school leadership styles spend time teaching and coaching, treat others as individuals, consider individuals as having different needs, abilities, and aspirations, help others develop their strengths, listen attentively to others' concerns, promote self-development, and instill pride in others for being associated with them (Egbe, 2020). Ademola (2020) examined how charismatic school leadership affects students' learning and classroom participation in public secondary schools in Ibadan, Oyo state. The study examines how charismatic school leadership affects public secondary students' learning and classroom participation. Four research questions and a null hypothesis led the study. The survey was descriptive. Study participants numbered 100. Research was conducted using a standardised questionnaire titled "influence of charismatic school leadership style on students' learning outcome and participation in classroom activities". At 0.05 significance, t-test statistic was

employed to test the null hypothesis, while mean and standard deviation answered the four study questions. The study and others found that charismatic school leadership style affects students' learning outcomes and classroom participation in public secondary schools in Ibadan city, Oyo state.

In secondary schools in Imo State, Nigeria, Okotie (2019) examined how charismatic principals affect student learning. Study participants comprised all 288 state secondary schools. The research was directed by four questions. Stratified random selection selected 240 senior high school pupils from this population. Study data was collected using two instruments. Principals' charismatic school leadership style questionnaire and students' learning result questionnaire. The data was analysed using frequency counts, percentages, a correlation matrix, and t-tests. The study and others found that charismatic school leaders affect secondary school pupils' learning outcomes in Imo State, Nigeria.

Onyeke (2018) examined how charismatic school leadership affects student learning in Jigawa state public secondary schools. The study examines how charismatic school leadership affects public secondary students' learning. Four research questions and a null hypothesis led the study. The survey was descriptive. Study participants numbered 115. The study collected data using a standardised questionnaire on charismatic school leadership style and student learning. At 0.05 significance, t-test statistic was employed to assess the null hypothesis, whereas frequency count and simple percentage answered the four study questions. The study and others found that charismatic school leadership style affects student learning in Jigawa state public secondary schools.

The Effects of Transactional School Leadership on Learning

Transactional school leadership involves an exchange process that results in follower obedience but not excitement or job dedication. Leaders focus on internal actors to achieve organisational goals (Okiki, 2020). The transactional leader's mission is to help internal actors understand the road to goal achievement, remove system barriers, and motivate them to achieve the goals. Transactional leaders are productive and corrective. Contingency reward and management by exception characterise constructive and remedial behaviour. Incentives and contingent reward are used to influence and clarify the labour required to receive rewards. It assesses follower expectations and rewards objective achievement (Asuquo, 2020). Clarification of goals and appreciation of achievement should help people and groups perform as planned. Active management by exception involves the leader defining compliance and ineffective performance requirements and disciplining followers for non-compliance. This leadership style requires close monitoring for deviances, blunders, and errors and prompt correction. Principal transactional leadership and learning outcomes at secondary schools in Ahaocha, Anambra State, were examined by Ebeledike (2018). The study examines secondary school administrators' transactional leadership style and learning outcomes. 200 respondents were randomly sampled. Hypotheses were assessed with Pearson product moment correlation coefficients at 0.05 significance. Data analysis using means and frequency distribution. Principal transactional leadership style and secondary school learning outcomes in Ahaocha, Anambra State, were found to be significantly related. Ayingba (2019) examined how transactional school leadership affects student learning in public secondary schools in Ado-Ekiti, Ekiti State, Nigeria. The study examined how transactional school leadership affects public secondary students' learning. Six research topics and a null hypothesis led the study. The survey was descriptive. Study participants numbered 130. The

main instrument was a 30-item researcher-designed questionnaire. Data was analysed using mean scores to answer research questions and the t-test to assess the hypothesis at 0.05 significance. The study and others found that transactional school leadership style affects student learning in public secondary schools in Ado-Ekiti, Ekiti State, Nigeria. Egbeda (2020) examined transactional school leadership style and secondary school learning results in Gombe state, Nigeria. The study investigates how transactional school leadership affects student learning. Five research questions and three null hypotheses led the investigation. The survey was descriptive. Study participants numbered 170. The study collected data via a structured questionnaire on transactional school leadership style and student learning results. The five study questions were answered using mean and standard deviation, and the three null hypotheses were tested using t-test at 0.05 significance. The study and others found that transactional school leadership style affects secondary school pupils' learning outcomes in Gombe state, Nigeria. Ahwinahwi (2020) examined how transactional school leadership changes secondary school teaching and learning in Delta state, Nigeria. The study examines how transactional school leadership affects secondary school students' learning. Five research questions and two null hypotheses led the investigation. The descriptive study collected data using questionnaires. In Delta state, Nigeria, transactional school leadership style affects secondary school students' teaching and learning. Chimeremeze (2020) examined Jigawa State secondary school pupils' academic performance and transactional school leadership style. Transactional school leadership style and academic achievement are the focus of the study. The study used descriptive survey research. 200 respondents were randomly sampled. Hypotheses were assessed with Pearson product moment

correction coefficients at 0.05 significance. Data analysis using means and frequency distribution. The study identified a substantial correlation between transactional school leadership style and secondary school academic achievement in Jigawa State. In Abia state, Nigeria, Ukebo (2020) examined how transactional school leadership affects student learning in public secondary schools. The study examined how transactional school leadership affects public secondary students' learning. Five research questions and two null hypotheses led the investigation. The survey was descriptive. Study participants numbered 130. A 22-item researcher-designed questionnaire was the main tool. Data was analysed using mean scores to answer research questions and the t-test to assess the hypothesis at 0.05 significance. The study and others found that transactional school leadership style affects student learning in public secondary schools in Abia state, Nigeria.

The Link Between School Leadership Styles and Student Learning

No one can overstate how school leadership affects learning. Only competent principle leadership can fulfil school goals and objectives (Sanusi, 2021). School leadership styles provide vision, direction, and support for school goals and objectives. In an atmosphere of love, harmony, and cooperation among school stakeholders, this is possible. School leaders inspire their followers to behave towards goals that reflect their beliefs, needs, aspirations, and expectations (Onwurah, 2020). Effective school leadership involves influencing, directing, acquiring normative personal characteristics power, and coordinating group activities to motivate stakeholders to achieve organisational goals. Idigun (2018) examined how school leadership style affects student learning and secondary school teachers' work satisfaction. He found that school principals favoured democratic over authoritarian leadership. It was the most common school principal leadership style. He also

found a correlation between principal leadership styles and teacher performance. His research found that autocratic principals yield higher teacher performance than democratic principals. His research found that autocratic principals yield higher teacher performance than democratic principals. Therefore, authoritarian leadership is ideal for school teacher productivity and performance. He also advised principals to use autocratic and democratic leadership styles depending on the situation to increase teacher performance. They may utilise autocracy or democracy in different conditions. Thus, good leadership is needed to lead instructors and boost school efficiency.

A paper by Akasi (2018) examined school leadership styles and student learning in Ekiti State, Nigeria. All 694 state secondary schools were studied in a correlational research. A simple random sampling method selected 350 secondary schools. Stratified random selection selected 1,260 teachers from 7,562 in the schools for the study. Study data was collected using two instruments. Data was analysed using frequency count, percentages, and the mean, and hypotheses were tested using Pearson Product Moment Correlation. Leadership styles and student learning outcomes were found to be linked in Ekiti State, Nigeria. Ochie (2019) examined how school leadership style affects secondary school learning in Kano state, Nigeria. The study examined how school leadership style affects secondary students' learning. Four research questions and a null hypothesis led the study. The survey was descriptive. The study sampled 90 people. The main instrument was a 15-item researcher-designed questionnaire. Data was analysed using mean scores to answer research questions and the t-test to assess the hypothesis at 0.05 significance. The study and others found that school leadership style affects secondary school students' learning outcomes in Kano state, Nigeria. Azeez (2021) examined how school leadership style affects secondary school learning in Niger

state, Nigeria. The study examines how school leadership style affects secondary students' learning. Five research questions and three null hypotheses led the investigation. The survey was descriptive. Study participants numbered 150. The study collected data using a standardised questionnaire on secondary school leadership style and student learning outcomes. The five study questions were answered using mean and standard deviation, and the three null hypotheses were tested using t-test at 0.05 significance. The study and others found that school leadership style affects secondary school students' learning outcomes in Niger state, Nigeria. Urhieme (2018) examined how school leadership style affects secondary school students' learning in Lokoja, Kogi state, Nigeria. The study examined how school leadership style affects secondary students' learning. Five research questions and a null hypothesis led the study. The survey was descriptive. Study participants numbered 126. The main instrument was a 28-item researcher-designed questionnaire. Data was analysed using mean scores to answer research questions and the t-test to assess the hypothesis at 0.05 significance. The study and others found that school leadership style affects secondary school students' learning outcomes in Lokoja, Kogi state, Nigeria.

Summary of Literature Reviewed

The literature reviewed critically examined the concepts of learning outcomes and leadership. Learning outcome as seen in the reviewed of literature entails the desirable changes outcomes in students' behaviours after a period of teaching and learning in school. Leadership on the other hand connotes the process of persuading others to work willingly toward the achievement of organizational goals. It is the process of influencing people to direct their efforts towards achievement of organizational goals and objectives.

The literature reviewed also examined the impact of transformational school leadership style on learning outcomes. The reviewed of empirical studies clearly revealed that there is a significant relationship between transformational school leadership style and learning outcomes. The literature reviewed also espoused the impact of charismatic school leadership style on learning outcomes. It could be seen from the reviewed of literature that charismatic school leadership style constitute a major factor influencing students' learning outcomes.

The literature reviewed further examined the impact of transactional school leadership style on learning outcomes. It could be seen from the reviewed of literature that transactional school leadership style greatly impact on learning outcomes among students in secondary schools. The literature reviewed was concluded with an examination on the relationship between school leadership styles and students' learning outcomes. The reviewed of empirical evidence indicated that there exist a significant relationship between school leadership styles and students' learning outcomes in secondary schools.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter is an outlined explanation on information about the research methodology adopted for the study. They are discussed under the following sub-headings:

- Research Design
- Population of Study
- Sample and Sampling Technique
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

Research Design

The research design adopted for this study is the descriptive survey research design. The descriptive survey design involves observing and collecting data on a given topic without manipulating variables. This design is considered suitable for this study as it will help to collect data to help investigate on the effectiveness of school leadership styles in promoting learning outcomes in public secondary schools in Oredo Local Government Area of Edo State.

Population of Study

The population of the study was made up of all the 15 secondary school principals and the 349 teachers in the 15 public secondary schools in Oredo Local Government Area of Edo State (Source: Ministry of Education, Iyaro, 2023).

Sample and Sampling Techniques

The sample size for the study was made up of 105 teachers constituting 30% of the population and the 15 secondary school principals in the 15 public secondary schools in Oredo Local Government Area of Edo State thus making a total sample size of 120 respondents. The simple random sampling technique was used to select the sample size.

Research instrument

The instrument that was used for the data collection is a structured questionnaire titled “Effectiveness of School Leadership Styles in Promoting Learning Outcomes Questionnaire (ESLSPLOQ)”. The questionnaire was divided into two sections, A and B. Section A focuses on the demographic or personal data of the respondent while section B contains information which bothers on the problem of this research.

Validity of the instrument

The constructed questionnaire for the study was presented to the project supervisor to confirm for content validity. Necessary corrections were made and after which it was re-written before it was administered by the researcher.

Reliability of Instrument

The test re-test method was used to determine the reliability of the instrument. The questionnaire was administered to a group of 20 respondents which did not constitute part of the study. The instruments were given to the students to fill and the data obtained were analyzed using Pearson's Product Moment Correlation Coefficient. A reliability coefficient of 0.81 was obtained, indicating that the instrument is reliable for the study.

Method of Data Collection

Direct retrieval method was used by the researcher in collecting the filled questionnaire from the respondents. The researcher will administer and retrieve the questionnaire on same day of administration.

Method of Data Analysis

In analyzing the data, the researcher made use of mean score and standard deviation to compute the findings of the study. Criterion mean score of 2.50 was used as selection criterion.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter deals with analysis of data obtained in the course of the study. The results that emanated from the analysis are interpreted and discussed. Four research questions were raised in the study. This will enable the researcher to offer valuable

conclusions on the effectiveness of school leadership styles in promoting learning outcomes in public secondary schools in Oredo Local Government Area of Edo State.

Table 1: Distribution of Respondents by Sex

Sex	Frequency	Percentage
Male	43	35.8%
Female	77	64.2%
Total	120	100%

Table 1 shows the distribution of respondents according to sex. As shown in the table above, male respondents are 43 which constitute 35.8% while female respondents are 77 representing 64.2%. This indicates that majority of the respondents were females.

Research Question 1: Does transformational school leadership style promotes learning outcomes in public secondary schools in Oredo Local Government Area of Edo State?

Table 2: Distribution of responses on the ways in which transformational school leadership style promotes learning outcomes in public secondary schools

S/N	Items	N	Score	Mean	SD	Remarks
1	Transformational leadership style often motivate both teachers and students to work towards common goals	120	107	3.13	1.23	Yes
2	Transformational leadership style often push students to strive for their academic best and encourage teachers to excel in their teaching method	120	113	2.97	1.34	Yes
3	Transformational leadership style often help cater for diverse learning needs and help students reach their full potential	120	117	2.96	1.19	Yes
4	Transformational leadership style help foster a	120	109	3.37	1.42	Yes

5	more interactive classroom environment Transformational leadership style help promote collaboration among teachers and students thus leading to a better learning outcome	120	101	2.99	1.16	Yes
Grand Mean			3.08			
				Criterion mean = 2.50		

Data presented in Table 2 revealed that the respondents agreed on all the items presented at a mean score of 3.13, 2.97, 2.96, 3.37 and 2.99 respectively. The grand mean of 3.08 is above the criterion mean score of 2.50 which implies that transformational school leadership style promotes learning outcomes in public secondary schools in Oredo Local Government Area of Edo State.

Research Question 2: Does charismatic school leadership style promotes learning outcomes in public secondary schools in Oredo Local Government Area of Edo State?

Table 3: Distribution of responses on the ways does charismatic school leadership style promotes learning outcomes in public secondary schools

S/N	Items	N	Score	Mean	SD	Remarks
1	Charismatic leadership style help to inspire students and teachers with enthusiasm for teaching and learning activities	120	111	3.19	1.33	Yes
2	Charismatic leadership style help to foster a sense of excitement and motivation for learning	120	106	2.91	1.22	Yes
3	Charismatic leadership style help to articulate a clear and compelling vision for educational excellence	120	112	2.99	1.27	Yes
4	Charismatic leadership style often help stimulate dedication and hard work among teachers	120	103	3.21	1.31	Yes
5	Charismatic leadership style often help in creating a supportive and positive learning environment	120	108	2.89	1.19	Yes

Grand Mean**3.04**Criterion mean = 2.50

Data presented in Table 3 revealed that the respondents agreed on all the items presented at a mean score of 3.19, 2.91, 2.99, 3.21 and 2.89 respectively. The grand mean of 3.04 is above the criterion mean score of 2.50 which implies that charismatic school leadership style greatly promotes learning outcomes in public secondary schools in Oredo Local Government Area of Edo State.

Research Question 3: Does transactional school leadership style promotes learning outcomes in public secondary schools in Oredo Local Government Area of Edo State?

Table 4: Distribution of responses on the ways in which transactional school leadership style promotes learning outcomes in public secondary schools

S/N	Items	N	Score	Mean	SD	Remarks
1	Transactional leadership style often help in setting clear expectation for students and teachers	120	114	3.31	1.34	Yes
2	Transactional leadership style often encourage teachers to maintain high standards	120	108	2.88	1.26	Yes
3	Transactional leadership style often help in establishing a structured and organized learning environment that foster discipline	120	115	2.97	1.29	Yes
4	Transactional leadership style goes a long way in contributing to a conducive atmosphere for learning	120	110	3.32	1.38	Yes
5	Transactional leadership style often help in effective monitoring of students' progress	120	117	2.93	1.17	Yes
Grand Mean			3.09			

Criterion mean = 2.50

Data presented in Table 4 revealed that the respondents agreed on all the items presented at a mean score of 3.31, 2.88, 2.97, 3.32 and 2.93 respectively. The grand mean

of 3.09 is above the criterion mean score of 2.50 which implies that transactional school leadership style significantly promotes learning outcomes in public secondary schools in Oredo Local Government Area of Edo State.

Research Question 4: What is the relationship between school leadership styles and students’ learning outcomes in public secondary schools in Oredo Local Government Area of Edo State?

Table 5: Distribution of responses on the relationship between school leadership styles and students’ learning outcomes in public secondary schools

S/N	Items	N	Score	Mean	SD	Remarks
1	School leadership styles often help in establishing clear educational visions and goals for better learning outcome	120	101	3.03	1.34	Yes
2	School leadership styles help in identifying areas of improvement on students’ learning outcome	120	111	2.81	1.23	Yes
3	School leadership styles help in enhancing teachers’ instructional skills, ultimately benefiting students’ learning experience	120	118	2.79	1.29	Yes
4	School leadership styles often help to ensure that students progresses at their own pace and achieve better outcomes	120	104	3.33	1.39	Yes
5	School leadership styles often help to foster a positive and inclusive school culture that promotes students’ motivation	120	114	2.92	1.14	Yes
Grand Mean			3.00			

Criterion mean = 2.50

Data presented in Table 4 revealed that the respondents agreed on all the items presented at a mean score of 3.03, 2.81, 2.79, 3.33 and 2.92 respectively. The grand mean

of 3.00 is above the criterion mean score of 2.50 which implies that there is a significant relationship between school leadership styles and students' learning outcomes in public secondary schools in Oredo Local Government Area of Edo State.

Test of Hypotheses

Hypothesis 1: There will be no significant relationship between school leadership styles and students' learning outcomes in public secondary schools in Oredo Local Government Area of Edo State.

Table 6: Pearson correlation on significant relationship between school leadership styles and students' learning outcomes

Variables	N	Pearson r	Sig(2tail)	Decision
School leadership styles	120	.827	.731	Rejected

Students' learning outcomes

Hypothesis in Table 6 sought to determine if there exist a significant relationship between school leadership styles and students' learning outcomes in public secondary schools in Oredo Local Government Area of Edo State. The result in table 6 revealed a Pearson correlation of .827 with a corresponding p-value of .731 at .05 alpha level. Since the p-value of .731 is less than the r-calculated value of .827, the null hypothesis which stated that there is no significant relationship between school leadership styles and students' learning outcomes in public secondary schools in Oredo Local Government

Area of Edo State is rejected while the alternate hypothesis is accepted. This implies that there is a significant relationship between school leadership styles and students' learning outcomes in public secondary schools in Oredo Local Government Area of Edo State.

Hypothesis 2: There will be no significant relationship between transformational, charismatic and transactional school leadership style and students' learning outcomes in public secondary schools

Table 6: Pearson correlation on significant difference in the relationship between transformational, charismatic and transactional school leadership style and students' learning outcomes

Variables	N	Pearson r	Sig(2tail)	Decision
School leadership style	120	.829	.743	Rejected
Students' learning outcomes				

Hypothesis in Table 7 sought to determine if there exist a significant relationship between transformational, charismatic and transactional school leadership style and students' learning outcomes in public secondary schools. The result in table 6 revealed a Pearson correlation of .829 with a corresponding p-value of .743 at .05 alpha level. Since the p-value of .743 is less than the r-calculated value of .829, the null hypothesis is rejected while the alternate hypothesis is accepted. This implies that there is a significant relationship between transformational, charismatic and transactional school leadership style and students' learning outcomes in public secondary schools.

Discussion of Findings

Findings from the study demonstrated that transformational school leadership style significantly increases learning outcomes in public secondary schools in Oredo Local Government Area of Edo State. In support of these findings, Komonibo (2018) found out that there is a considerable influence of transformational school leadership on students' learning outcome in secondary schools. According to Abada (2019), transformational school leadership style affects secondary school students' learning outcomes.

Results also show that charismatic school leadership improves learning in public secondary schools in Oredo LGA, Edo State. According to Okotie (2019), charismatic school principals affect secondary school pupils' learning outcomes. Ademola (2020) found that charismatic school leadership style affects public secondary students' learning outcomes and classroom participation.

Findings from the study further demonstrated that transactional school leadership style significantly increases learning outcomes in public secondary schools in Oredo Local Government Area of Edo State. Iweala (2020) found that secondary school principals' transactional leadership style affects learning outcomes. Additionally, Egbeda (2020) discovered a substantial correlation between transactional school leadership style and secondary school students' learning outcomes.

The study also found that school leadership styles affect student learning in public secondary schools in Oredo Local Government Area, Edo State. Akeke (2018) observed that school

leadership styles affected student learning. Also supporting the finding, Ochie (2019) found that secondary school leadership style affects student learning outcomes.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

This chapter contained the summary of the study, the conclusions drawn, results obtained and recommendations offered.

Summary

This study examined the effectiveness of school leadership styles in promoting learning outcomes: a case study of public secondary schools in Oredo Local Government Area of Edo State. To achieve the purpose of the study, four research questions were raised and examined. Data was collected from one hundred and twenty (120) respondents randomly selected. The instrument used for the data collection was a structured

questionnaire titled “Effectiveness of School Leadership Styles in Promoting Learning Outcomes Questionnaire (ESLSPLOQ)”. Direct retrieval method was used by the researcher in collecting the filled questionnaire from the respondents. The researcher administered and retrieved the questionnaire on same day of administration. The researcher made use of mean score and standard deviation to compute the findings of the study. Criterion mean score of 2.50 was used as selection criterion. The questionnaire was the instrument for data collection.

Findings from the study include:

1. Transformational school leadership style promotes learning outcomes in public secondary schools in Oredo Local Government Area of Edo State.
2. Charismatic school leadership style greatly promotes learning outcomes in public secondary schools in Oredo Local Government Area of Edo State.
3. Transactional school leadership style significantly promotes learning outcomes in public secondary schools in Oredo Local Government Area of Edo State.
4. There is a significant relationship between school leadership styles and students’ learning outcomes in public secondary schools in Oredo Local Government Area of Edo State.

Conclusion

The study investigated the effectiveness of school leadership styles in promoting learning outcomes: a case study of public secondary schools in Oredo Local Government Area of Edo State. Based on the findings of the study, the researcher concluded that there is a significant relationship between school leadership styles and students' learning outcomes in public secondary schools in Oredo Local Government Area of Edo State. It was also concluded that transformational, charismatic, transactional school leadership style significantly promotes learning outcomes in public secondary schools in Oredo Local Government Area of Edo State.

Recommendations

Based on the findings and conclusion drawn, the following recommendations were put forward;

1. Secondary school principals should avoid the use of autocratic leadership and embrace transformational and charismatic leadership style.
2. Government and stakeholders should regularly organized training seminar, conferences, and workshops on leadership development for secondary school principals.
3. Government and stakeholders should regularly organize refreshers course for secondary school principals to improve their leadership styles, administrative competence and school administrators' skills.
4. To make leadership meaningful, principals should lead by example. They should demonstrate the attributes of punctuality, regularity, hard work and honesty in their day-to-day activities.

Suggestions for Further Studies

The researcher focused on the effectiveness of school leadership styles in promoting learning outcomes in public secondary schools only in Oredo Local Government Area of Edo State. Similar research can be carried out in other local government areas of the state for a better generalization of the study.

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