The Effects of Leadership Styles on Academic Performance: A Case Study of Ibadan North Local Government Area, Oyo State, Nigeria

Ejuchegahi Anthony Angwaomaodoko[1,*]

[1]Independent Researcher

*Corresponding author: Independent Researcher.

Abstract

Leadership plays a pivotal role in shaping the overall success of educational institutions, as it is not only about managing resources or ensuring compliance with regulations but also about inspiring and guiding staffs and students toward achieving academic and organizational excellence. The aim of this study is to determine the perception of teachers as regards the leadership practices of principals, as well as establish what possible impact the leadership style of school principals may have on student academic achievement. 300 teachers were selected by simple random sampling. Two instruments - the "Principals' Leadership Style Questionnaire (PLSQ)" and the "Teachers' Questionnaire", were employed for the collection of data. Descriptive statistics such as frequencies and percentages as well as inferential statistics such as ANOVA, and regression were used to analyze the collected data. The results revealed that transformational leadership style was the most frequently utilized by principals of senior secondary schools in Ibadan North Local Government Area, Oyo State, followed by instructional, and lastly transactional. The study revealed that the principal's transformational leadership practices had a significant and positive effect on students' academic achievement, with an overall correlation value of r = 0.779 (p < 0.01). Additionally, the linear multiple regression analysis demonstrated that 61.4% of the variation in student academic performance could be attributed to changes in the principal's transformational leadership approach.

Keywords: leadership, transformational leadership, transactional leadership, instructional leadership, school principal, teachers, student academic performance
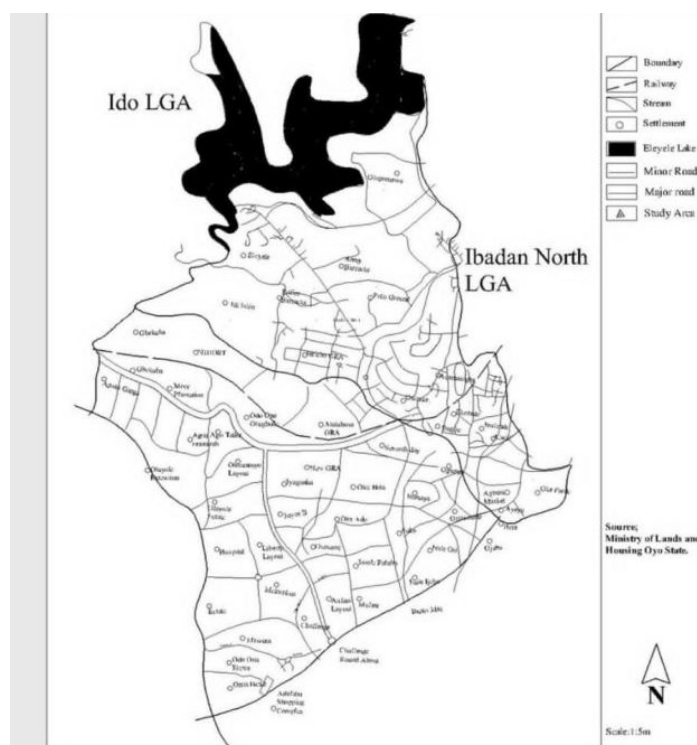
Ibadan North Local Government Area Map

1. Introduction

The problem of leadership style is considered to be a significant and fundamental challenge for all organizations and institutions in several countries. The concept of effective leadership styles has been highlighted and emphasized in several ways in daily organizational activities, programs, and academic performance in many countries worldwide. There is increased awareness at a rather fast pace of the impacts of leadership styles on school performance, among many other fields in Nigeria today, and even in the university, colleges, and secondary schools. In Nigeria, secondary school administrators are called principals. Leadership plays a pivotal role in shaping the vision, culture, and overall success of educational institutions, in schools, leadership is not only about managing resources or ensuring compliance with regulations but also about inspiring and guiding teachers, students, and staff toward achieving academic and organizational excellence.

Leadership in any organization, particularly in secondary schools, involves the actions and interactions with individuals and resources to achieve specific objectives. It encompasses the ability to plan, control, direct, and coordinate both human and material resources to meet the school's goals. Leadership is a process in which individuals or groups intentionally influence others to attain collective goals. This concept extends beyond mere willingness to work; it also includes the desire to work with enthusiasm and confidence.

According to Okeke et al., "Leadership styles are traits, actions, and behaviours used by leaders to influence the work of others. Leadership behaviour could be positive or negative. It

is positive when it leads to the effectiveness of workers and negative when it leads to ineffectiveness" (2023, p. 69). The adoption of positive leadership behaviour tends to motivate staff to increase their ability to attain set goals (Indeed, 2023).

Several leadership styles common among Nigerian school principals have been identified by Adeyemi (2010) including democratic, autocratic, charismatic, and laissez-faire. According to him, these leadership styles can impact teachers' job performance. Recent research, however, emphasizes the unique effectiveness of transformational and instructional leadership in enabling teachers to become more efficient and productive (Makau et al., 2016; Ngemunang, 2019) "especially, in the present dispensation where globalization has made change and innovation a common phenomenon in the educational system. School principals are confronted with challenges in management and administration, issues with teaching methodology, and student performance as they provide leadership and organization to their schools" (Okeke 2023, p. 70). In some cases, addressing specific issues requires particular leadership behaviours from the principals, while in other situations, it demands effective organizational and management skills (Tobin, 2014).

Transformational leadership has been demonstrated to guide organizations from their current state to their desired future (Ngemunang, 2019). It inspires both leaders and followers, elevating their motivation to achieve higher levels of contribution and performance (Burns, 2008). In educational settings, school leadership plays a pivotal role in offering guidance, mentorship, counseling, and coaching to enhance teachers' job performance (Welch and Hodge, 2018). This approach emphasizes the principal as a visionary leader who empowers team members to exceed ordinary expectations. The literature highlights various leadership strategies and practices employed to boost staff productivity (Phuc et al., 2021). While numerous leadership theories and concepts exist, some enjoy broader consensus and recognition. For instance, the behavioural theory of leadership suggests that individuals can adopt the behaviours of successful leaders. This study gives insight into how different leadership styles (transformational, transactional, or instructional leadership) influence student outcomes, teacher satisfaction, and overall school performance in Ibadan, Oyo state, Nigeria.

1.1 Statement of the Problem

From the literature reviewed and observations in the school system that the principal's leadership style could perhaps have a profound effect on influence student outcomes, teacher satisfaction, and overall school performance, this study set out to critically examine the status quo in Ibadan North Local Government Area, Oyo State of Nigeria where school administrators are being largely held accountable for the poor and unimproved academic performance of students. The problem of this study therefore was to determine the most commonly used of the three leadership styles as well as their effect on the job performance of teachers and students in senior secondary schools in Ibadan North Local Government Area, Oyo State of Nigeria. To guide the investigation, six research questions were raised and answered, and two objectives.

1.2 Objectives

To determine the understanding and perception of teachers about leadership practices of principals.

To establish what possible impact the leadership style of school principals may have on student academic achievement.

1.3 Research Questions

The following research questions guided the study:

1. Which leadership style is most commonly used by school principals in senior secondary schools in Ibadan North Local Government Area, Oyo State of Nigeria?

2. What is the impact of transformational leadership style on teachers' Job performance in Ibadan North Local Government Area, Oyo State?

3. What is the impact of instructional leadership style on teachers' Job performance in Ibadan North Local Government Area, Oyo State?

4. What is the impact of transactional leadership style on teachers' "job performance in Ibadan North Local Government Area, Oyo State?"

5. Is there any "relationship between principals' leadership style and students' academic performance in secondary schools in Ibadan North Local Government Area, Oyo State of Nigeria?"

6. Is there any relationship between principals' leadership style and students' academic performance in secondary schools in Ibadan North Local Government Area, Oyo state Nigeria?

1.4 Research Hypothesis

The following hypothesis was tested

Ho: There is no significant relationship between principals' leadership styles and the teacher's job performance in secondary schools in Ibadan North LGA Oyo State, Nigeria.

H$_{02}$: There is no significant difference between principals' leadership styles and the job performance of staff in senior secondary schools in Delta State, Nigeria.

2. Concepts

Scholars such as Maree (2012) and Ravitch and Riggan (2017) regard conceptual frameworks as the 'key part' of a research project as well as a key success factor in the approval of research manuscripts. The purpose of the conceptual framework is to help the reader quickly understand the proposed relationships between concepts (Orodho, 2014). In this study, the conceptual framework focuses on the effect of leadership styles on school performance. The key variables influencing academic performance include student outcomes, teacher

satisfaction, and overall school performance.

2.1 Concept of Leadership Styles

Leadership is a broad concept, defined and described in diverse ways by philosophers, scholars, researchers, and even lay people. It has existed since the dawn of humanity, evolving through interactions with the world, carrying both simple and complex implications. Nworgu (2014) supported those views and remarked that leadership involves a guide that directs activities of individuals in a given direction in order to achieve the goals of the organization. It involves a force that initiates actions in people and the leader (Nwadiani, 2018). According to Terry (2013) management entails getting things done through others. It involves planning, organizing, as well as controlling activities to determine and attain objectives through the effective utilization of people and resources (Terry, 2013). Thus, leaders could have a particular they lead; this is described as leadership style.

Ibukun (2017) argued that the primary responsibility of the principal is to create a conducive environment that enables teachers to achieve desired changes in students. To accomplish this, the principal must make decisions regarding various activities. Researchers agree that the degree to which the principal involves the staff in these decision-making processes influences their leadership behaviour and style (Goldring & Sharon, 2013; Nias, 2014; Nworgu, 2014). Thus, how a principal relates with his staff could significantly influence their efficiency in attaining set goals.

The success of a school is heavily influenced by the principal's leadership style (Eshbach & Henderson, 2010). This style embodies specific behaviour that can foster a positive school climate and enhance teachers' performance (Kolzow, 2020). Bickmore and Dowell (2018) discovered in their study on "understanding teacher turnover in two charter schools" that principals' leadership dispositions are related to practices that affect the working conditions of teachers. Many scholars concur that leadership involves a leader's ability to influence the actions of others to achieve the organization's collective goals (Babalola, 2015; Osabuja & Ikenga, 2015; Adeyemi, 2010). Okumbe (2015) further defines leadership style as the specific behaviour a leader employs to motivate subordinates toward accomplishing the organization's objectives.

Leadership as described by Tannenbaum and Schmidt (1973) is "a continuum of behaviours that range from autocratic (level of leaders' authority) to free rein (level of freedom given to subordinates). From the continuum, they identified four leadership behaviours namely; telling, selling, consulting, and joining. They noted that successful leaders know which leadership behaviour to choose from the continuum depending on the situation and goal of the organization" (Okeke et al., 2023, p. 70). Mohammed et al. (2014) added that leadership style refers to the pattern of behaviour adopted by a leader when interacting with organizational staff. Such behaviours influence the staff's willingness in response to the directives of the leader.

Leadership style involves the mixture of traits, skills, behaviours and characteristics that leaders practice to interact their subordinates so on get work done (Fiedler, 2017). Leadership

style is adaptable and shifts in response to varying situations (Gopal & Chowdhury, 2014). The concept of dynamic leadership emphasizes that a leader should adopt a flexible approach, adjusting their style to align with the needs of the team being guided (Bahmanabadi, 2015).

Research suggests that employing positive leadership styles motivates and supports employees in achieving excellence (Bhargavi & Yaseen, 2016). Leaders are encouraged to adopt positive leadership practices to enhance employee professional development, organizational success, and school performance. The types of leadership and organizational effectiveness are closely interconnected (Pradeep & Prabhu, 2011). An effective leadership style is considered a key source of sustained competitive advantage and growth management (Al Khajeh, 2018). Based on this, the present work explores contemporary leadership styles, focusing on the heroic and authentic dimensions.

2.2 Transformational Leadership

According to Griffin (2013), transformational leadership is typified by leaders who motivate and inspire their team members. Studies on transformational leadership have shown that it promotes followers' performance and progress above and above what is expected (Avolio & Gibbons, 1988; Bass, 1985; Bass & Riggio, 2006). In addition, transformational leaders surpass expectations to achieve more critical organizational goals, according to Bush (2018) and Northouse (2016). Transformational leaders are captivating people who provide their followers with intellectual stimulation, idealized influence, individualized consideration, and motivation (Bass, 1999; Northouse, 2016).

According to Buala (2019), transformational leadership is the leadership approach in which the leader inspires and motivates the subordinates to work willingly, cooperatively, and enthusiastically toward the accomplishment of organizational goals. Transformational leaders are change agents who encourage, inspire and motivate employees to innovate and create the change necessary to shape the future success of any organization. They are visionaries who are always articulating and identifying innovative ways, strategies, and trends in technology and human relationships that will propel organizations towards greater accomplishments. Transformational leaders lead by example by setting goals and stimulating others toward the collective achievement of the set goals (Yolanda 2022). This type of leadership style usually trusts trained employees to take authority over decisions in their assigned jobs (Hans 2020). They also give employees more room to be creative, futuristic and to find new solutions to old problems (Duala, 2019).

In other to achieve academic goals, transformational leaders deploy various unique strategies to maximize the efforts and expertise of their subordinates. A transformational school administrator will be concerned about how to bring about significant positive change in their schools by integrating various practices. A transformational school principal will use a mix of strategies to properly develop their subordinates to meet school system challenges (Godibo, 2020) Uboho (2019) opined that when teachers are well managed, they will put in their best on the job and their productivity will soar. Magnus (2023) stated that the involvement of staff in decision making is a morale booster that can potentially propel workers to higher performance. Ubaf (2020) found that employees who were involved in decision making by

their managers were motivated to work extra time in their assigned duties. Remah (2018) submitted that the involvement of staff in decision making is a good strategy for visionary organizational leaders who desire positive change for their organizations.

2.3 Transactional Leadership

Transactional leadership is centered on an exchange relationship between leaders and followers, aimed at achieving set objectives by clarifying roles and task requirements. Transactional leaders focus on maintaining the status quo and improving existing practices. This leadership style consists of two main dimensions: task orientation and people orientation. However, it is rare to find leaders who are purely task-oriented or people-oriented; instead, leaders typically exhibit a blend of both traits. Transactional leadership is based on an exchange process, where followers comply with the leader's requests, although it may not inspire enthusiasm or commitment to the task's objectives. The leader focuses on ensuring that internal members perform the necessary tasks to help the organization achieve its goals (Boehnke et al., 2013). The goal of a transactional leader is to ensure that the path to goal attainment is clearly understood, eliminate potential obstacles within the system, and motivate followers to reach the predetermined objectives (House & Aditya, 1997).

Transactional leaders demonstrate both constructive and corrective behaviours. Constructive behaviour involves the use of contingent rewards, while the corrective aspect focuses on management by exception. Contingent rewards involve clarifying the work needed to earn rewards, using incentives to influence performance, and recognizing followers when goals are achieved. This approach takes follower expectations into account and offers recognition upon goal completion. By clearly defining goals and objectives and providing recognition when they are met, transactional leaders help individuals and groups reach the desired levels of performance (Bass, 2015). According to Befekadu and Feleke (2015, p. 5), "active management by exception refers to the leader setting the standards for compliance as well as for what constitutes ineffective performance, and may include punishing followers for non-compliance with those standards. This style of leadership implies close monitoring for deviations, mistakes, and errors, and then taking corrective action as quickly as possible when they occur."

2.4 Authentic Leadership

The concept of authentic leadership, introduced by Bill George in his 2003 book *Authentic Leadership*, originated in the 1960s to describe how organizations demonstrate authenticity through leadership. This style is rooted in the ethical behaviour of the leader and emphasizes self-awareness, where leaders recognize their strengths and weaknesses. Authentic leaders build positive relationships with employees by inspiring and encouraging them. "Authentic leaders are those who are deeply aware of how they think and behave and are perceived by others as being aware of their own and others' values/ moral perspectives, knowledge, and strengths; aware of the context in which they operate; and who are confident, hopeful, optimistic, resilient, and of high moral character" (Bruce et al., 2015).

"According to George's concept, several dimensions in authentic leadership include knowing

the authentic self, learning from one's life story, integrating all elements of life (work, family, community and friends), building support teams, balancing the intrinsic and extrinsic motivations, practicing personal values and empowering people to lead." (Ghazzawi et al., 2018).

2.5 Instructional Leadership

Instructional leadership is multifaceted and demanding (Blase, & Blase, 1999). It encompasses various leadership styles, such as top-down, autocratic, transactional, and transformational, which provide leaders with foundational standards and practices for selecting and implementing instructional materials and ensuring effective monitoring (Hallinger, 2003; Leech et al., 2019). "The standard practices include assuring the quality of instruction and teaching resources, modeling teaching practices and curriculum supervision" (Portin et al., 2003). Thus, the vigorous role of principals as instructional leaders can improve the standard of schools. On this note, Sanchez, Paul, & Thornton, (2020) refer to a principal as "an individual that the instructional personnel look up to for instructional leadership".

Instructional leaders play a pivotal role in shaping student learning outcomes (Fullan, 2002). As key instructional leaders, principals are actively involved in the process of teaching and learning, positioning them as a fundamental element of instructional leadership in successful schools (Leech et al., 2009). Hence, effective changes in classrooms serve as a clear demonstration of the instructional leadership provided by principals (Fink & Resnick, 2011).

Andrews and Soder (2018) identified four key domains where the role of a principal is evident as an effective instructional leader. These include being instructional resource providers, communicators, and maintaining visibility in the school. Similarly, Shaked and Benoliel (2019) highlighted that effective principals supply the necessary resources, such as knowledge and skills in curriculum and instruction, to achieve the school's academic goals. These principals are skilled communicators and visionary leaders dedicated to improving student achievement. They ensure high-quality instruction and foster meaningful interactions between teachers and students. Teachers, in turn, perceive that their interactions with the principal contribute to enhancing instructional practices. Additionally, Lambert (2012) noted that effective principals involve school stakeholders in "identifying, establishing, and overseeing the shared mission of the school. When principals take on the role of instructional leaders, they support continuous professional development, particularly focusing on best practices that enhance teaching" (Leithwood, & Riehl, 2013).

A comprehensive study by Robinson et al. (2008) on the impact of leadership types on student achievement identifies five key dimensions of instructional leadership. These include "the principal's involvement in teacher learning, development, and promotion; setting goals and expectations; planning, coordinating, and evaluating teaching and curriculum; strategic allocation of resources; and fostering a well-structured and supportive environment" (Robinson et al., 2008). Together, these elements indicate that instructional leadership integrates curriculum expertise with the improvement of instructional quality (Robinson et al., 2018), encompassing the planning, evaluation, coordination, and enhancement of teaching (Robinson, 2010). Principals are expected to consistently align with the school's vision,

organize resources to achieve set goals, make informal classroom visits, prioritize staff development, ensure proper task execution, and reinforce these actions (Whitaker, 2017).

2.6 Leadership Theories

Leadership theories have evolved through various trends over the past century, with each theory reflecting the economic and historical context of its time. The following sections provide a summary of the major themes in leadership theory, from the early developments in psychology to the contemporary trends in leadership styles. In the context of school administration, leadership theories have emerged more recently, with instructional leadership and transformational leadership being the dominant focus in most of the literature (Robinson et al., 2018).

2.6.1 Trait Theory

The trait theory originated from Thomas Carlyle's Great Man Theory, which was later expanded by Sir Francis Galton. Galton concluded that leadership is characterized by a unique set of qualities found in extraordinary individuals that cannot be replicated. In the early 1900s, leadership was primarily focused on traits. Influenced by theorists like Carlyle and Galton, it was believed that leadership stemmed from personal characteristics, although these traits were not exclusive to a select group of individuals. Trait theory remained widely accepted until the 1940s and early 1950s. However, as new theories emerged, the belief shifted, recognizing that leadership is not solely determined by personal traits but is also influenced by other factors. John Gardner identified various attributes that contribute to a successful leader, including physical fitness, decision-making ability, adaptability, awareness of employee needs, the ability to motivate, and trustworthiness (John, 2015).

In 1948, Stogdill argued that leadership is a combination of both characteristics and situational factors, noting that a person who leads effectively in one situation may not do so in another, and that it is the situation that influences a person's ability to demonstrate leadership qualities. Over time, trait theory began to fade, giving way to the development of behavioural and situational theories of leadership.

2.6.2 Behavioural Theory

Following the criticism of trait theory, further research into leadership revealed that a leader's behaviour plays a significant role in effective leadership. Behavioural theories emphasize that leadership is not an innate quality but a skill that can be learned and developed, contrasting with the ideas proposed by trait theory. "Behavioural theories of leadership presuppose that particular behaviours are what distinguish leaders. That is, these theories begin with the assumption that an effective leader in any achievement context is one who exhibits the behaviours that are most conducive to group productivity and group psychosocial growth." (Kovach, 2018, p.3). The Ohio State Studies and the Michigan Study, conducted in 1945, are two significant investigations into behavioural leadership, identifying key dimensions of leadership behaviour.

Ohio State Studies: This research categorized leadership behaviour into two primary styles:

Initiating Structure - focused on task organization, defining roles, and setting clear objectives; and Consideration - which emphasized building relationships, trust, and mutual respect between leaders and their team members.

2.6.3 Contingency Theory

"Those theories argue that the best type of leadership depends on situational variables and that no one style of leadership pertains or should be followed to all given workplace situations. For this reason, effective leaders can adapt their leadership style based on the nature of the group, the situation, and the objectives to be achieved." (Kovach, 2018).

2.6.4 Situational Leadership Theory

In 1969, Paul Hersey and Ken Blanchard introduced the concept of situational leadership, which assumes that effective leadership is dynamic and adapts to varying circumstances. According to this theory, successful leaders adjust their style and approach based on the specific situation, the needs of their subordinates, and their level of motivation. Situational leadership involves modifying the degree of supportiveness and direction provided to employees to align with the context and the readiness of the team. "This type of Leadership demands that leaders vary their behaviour and leadership style according to their subordinate's commitment." (Ghazzawi et al., 2017). If followers are both unable and unwilling to perform a task, the leader should provide clear, specific instructions. When a follower is unable but willing, the leader should demonstrate strong guidance in both task-related and relationship-focused behaviours. If the follower is capable but unwilling, the leader should concentrate on offering support, motivation, and encouragement to boost engagement and commitment.

3. Research Method

A descriptive research design was used for this study. The study population comprised 1224 teachers from 72 public secondary schools in Ibadan North Local Government Area of Oyo State. 300 teachers were selected for the study via a simple random sampling technique. A structured questionnaire titled "Impact of Leadership Styles on Teacher's Job Satisfaction Students Outcome and Overall School Performance" was the research instrument used in the collection of data. The questionnaire consisted of closed ended questions with four Likert scale responses [Strongly Agreed (SA), Agreed (A), Disagree (D), and Strongly Disagree (SD)]. "The validity of the research instrument was conducted by subjecting the questionnaires to three experts from the Department of Educational Management and Policy and one from Measurement and Evaluation both in the Faculty of Education, University of Ibadan. The reliability of the instrument was determined through the test-retest method, with the scores from each test correlated using Pearson's Product Moment Correlation. A high correlation value of 0.80 was achieved, indicating the instrument's reliability. A total of three hundred (300) questionnaires were distributed to respondents. The collected data was analyzed using mean scores, with a criterion mean of 2.50 employed to determine whether to accept or reject each item."

4. Results and Discussion

4.1 Results

The outcome of the analysis of the data collected are presented in this section.

4.1.1 Leadership Styles Used by Principals

The most common leadership styles used by secondary school principals in Ibadan North Local Government Area, Oyo State, Nigeria are presented in Table 1 below:

Table 1. Leadership Styles Used by Secondary School Principals

Leadership Styles Used	N	Prevalent Leadership Style	Percentage	Remark
Transformational	300	180	60%	Most commonly used
Instructional	300	40	13.3%	Least commonly used
Transactional	300	80	26.7%	Commonly used

Source: Computed from Survey Data, 2024

In Table 1, the Transformational leadership style received the highest number of responses. Among the 300 teachers who participated in the survey, 180 (60%) indicated that Transformational leadership was the dominant style used by secondary school principals in the local government area. While 26.7% of principals were using the Transactional leadership style, the findings from the study clearly showed that the majority of secondary school principals in the area adopted the Transformational leadership style.

4.1.2 Impact of Transformational Leadership Style on Teachers' Job Performance

Table 2. Effect of Transformational Leadership Style on Teachers' Job Performance

S/N	"Questionnaire items"	Mean	"Decision"
1	"The principal of my school builds team spirit among staff to enhance task performance"	3.0	Agreed
2	"The principal of my school motivates staff to work harder"	2.8	Agreed
3	"My school principal displays enthusiasm in guiding teachers."	2.4	Agreed
4	"The principal of my school frequently communicates changes in school teachers"	2.8	Agreed
5	"My school principal involves teachers in making transformational change"	2.6	Agreed
6	"The principal of my school acts as a facilitator during staff development"	3.5	Agreed
7	"The principal of my school rewards teachers' hard work by praising and recognizing their contributions"	2.5	Agreed
	"Grand mean"	2.8	"Agreed"

Source: Computed from Survey Data, 2024

Table 2 above indicates that respondents agreed on all items (1-7) as factors "influencing teachers' job performance. With a grand mean score of 2.8, which is above the criterion mean of 2.50, it is evident that the transformational leadership style of the school principal positively impacted teachers' job satisfaction."

4.1.3 Impacts of Instructional Leadership Styles

Table 3. Impact of Instructional Leadership Style on Teachers' Job Satisfaction

S/N	"Questionnaire items"	Mean	"Decision"
1	"My principal helps in developing the school curriculum"	2.5	Agreed
2	"My school principal guides us in managing instructional time"	3.0	Agreed
3	"The principal provides opportunities for staff professional development"	2.0	Disagreed
4	"My principal supervises teachers' lesson notes."	2.5	Agreed
5	"The principal of my school observes teachers' classroom management practices."	2.8	Agreed
6	My principal coordinates the school curriculum	2.8	Agreed
7	"My school principal communicates effectively with the teaching staff"	2.5	Agreed
8	My principal checks students' notebooks.	1.8	Disagreed
9	"My school principal models effective instructional strategies for teachers"	1.3	Disagreed
10	"The principal of my school provides instructional support to teachers"	2.0	Disagreed
	"Grand mean"	2.3	"Disagreed"

Source: Computed from Survey Data, 2024

Presented in Table 2 are "mean responses on the impact of principals' instructional leadership style on teachers' performance in secondary schools in Ibadan North Local Government Area.

The results show that respondents agreed that all items (1-7) positively impacted teachers' job performance, while items 3, 8, 9, and 10 were not considered influential. With a grand mean of 2.3, which is below the criterion mean of 2.5, the instructional leadership style was found to have a negative impact on teachers' job performance."

4.1.4 Impact of Transactional Leadership Style on Teachers' Job Satisfaction

Table 4. Mean Responses on the Impact of Principals' Transactional Leadership Style on Teachers' Performance in Secondary Schools in Ibadan North Local Government Area

S/N	Questionnaire items	Mean	Decision
1	My principal clearly communicates the expectations and goals for our school	2.1	Agreed
2	I receive regular feedback from my principal on my performance	2.8	Agreed
3	My principal provides rewards for achieving specific goals	1.3	Disagreed
4	I feel my principal is more focused on correcting mistakes than encouraging	2.6	Agreed
5	I believe that my principal's primary goal is to maintain order in the school	2.9	Agreed
6	My principal has a clear system of punishments for not meeting expectations	2.8	Agreed
7	I feel that my principal leadership style is focused on achieving short-term goals	2.5	Agreed
	Grand mean	**2.6**	**Agreed**

Source: Computed from Survey Data, 2024

Table 2 above reveals that respondents generally agreed on most of the items from 1-7 as factors impacting "teachers' job performance. The grand mean score of 2.6, which exceeds the criterion mean of 2.50, indicates that the transactional leadership style of the school principal positively influenced teachers' job satisfaction."

4.1.5 Teachers' Perceptions of the Leadership styles Practices of the Principal and the Academic Achievement of the Students

The study evaluated the degree of correlation between the independent and dependent variables using Pearson's correlation coefficient. The test results are shown in the tables below.

Based on the teacher responses in the table, Pearson's correlation analysis results showed a significant and positive relationship between students' academic performance and the independent variables (transformational, Instructional and Transactional). Based on these results,"an overall correlation value of r =.779 (p< 0.1) suggests that the principal's leadership styles positively impacts educational performance" (Buenvinida & Ramos, 2019; Gyansah, 2020; Musyoki, 2022), Gyansah (2020), and Musyoki (2022). They all concurred that the principal's leadership techniques favorably impacted teachers and other school stakeholders, increasing student academic achievement.

According to the "linear multiple regression" results, changes in the principal's leadership practices can account for 61.4% of the variation in students' academic performance. This suggests that principals play a significant role in influencing their students' academic outcomes.

Table 5. Pearson's Correlation Matrix Analysis for Teachers' Response (N=300)"

Correlation

		TIF	TIM	TIS	TIC	TL	SAP
TIF	Pearson Correlation	1	.463**	.230**	.398**	.665**	.567**
	Sig. (2-tailed)		.000	.000	.000	.000	.000
	N	300	300	300	300	300	300
TIM	Pearson Correlation	.463**	1	.630**	.640**	.885**	.696**
	Sig. (2-tailed)		.000	.000	.000	.000	.000
	N	300	300	300	300	300	300
TIC	Pearson Correlation	.398**	.640**	.352**	1	.798**	.583**
	Sig. (2-tailed)		.000	.000	.000		.000
	N	300	300	300	300	300	300
TL	Pearson Correlation	.665**	.885**	.720**	.798**	1	.779**
	Sig. (2-tailed)		.000	.000	.000	.000	.000
	N	300	300	300	300	300	300
SAP	Pearson Correlation	.567**	.696**	.554**	.583**	.779**	1

"**The correlation is significant at the 0.01 level (2-tailed)."

"Source: Computed from survey data, using SPSS, 2024"

4.1.6 Relationship between Leadership Styles of Principals and Students' Academic Success

H$_{01}$: "*There is no significant relationship between principals' leadership styles and teachers job performance in secondary schools in Ibadan North Local Government Area, Oyo state Nigeria.*"

Table 6. Correlation Matrix on Principals' Leadership Styles and teachers Job Performance

Variables	Mean	SD	Job performance	Transformational	Instructional	Transactional
Job Performance	2.1705	0.5408	1.000			
transformational	1.9891	0.1965	0.8114	1.000		
Instructional	1.7996	0.2417	0.5302	0.3225	1.000	
Transactional	1.6758	0.3263	0.5007	0.2704	0.2935	1.000

To test the null hypothesis the responses of the principals, teachers on principals' leadership styles and on job performance were collated and subjected to the regression statistic. The result was presented in Table 6 which indicated that job performance was positively related to Transactional leadership style (r = 0.5007), transformational leadership style (r = 0.8114), and Instructional leadership style (r = 0.5302) at p < 0.05. Also the r-values of 0.3225, 0.2935, and 0.2707 at p < 0.05 indicated that the three variables were positively related to one another. Hence, the hypothesis of no relationship was rejected which implied that there was a significant relationship between principals' leadership styles and the job performance of teachers in Ibadan North Local Government Area, Oyo state, Nigeria. Since the larger the r-value the more significant the relationship between two variables, it therefore meant that the transformational leadership style was up ahead of Instructional, and Instructional ahead of Transactional as having a more significant positive relationship with teachers job performance in secondary schools in Ibadan North Local Government Area, Oyo state Nigeria.

H$_{o2}$: *There is no significant difference between principals" leadership styles and teachers job performance in senior secondary schools Ibadan North Local Government Area, Oyo state Nigeria.*

Table 7. One-way Analysis of Variance (ANOVA) of Transformational, Instructional, and Transactional Leadership Styles on Teachers Job Performance (N = 300; df = 2, 1,745)

Variables	Source of Variation		SS	MS	F$_{cal}$	F$_{critical}$	Decision p ≤ 0.05
Transformational	Between	Groups	18.08	9.04	3.07	3.00	Significant
	Within	Groups	5265.2				
	Total		5183.28	2.96			
Instructional	Between	Groups	18.08	14.23	4.49	3.00	Significant
	Within	Groups	5265.2				
	Total		5183.28	3.17			
Transactional	Between	Groups	19.18	9.59	3.21	3.00	Significant
	Within	Groups	5217.55				
	Total		5236.73	2.99			

To test the null hypothesis the responses of the principals, teachers, and students outcome on principals' leadership styles and on teachers job performance were collated and subjected to the One-way analysis of variance (ANOVA) statistic. The result was presented in Table 7 which indicated that there was a significant difference between the three leadership variables and teachers job performance in secondary schools in Ibadan North Local Government Area, Oyo state Nigeria. A significant level existed in transformational leadership style and job performance where calculated F value of 3.07 was greater than the critical F value of 3.00; in instructional leadership style Fcal = 4.48; and in transactional leadership style (Fcal = 3.21) at

the alpha level of 0.05. The hypothesis of no significant difference between the three independent variables and the dependent variable was therefore rejected. This finding implied that teachers' job performance was affected by the three leadership styles – transactional, Instructional, and Transformational.

4.2 Relationship between Leadership Styles and Overall Performance of Students

Using the correlation method, it was found that there is no significant positive relationship between instructional leadership style and overall school performance of students. This means that the leadership style does not necessarily lead to better student performance. However, a positive relationship was found between leadership style and student performance, and it was statistically significant. For the other two leadership styles, the results indicated that there is a statistically significant positive relationship with the overall school performance of students.

4.3 Discussion

This study found that the transformational leadership style was the most commonly used (60%), followed by the instructional leadership style (26.7%) among principals of senior secondary schools in Ibadan North Local Government Area, Oyo State, Nigeria. The implication of this finding could be that secondary school principals generally exhibit the transactional leadership style (13.3%), but may be required to adopt either the transformational or instructional leadership style depending on the prevailing circumstances in the school. This may contribute to the poor academic performance of students in secondary schools in Ibadan North Local Government Area, Oyo State, Nigeria.

Table 2 reveals that principals apply transformational leadership styles for the effective performance of teachers in secondary schools in Ibadan North Local Government Area, Oyo State. This finding aligns with the study of Ngemunang (2019), who reported that principals use transformational leadership styles for the smooth operations of their schools. According to Ngemunang (2019), transformational leaders motivate staff, build team spirit among them, support teachers through staff development, and communicate changes taking place in the education system to their teachers. Similarly, furthermore, transformational leadership enables principals to inspire commitment among teachers, foster collaboration, and create a shared vision that drives improved teaching practices (Sianipar, 2024; Wilson Heenan, 2023). In the same vein, Bass and Riggio (2006) emphasized that transformational leaders positively influence employee performance by providing intellectual stimulation, individualized consideration, and inspirational motivation. Moreover, Adeyemi (2010) concluded that transformational leadership in secondary schools enhances teacher morale, professional growth, and job satisfaction, ultimately leading to higher levels of teacher effectiveness and student achievement.

The result presented in Table 3 indicates that the instructional leadership style of the principals does not impact teachers' job performance. This finding contradicts the views expressed by Ronoh (2016), who noted that instructional leadership style encompasses all activities that principals engage in to promote growth in students' learning. Additionally,

Anub (2020) supported the findings of the study, suggesting that principals regularly use instructional leadership styles in public secondary schools.

Table 7 indicates that based on Pearson's correlation analysis of the perceptions of teachers, the academic performance of the students was significantly and positively related to the leadership methods of the principal. An overall value of the correlation of 0.779 (p < 0.01) indicates that the leadership methods of the principal exert a strong and positive influence on the academic performance of the students. The result implies that leadership methods that are effective and adopted by school principals contribute significantly to the academic performance of the students. It aligns with the argument of Leithwood and Jantzi (2005), which claimed that transformational leadership methods contribute greatly to enhancing school climate, teacher performance, and hence, pupil achievement. Hallinger (2011) further stressed that school leadership is one of the determinants of the establishment of a climate in schools that affects pupils' learning and academic performance. In the same vein, the principals that use participative and transformational leadership patterns foster a favorable school climate that translates to teacher dedication and pupil performance (Sianipar, 2024). Furthermore, it has also been reported that leadership methods that include collaboration, communication, and encouragement significantly increase pupils' academic performance in secondary schools (Gachuru & Koros, 2024).

5. Conclusion & Recommendation

5.1 Conclusion

Based on the findings of this study, it was concluded that the principal's leadership style is a critical variable influencing teacher job performance, student outcomes, and overall school performance in senior secondary schools in Ibadan North Local Government Area, Oyo State, Nigeria. This conclusion is supported by the study's findings, which identified the principal's leadership style as a key factor in staff job performance. Transformational leadership was found to be the most commonly used, while transactional leadership was the least effective in enhancing staff job performance. The study also concluded that teacher job performance, student outcomes, and overall school performance were affected by the three leadership styles—transformational, instructional, and transactional—albeit to varying extents, likely depending on the prevailing circumstances in the schools.

5.2 Recommendations from the Study

1. According to the literature review, transformational leadership is a strategy leaders use to inspire a group of people to accomplish organizational goals. The study concludes that transformational leaders can influence their followers by applying transformational leadership behaviour.

2. School principals should strengthen their leadership abilities by attending conferences and training on leadership.

3. Post-primary school service Commission should organize leadership capacity-building programs to empower principals on effective leadership styles.

5.3 Areas of Future Research

This study provides an effective framework for determining the association between different leadership styles and their impact on job performance of teachers, student outcome and overall school performance. Hence, this paper provides opportunities to improve leadership in schools. However, this study was purely quantitative in nature: Future studies can focus on developing other frameworks for investigating the relationship between aspects such as leadership style and employee satisfaction and commitment. Also, empirical study is needed to affirm the level at which authentic leadership style will impact schools performance in other local government area.

References

Adeyemi, T. O. (2010). Principals' leadership styles and teachers' job performance in senior secondary schools in Ondo State, Nigeria. *Journal of educational administration and policy studies, 2*(6), 83-91.

Andrews, R., & Soder, R. (2018). Principal instructional leadership and student achievement. *Journal of Educational Administration*, *56*(1), 34-48.

Avolio, B. J., & Gibbons, T. C. (1988). "Transformational leadership:" A response to critiques. *Leadership Quarterly*, *9*(2), 195-208.

Babalola, J. B. (2015). Overview of management. In J. B. Babalola, A. O. Ayeni, S. O. Adedajo A. A. Suleiman and M. O. Arikewuyo. (Eds.), *Educational Management Though and Practice* (pp. 1-16). Ibadan: Codat Publications.

Bass, B. M. (1999). Two decades of research and development in transformational leadership. *European Journal of Work and Organizational Psychology*, *8*(1), 9-32.

Bass, B. M., & Avolio, B. J. (2015). The Implication of Transactional and Transformational Leadership for Individual, Teams, and Organizational Development. *Research in Organizational Behaviour, 4*, 231-272.

Bass, B. M., & Riggio, R. E. (2006). *Transformational Leadership* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum Associates.

Befekadu Z., & Feleke Y. (2015). Perceived Relationship Between Leadership Style and Organizational Commitment at Defence University. *Ethiop. J. Educ. & Sc., 10*(2), 1-26.

Bickmore, D. L., & Sulentic Dowell, M. M. (2018). Understanding teacher turnover in two charter schools: principal dispositions and practices. *International Journal of Leadership in Education, 22*(4), 387-405. https://doi.org/10.1080/13603124.2018.1481528

Blase, J., & Blase, J. (1999). Principal instructional leadership. *Journal of Educational*

Administration, *37*(5), 472-491.

Boehnke, K., Bontis, N., DiStefano, J. J., & Distefano, J. A. (2013). The interplay of transactional and transformational leadership. *Leadership Quarterly*, *24*(5), 831-846.

Bruce, A., Avolio, B. J., & Gardner, W. L. (2015). Authentic leadership and its implications for organizations. *Journal of Leadership and Organizational Studies*, *22*(2), 115-130.

Buenvinida, L. P., & Ramos, M. T. S. (2019). Transformational leadership practices of school heads and the performance of city schools in the Laguna, Philippines, first district division. Retrieved 24 December 2024 from https://core.ac.uk/download/pdf/497888468.pdf

Burns, J. M. (2008). Leadership. Harper Perennial Political Classics.

Bush, T. (2018). Transformational leadership in education. *Journal of Educational Administration*, *56*(3), 349-361.

Eshback, E., & Henderson, J. (2010). The symbolic Relationship between new Principals and the climate of the schools in which they lead. *E-Journal of organisational learning and leadership, 8*(1), 16-48.

Fiedler, F. E. (2017). Leadership styles and situational effectiveness. *Journal of Applied Psychology*, *102*(5), 551-565.

Fullan, M. (2002). Leadership in a culture of change. *Educational Leadership*, *59*(8), 16-20.

Gachuru, A. N., & Koros, P. (2024). Principal's leadership styles and students' academic performance in public secondary schools in Mathira Sub-County, Nyeri Kenya. *International Journal of Research Publication and Reviews, 5*(9), 2277-2283.

George, B. (2003). "Authentic leadership:" Rediscovering the secrets to creating lasting value.

Ghazzawi, K., Shoughari, R. El, & Osta, B. El. (2017). Situational Leadership and Its Effectiveness in Rising Employee Productivity: A Study on North Lebanon Organization. *Human Resource Management Research, 7*(3), 102-110. https://doi.org/10.5923/j.hrmr.20170703.02

Godibo, M. (2020). Effective transformational leadership practices in schools. *Journal of Educational Administration*, *58*(3), 349-361.

Goldring U., & Sharon T. (2013). *Leadership practices that affect Student Achievement: creating a supportive organization for learning. Boston College Electronic*. Thesis or Dissertation. Retrieved from http://hdl.handle.net/2345/bc-ir:107951

Griffin, R. W. (2013). *Fundamentals of management* (8th ed.). Cengage Learning.

Gyansah, S. T. (2020). Effect of School Heads' transformational leadership practices on students' Academic Achievement in Public Senior High Schools in Kumasi Metropolitan, Ghana. Unpublished Dissertation, Kenyatta University, Kenya. Retrieved on 20 June

2022 from https://irlibrary.ku.ac.ke/bitstream/handle/123456789/21287/Effect%20of%20school%20hea ds'%20transformation....pdf?sequence=1

Hallinger, P. (2011). Leadership for learning: Lessons from 40 years of empirical research. *Journal of Educational Administration, 49*(2), 125-142.

House, R. J., & Aditya, R. N. (1997). The social scientific study of leadership. *Journal of Management*, *23*(3), 409-473.

Ibukun, W. O. (2017). *Educational Management: Theory and Practice*. Greenland Publishers, Lagos, pp. 42-57.

Joohn E, (2015). Contributions to a group discussion and perceptions of leadership: Does quantity always count more than quality? *Group Dynamics: Theory, Research, and Practice*, *11*(1), 15-30. https://doi.org/10.1037/1089-2699.11.1.15

Khajeh, E. H. (2018). Impact of leadership styles on organizational performance. *Journal of Human Resources Management Research, 5*(1), 1-12.

Kolzow. L, (2010). A framework for shared leadership. *Educational Leadership, 59*(8), 37-40.

Kovach, Mary. (2018). An Examination of Leadership Theories in Business and Sport Achievement Contexts. *The Journal of Values-Based Leadership, 11*(2), Article 14. https://doi.org/10.22543/0733.62.1215

Lambert, L. (2012). Leadership capacity for *lasting* school improvement. *Journal of Educational Administration, 50*(2), 157-174.

Leithwood, K., & Jantzi, D. (2005). Transformational leadership. In B. Davies (Ed.), *the essentials of school leadership*. (pp. 31-43). London: SAGE Publications.

Leithwood, K., & Riehl, C. (2013). What we know about successful school leadership. *Journal of Educational Administration, 51*(5), 754-771.

Makau, N. N., Ronoh, A., & Tanui, E. (2016). Relationship between principals' instructional supervision and students' academic achievement in sciences in secondary schools. *International Journal of Scientific & Engineering Research, 7*(9). Retrieved from http://irlibrary.mmarau.ac.ke:8080/xmlui/bitstream/handle/123456789/8922/relationship -between-principals-instructional-supervision-andstudents-academic-achievement-in-sci ences-in-secondaryschools.pdf?sequence=1&isallowed=y

Maree, J. G. (ed.) (2012). *Complete your thesis or dissertation successfully: Practical guidelines*. Juta, Cape Town

Musyoki, J. M. (2022). *Influence of Principals' Transformational Leadership on Students' Performance at Kenya Certificate of Secondary Education in Makueni County, Kenya* (Doctoral dissertation, University of Nairobi). Retrieved on 23 June 2023 from http://erepository.uonbi.ac.ke/bitstream/handle/11295/161479/Judith%20Mbithe%20mus

yoki %20-%20Ed%20.D..pdf?sequence=1

Ngemunang, A. N. L. (2019). Principals' transformational leadership skills and teachers' job satisfaction in secondary schools in meme division of Cameroon. *European Journal of Educational Studies, 6*(1), 326-343.

Northouse, P. G. (2016). *Leadership: Theory and practice* (7th ed.). Sage Publications.

Nworgu, B. G. (2014). *Educational research basic issues & methodology*. Ibadan: isdom Publishers Limited.

Okumbe J. A. (1998). *Educational Management*. Theory and Practice. Nairobi University Press.

Phuc, T. Q. B., Parveen, K., Tran, D. T. T., & Nguyen, D. T. A. (2021). The linkage between ethical leadership and lecturer job satisfaction at a private higher education institution in Vietnam. *Journal of Social Sciences Advancement, 2*(2), 39-50.

Pradeep, D. R., & Prabhu, N. R. V. (2011). The relationship between effective leadership styles and organizational performance. *International Journal of Business and Management, 6*(10), 143-153.

Ravitch, S. M., & Riggan, M. (2017). *Reason and rigor: How conceptual frameworks guide research*, (2nd ed.). Sage, London.

Robinson, V. (2018). *Student-centered leadership* (Vol. 15). John Wiley & Sons.

Robinson, V. M. J. (2010). Leadership and instructional improvement. *Journal of Educational Administration, 48*(5), 645-655.

Robinson, V. M. J., Lloyd, C. A., & Rowe, K. J. (2008). The impact of leadership on student outcomes. *Educational Administration Quarterly, 44*(5), 635-674.

Sanchez, P., Paul, R., & Thornton, T. (2020). Instructional leadership for educational success. *Journal of Educational Administration, 58*(1), 34-48.

Shaked, H., & Benoliel, P. (2019). Instructional leadership in schools. *Journal of Educational Administration, 57*(3), 349-361.

Sianipar, A. (2024). The role of transformational leadership in improving school performance: A systematic literature review (SLR). *SSRN*. https://doi.org/10.2139/ssrn.5086830

Tannenbaum, R., & Schmidt, W. H. (1973). How to choose a leadership pattern. *Harvard business review*.

Terry, G. R. (2013). The concept and meaning of Management. Retrieved December 20, 2024 from http://notes.tyrocity.com

Uboho, T. (2019). Teachers' management and productivity in schools. *Journal of Educational Administration, 57*(5), 654-665.

Welch, J., & Hodge, M. (2018). Assessing impact: the role of leadership competency models

in developing effective school leaders. *School Leadership & Management, 38*(4), 355-377.

Wilson Heenan, I., De Paor, D., Lafferty, N., & Mannix McNamara, P. (2023). The impact of transformational school leadership on school staff and school culture in primary schools - A systematic review of international literature. *Societies*, *13*(6), 133. https://doi.org/10.3390/soc13060133

Yolanda, J. (2022). Visionary leadership and innovation in organizations. *Journal of Leadership and Organizational Studies, 29*(1), 34-48.

Competing interests

The author declares that there is no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Informed consent

Obtained.

Ethics approval

The Publication Ethics Committee of the Macrothink Institute.

The journal's policies adhere to the Core Practices established by the Committee on Publication Ethics (COPE).

Provenance and peer review

Not commissioned; externally double-blind peer reviewed.

Data availability statement

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

Data sharing statement

No additional data are available.

Open access

Copyrights