Principals Leadership Styles and Academic Achievement of Students in External Examinations in Bayelsa State, Nigeria

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Abstract

The primary interest of every senior secondary school (SSS) principal is to mediate in the student due advancement into the tertiary levels of education. Thus, the school's student advancement grade profile (i.e., the school's pass rate) in those transitory public examinations statutorily developed, administered, scored, graded and reported on by the West African Examinations Council (WAEC), the National Examinations Council (NECO) and the Joint Admissions and Matriculation Board (JAMB) is of crucial importance in assessing its (the school's) effectiveness under the incumbent principal. With this in mind, the researcher in this study tried to assess the direction, strength and possible principal biographic determinants of the relationship between SSS principal leadership style and student achievement grade profile (ie. the school's pass rate) in the WAEC or NECO Senior School Certificate Examination (SSCE) over the period 2003-2006 in Bayelsa State. Twenty (25) schools were randomly drawn in the state through area sampling (in each of the Federal Government recognized eight LGAs of the state having been taken as "area" for purpose of school sampling). However, the 25 principals and the 25 school clerks were drawn by deliberate sampling while the 75 teacher-observers' principal leadership style were drawn by stratified sampling. Data collection was collected with a five-section instrument, the Principal Leadership Style Descriptive Scale (PLSDS) with an item face and content validity and a stability coefficient (ie retest reliability) of .743. Data analysis was executed by Pearson Product Moment Correlation, fisher Z-(i.e. Z) conversions of rp and the t-test of significance of the observed r and Zf values. The following salient results were found. (1) There was no significant relationship between SSS principal leadership style and student achievement grade profile in public examinations (P > .05). (2). The SSS principal leadership style and student achievement profile (the school's success rate) in external examinations. Some six suggestions were advanced for realizing improved and positive impacts of principal leadership style on school achievement grade profile in public examinations.

Keywords: Principals, Leadership Styles, Academic Achievement, Students, External Examinations, Bayelsa State, Nigeria.

Reference to this paper should be made as follows:

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INTRODUCTION

Every organization exists for the production of output in the form of goods, services or ideas of a well-defined class in the socioeconomic subsector. For example, an educational institution exists for the production of educated persons (like school leavers or university graduates) for the public and the business sectors. Again every organization produces its expected output of goods, services or ideas through the labour input of its human employees. Since the human employees of any organization need during their organizational work periods to channel their diverse physical, intellectual, affective and skillful resources to the joint or collaborative task of producing their organization's expected output, they require leadership. This is because the leader, who defines and clarifies organizational goals, and then demands, facilitates, motivates, evaluates and rewards individuals and team contributions to the desired ultimate production outcomes. Thus in the typical secondary school today, the principal as a leader is expected to provide leadership for the teachers and for all the other categories of school workers. In particular, secondary school teachers require leadership by the principal as the surest way to realize the desirable output of well-educated secondary school leavers.

Since every leader tends to have a characteristic of typical personal pattern or style of leadership, it seemed reasonable to suspect that leadership style might be related to the quality of organizational output. The purpose of this study was therefore to investigate the possible relationship between principals' leadership styles and students' academic achievement in external examinations with special reference to senior secondary schools in Bayelsa State of Nigeria.

Previous studies of the relationship between principals' leadership style and student achievement have so far not been definitely conclusive. For example, Agusiobo (1981), Ezewu (1982) and Igwe (2000) conducted similar studies in various locations and established no clear-cut link between school leadership and student achievement. This situation of uncertainty of the leadership-and-achievement relationship in the Bayelsa Senior secondary school setting, constituted the main source of curiosity in this research project.

The nature and quality of leaderships provided in any socialization be it the school setting or industrial setting is of particular importance to the organization, as its strength and weakness affect the Smooth running of the organization and its making of appearance output / result. In the educational system, particularly, in the school setting, the issue of leadership, is, and will continue to be of great concern to those within the educational setting, and, the general public. This perhaps, the reason why Ezeocha (1985, p. 43) rightly said that, "Leadership must subject itself to the demands of public advancement, responsibility and accountability". The academic achievements of the products of secondary schools in external examinations that quality them or otherwise for admission into tertiary institutions, which is seen; to be increasingly becoming total disappointment with every examination year, is of growing concern among policymakers, implementers, parents or guardians, teachers and principals, students themselves, and the society at large, as stakeholders of the system.

The National Policy on education (2004) states that students should be inspired with a desire for achievement and self-improving, both at school and in their later life. It is further stated that.... the objective of most parents and guardians whose children and wards are in secondary schools, is to see that they obtain good grades in their Senior School Certificate Examinations-be it the one conducted by the West African Examination Council (WAEC), the National Examination Council (NECO) and the National Business and Technical Board (NABTEB). To this end, they (the stake holders) are usually interested and guided by factors and conditions that are capable of enhancing and/or affecting the ability of the children in achieving the desired ends.

The prerequisite for these need fulfillment is that there must be an organizational frame work directed at achieving this objective amongst others and, organization is defined by Etzioni (1964) "as a social group that has been deliberately structured in order to achieve specific goals". Scare, Caldwill, Milikan, (1989) opined:

> "That organizations are collectivities of people who define policies, generate structure, manipulate resources and engage in activities aimed at achieving their desired ends in keeping with their own individual and collective values and needs -aided or impeded- by organizational factors. And organizational factors are here defined as properties of the work environment perceived by individuals who work there or have built-in interest, which can be major force in influencing the organizational behaviour and general environment".

Gibson, Ivanieve and Dolley (1979) defined organizational factors as "sets of properties of work environment, perceived directly by those who work or have built-in interest in the environment, and, assumed to be major factors influencing employees/stakeholders' level of satisfaction."

Hoy and Miskel, (1985) consider organizational factors as organizational climate which are sets of internal characteristics that distinguish one organization *(school)* from another and influence the behaviour of the people in it. The people - the students, the teachers, administrators, parents, government functionaries must hold someone designated as leader accountable for shared values and aspiration, social beliefs and standards, etc. And for the purpose of this study, the principal is the person formally appointed to the administrative and instructional leadership position in a secondary school, the performance-rating of who, as assessed by the result of external examination, is being examined to determine the level of success or failure of a principal's leadership position in a school setting.

The earliest efforts on leadership study centered exclusively on traits. Brown (1954) asserted "that there was a tendency to see leadership as psychological traits, something within the individuals, which some people have and others do not have, or have only in a negligible degree. As a result, it was thought that to study leadership, the traits of those acknowledged as great leaders could be. Identified and analyzed in order to discover the qualities of trait they have in common."

Pierce and Merril Jr. in Campbell and Gregg (1957) identified such traits as "popularity, originality, adaptability and judgement as having positive relationships with leader behaviour. They however pointed out that these traits seem to be more associated with the personality than with the role they play as leaders." Initially, studies of leadership attempted to discover the distinguishing personal traits or characteristics of successful leaders. The assumption was that the individual was more important than the situation, and there were innate qualities of leadership in certain people. In the 19[tl] century, studies on leadership were dominated by efforts to identify those traits or qualities of leaders.

In their attempt to identify leadership traits, researchers of the time, according to Stoner (1978) and Vroon (1983) took two (2) approaches, and they were to:

- Investigate and compare traits of those who emerge as leaders with traits of those who were not leaders; and
- Investigate and compare the traits of effective leaders with those who were ineffective leaders.

These studies identified numerous' characteristics including: intelligence, self-assurance, imagination, initiative etc. as relevant for effective leadership. Stogdill (1976) reviewed about thirty-three (33) studies and found that there is general trend, which indicates that leaders are more intelligent than their followers.

Argyris (1955), Hundary and bunker (1977) found that personality traits, such as integrity, originality and self-confidence are associated with effective leadership. According to koontz Cyril (1972) even these correlations between traits and leadership are not persuasive, as most of these so called traits are really pattern of behavior that one could expect from leaders.''

Davis (1972) also found that leaders have high intelligence, a wide range of social interest and strong motivation to accomplish a great task. The traits theory has been heavily criticized and largely discredited as a basis for a workable theory of leadership. In place of the theory, writers establishing a basis for leadership. As a result, two universal group needs were identified - goal achievement and group maintenance. While goal achievement establishes a measure of how well a group accomplishes the organizational goals, group maintenance establishes a measure of the extent to which a group remains intact in its efforts towards a common goal.

Another approach is the identification of the behaviour which a leader applies in fulfilling his leadership role, in some consistent set of ways, in order to interact with followers, solve problems or encourage enthusiastic participation in important activities of the organization under his management. For the purpose of charting course of clarity and understanding, leadership, is defined here, as the ability of a person to influence the thought and behaviour of followers/colleagues/subordinates within an organization in a given situation towards the attainment of goals regarded as desirable and possible, through motivated control-mechanism by the virtue of the combination of his personality, knowledge, talent, experience, adaptive balancing effects of utilization of adequately designed reward system.

Leadership is described by Igwe (1990, p. 14) as "the ability to harness and direct human and material resources - (including time) towards the attainment of predetermined objectives." It is now a general accepted view that how well the task of educational administration is carried out, largely depends on the quality of leadership which the principal as administrator, brings to bear on the day to day performance as his success or failure level in a secondary school, is seen to hinge on the principal's capacity to bind vision to goal, goal to a commitment and commitment to consistent practical results. It is in this regard that there is the tendency leading to the belief that the principal's leadership style can determine the achievement of the school/educational system including the students' achievement levels in external examinations. Leadership is exercised not by the performance of individual management task, but rather by the manner in which all the executive functions are performed, coordinated, particularly through the relationships between the executive, supervisors and the rank and file of the organization. Principalship therefore, is a leadership position. And a good leader, is the one who, by virtue of his personality, knowledge, talent, experience is able to provide the functions necessary at any given time to enable an organization/group achieve its task and hold it together as a working team. Academic achievement is assessed based on grades made in terminal external examinations.

In Nigeria (precisely Bayelsa State), achievement is based on the students result over a number of years at the end of school programme, from results of examinations conducted by WAEC, NECO and NABTEB. A student who obtains five credits (1-6) in relevant subjects with appropriate aggregate score in JAMB Examination are considered as "top fliers" and/or high achievers considered *prime facie* qualified to undergo a university course in a chosen field, while students who obtain grades (7-9) are considered unqualified for university admission.

The study is generally concerned with how far the principal can apply motivation theories to raise the morale-tone of teaches and other stakeholders, to effectively and

positively raise their level of satisfaction, and, whether their satisfaction can lead to raising the level of achievement as measured by external examination results of students. Basically, the study is to unearth how some of the peculiarities of Bayelsa State as a new State with yet-to-be solidified administrative foundation, attrition rate of teachers, and, for what reason, general work attitude as a culture, qualification/maturity of principals/teachers, the near *monoculture* of a State with a rural/riverine setting, etc., affect external examination results as indices of achievement.

The analysis offered by this study is insightful and important to the effect that the principal should see himself and be seen to be mobilizer of resources, a mediator, and a facilitator in a school situation for all desired results.

Statement of the Problem

Against the foregoing background, the research problem investigated in the present study was the persistent uncertainty of the valid response to the general question, i.e uncertainty of the valid response to the question of the strength and direction of the possible relationship between SSS principals' leadership styles and their students' academic achievement in Bayelsa State of Nigeria. The commonest leadership styles adopted by many school principals are the Democratic, Autocratic and the Laissez faire whichever of these styles comes handy to the school principal, influences the performances of the students in external examinations. The researcher is therefore interested in finding out how each of these styles of leadership impacts on students' academic achievement at the different external examinations conducted in Bayelsa State.

Purpose of the Study

The main purpose of the study is to find out whether principals' leadership styles is the sole determining factor of academic achievement in external examination in secondary schools in Bayelsa State. The objectives of this study are as follows:

- Determine whether the charismatic leadership style of principals affect the academic achievement of students in secondary school.
- Determine the relationship between principal's democratic leadership style and academic achievement in secondary schools student examination.
- Determine whether autocratic leadership style of principals affects academic achievement of secondary school students in external examination.
- Determine whether laissez Faire leadership style of principals affects academic achievement of secondary school students in external examination.
- Determine whether transnational leadership style of principals affects academic achievement of secondary school students in external examination.
- Determine whether principal's pseudo democratic leadership style influence the achievement of students in external examinations.

Research Questions

The following research questions (RQs) were formulated to guide the study:

- To what extent does the principals' charismatic leadership style influence students' achievement in external examinations?
- To what extent does the principal's use of Democratic leadership style influence

students' achievement in external examinations?

- To what extent does the principal's use of autocratic leadership styles influences students' achievement in external examination?
- To what extent does principal's use of Laissez Faire leadership style influence student achievement relationship?
- To what extent does the principal's use of transactional leadership style influence students' achievement in external examination?
- To what extent does the principal's use of pseudo democratic leadership influence students achievement in external examinations?

Hypotheses

The following null hypotheses were stated in tentative response to the research questions prior to the acquisition of data-based evidence.

- **Ho1** There is no significant relationship between SSS principal's charismatic leadership style and the students' academic achievement in external examination.
- **Ho 2** There is no significant relationship between the SSS principal's use of democratic leadership style and academic achievement of students in external examination.
- **Ho 3** There is no significant relationship between the SSS principal's use of autocratic leadership style and the academic achievement of students in external examination.
- **Ho4** There is no significant relationship between the SSS principal's use of laissez faire leadership style and the academic achievement of students in external Examination.
- **Ho5** There is no significant relationship between SSS principal's transactional leadership style and the academic achievement of students in external examination.
- **Ho6** There is no significant relationship between SSS principal's pseudo-democratic leadership style and the academic achievement of students in external examination.

LITERATURE REVIEW

THEORETICAL FRAMEWORK

In the section, an attempt is made at relevant literature which directly or indirectly interlinks principal leadership style and student academic achievement grade in the secondary school setting. To clarify the derived hypothetical model, a schematic framework is provided to show how principal leadership style (PLS) is plausibly linked to student achievement (SAA) rate through teacher responsiveness (TR) and student responsiveness-SR leadership in organization theory has been variously defined and characterized. It is remarked here that leadership in any organization is the role which the chief executive officer (CEO) or, indeed, each unit head plays as ne sets or clarifies goals for subordinates, channels the officially provided requisite resources and then stimulates, motivates, evaluates, innovates, wards and sustains their collaborative work toward the organization's goals. Clearly then, leadership operates through the formal or even through the informal behaviour of the leader.

This at once implies that leadership is bound to evoke some primary form of

responsiveness from the direct responsiveness from each teacher. Thus the charismatic, autocratic, transactional, pseudo democratic, democratic or *laissez fairist* principal's corresponding leadership style is bound to influence each teacher's behavioural commitment to his teaching job tasks. Such responsive teaching commitment may be high, average or low depending on the principal leadership style which evokes the teacher response in each particular teacher's case. By extension then, the teacher is the direct leader of the student and hence as the teacher behaviorally responds to the principal's leadership style, the student himself responds in the form of his own degree of commitment to learning under teacher motivating guidance and direction. In turn, the student's responsiveness to learning is reflected by grade obtained at the final external examinations conducted by West African' Examinations Council (WAEC), the National Examination Council (NECO) and the Joint Admission and Matriculation Board (JAMB). Thus, it is hypothesized here that a secondary school principal's leadership style might directly affect each teacher's teaching behaviour and indirectly affect each student's grade achievement quality as high, average or low.

ORGANISATION AS A SOCIAL SYSTEM APPROACH TO MANAGEMENT

In today's social system approach to management, there is-a crucial societal problem of order, capable of affecting the required level of social effectiveness. Without society and its organization, chaos and anarchy -would result "to frustrate planned objectives". Etzioni (1964) has defined organization as ... "A social group that has been deliberately structured in order to achieve specific goals."

Benards (1938, p. 44-6) observed that... "Organizations were by their very nature, co-operative enterprises", while Mayntz (1964, pp. 113-114) maintains that... "The distinct characteristics of organization is certainly determined, among other things by the nature, interest and values of those who are instrumental in maintaining it".

Organizations are definitions of social reality. Some may make or fit into these definition by virtue of their access to power, while-others must pay attention to, or obey them. Power, means more than the commonly accepted definition of one individual's ability to have access to, and, keep control, allocate resources, and, to operate autonomously, without .outside interference and with full jurisdiction over certain areas of work. It may also include free access to information and the likelihood of being consulted about decisions outside one's own sphere of responsibility.

Power comes from legalized authority, hierarchical rank/status. Two other sources include professional expertise "sapient power" and personal relationship "referent power". According to Mayntz (1964, p. 116) ... organizations are mechanism for transforming our desires into social realities. But the transforming mechanism lies within individuals. It is found in individuals striving to change their demands (situation) and beliefs into definition or reality that others must regard as valid, and accepted as limitations on their actions.

Galbraith (1973) opined that ... "as well as being a machine or framework for performing (or transforming a situation) an organization (e.g. a secondary school), is a social system. Its structure has to be viable socially, as well as technically "to be able to fulfill its mission. This means that it must be able to satisfy its members' needs sufficiently to enlist their commitment to the organization, and it must structure roles and relationships 'so as to facilitate co-operation and minimize harmful conflict between members. Organization/management structure should be seen to be designed to achieve outcome which are intervening variables between structure themselves and organizational performance in relation to its goals. And these intervening variables are proposable as criteria of structural effectives derived from level of efficiency, control,' accountability, co-ordination, adaptability.

Contributing to organization theory, Greenfield (1975) opines that "organizations exist

not in the world "out there" but in the minds of men who by their very nature strive to make their own meanings "out of the world" as they confront it and interact with it". Also contributing, Georgio (1975) observed that..." organizations do not think, act, have goals or make decisions … people do. "There is no abstract entity called organization which can be associated with action or held accountable; only people do.

According to Schein (1992, p. 78), there is no goal-oriented organization independent of peoples; organizations are instrument of order in society, serving both society and individuals. According to Fawett (1964) ... organizations (including secondary schools) ... "are what they are because they consist of people. It is the human beings that breathe life into organizations and bring about profitable exploratory activities. This makes human beings (human resources) the most important factors (resources) in any organization. This therefore implies that organizations are systems of human beings whose activities are as independent as the behaviour of members directly or indirectly affect the structure and functioning of the organization.

Central to whether an organization accomplishes its goals and/or objectives is the issue of who maintains the organization, how and with what consequences as the Chief Executive Officer (Leader) and whether his style makes things happen as planned or envisaged. .Who then is a leader?

THE LEADER, LEADERSHIP AND HISTORY OF LEADERSHIP THEORY

The theory of leader, leadership and leadership style, is such a rich area of study, and for relevance of theory, Walker (1970) has this to say ... "That theory in the end, is the most practical of all things: that we do not'act independently of our motives; that the real gap, if any, is not between theory and practice but between good theory and poor theory. Any practice which does not or cannot clearly and explicitly relate practice-to theory as guideline for action and/or as alternative mode of doing the same thing, is laying claim to practice that has no foundation, theory is the foundation of practice."

Koontz (1980) describes leaderships as "the act of influencing people so that   they will strive willingly and enthusiastically towards the achievement of organizational group goals." Hoy and Miskel (19789, p. 17) have defined leadership as follows:

- Leadership is the process of influencing the activities of an organized group towards goal setting, goal achievement and group maintenance;
- Leadership in organization involves the exercise of authority and making decisions;
- The leader is the individual in the group given the. task of directing and coordinating group relevant task-activities;
- Leadership is power based predominantly on personal characteristics-usually normative in nature.

The earliest efforts to study and understand leadership centred exclusively on traits. Brown (1964) asserted that... "There was a tendency to see leadership as a psychological trait ~ something within the individual which some people have and others do not have, or have only in a negligible degree. As a result, it was thought that to study leadership, the traits of those who were acknowledged as great leaders could be identified and analyzed in order to discover the qualities of trait they have in common.

Systematic empirical research into leadership style began in the United States of America in the late 1940s. One of the major studies took place or is linked to the offices of Prudential Life Insurance Company, based on comparative analysis of results of work of supervisors considered to be "high" or "low" producing, which tend to correspond to and/or

have correlation with leadership emphasis on Employee Centeredness and Production Centredness from which two American consultants, Blake and Mouton appear to have designed a system by which managers can measure their own position on a *managerial grid* constructed along these two dimensions.

DIAGRAM SHOWING BLAKE AND MOUTON MANAGERIAL GRID

Questionnaire responses, it is assumed that where a manager fits in, the eighty-one grid can be determined. The ideal, or the way managers should mange, according to Blake and Mouton, is as 9.9 individuals. This indicate a high concern for both production and people. The six-phase development efforts is supposed to move managers from the less than ideal plot point, at which most score, to the point 9.9 position.

Five basic managerial style are discussed that provide a concise explanation of what the grid is interpreting. The 1.1 style called *impoverished* management, .which displays little concern for either production or people. The 1.9 style is called *countryclub* management,, which gives people attention while production tasks are overshadowed. The 9.1 style is referred to as task management, which emphasizes completing job tasks within time, quality, and budgetary constraints. The 5.5 or *middle of the road* manager attempts to show at least a moderate amount of concern for both production and people. The 9.9 or ideal style, is referred to as team management. The manager using this style attempts to help subordinates satisfy self-actualization, autonomy and esteem needs, develops an atmosphere of trust and supportiveness; and also emphasizes task accomplishment.

Blake and Mouton believe that if the six phases in managerial grid program are followed systematically, the ideal style of managing, 9.9, can become the predominant practice. The phases emphasize individual, groups and organizational development. The programe stresses 'self-evaluation, problem solving, diagnosis, goal setting, and long-range planning, among other things.

The pioneering study is however, traceable to Shartle Hemphill and CONS (1945) and was followed by a .wide-ranging investigation into management/leadership styles conducted by Halpin, Winer, Stogdill (1958), etc. and other associates at the Ohio State University who collected a large and varied amount of information about leadership dimension of Initiating Structure and Consideration described by Ukeje (1979) thus:

Initiating Structure which involves a behaviour pattern in which the leader organizes and defines the relationship in the groups; tends to establish well-defined channels of communication, and spells out ways of having goals of the organization efficiently and effectively accomplished,

Consideration: which involves leadership behaviour indicating friendliness, mutual trust, respect for others points-of-view, warmth and rapport between leader and followers/subordinates/stakeholders, as "motivators". It is also apparently clear that the concept (definition) of the two dimensions of Initiating Structure and Consideration are very similar to the conception (definition) of Employee Centeredness and Production Centeredness of the Prudent Life Insurance Company studies.

Leadership is exercised not only by the performance of individual task management, but also by the manner in which all the executive functions are performed, co-ordinated, particularly, through the relationship between the executive, supervisors and the rank and file members of the organization, other participants and/or stakeholders.

Tannenbaum (1961, p. 24) defined leadership as "interpersonal influence exercised in a situation and directed through a communication process towards the attachment of a particular goal". Gibbs (1968, p. 911) on his part describes leadership in terms of situations, circumstances and what it does. Along this line, he maintains that leadership is always:

- Relative to situation;
- Directed towards some goals;
- A process of mutual stimulation.

Aderounmu and Ehiametalor (1981:44) defined leadership as "the ability to initiate action and to motivate and direct other members towards fulfillment of a common goal".

LEADERSHIP STYLE AND LEADERSHIP BEHAVIOUR

Fiedler (1967) states that "leadership behaviour refers to particular acts in which a leader engages in his work situation as he plans, directs, coordinates or controls the work of his group and/or allocate resources". Leadership style on the other'hand refers to the underlying need-structure of the individual that determines his behaiivour in various leadership situations.

Leadership behaviour could change with situations, but the style remains constant. The manager's behaviour is greatly influenced by his background, the level of his knowledge and his experience. These reflect his value system, his confidence in his subordinates, his leadership inclinations and his feelings of security, and, all these in affect how he perceives his role as a leader and how he actually leads. As Igwe (1990) stated "leadership style implies the characteristics of the leader in his interaction and relationship with subordinates / stakeholders, particularly in the areas of his role-|assignment and expectations. Leaders from this perspective, may be regarded "as people who direct and push their organizations towards explicit and implicit goals" (Bray, 1986:132).

It has been sufficiently established from studies carried out on leadership styles that there is no single all-embracing and all-purpose leadership style. The success or failure level of any leadership style largely depends on the situation and the groups concerned. Similarly, one style may succeed among one particular group of people, but fail with another group of people. A more important point here is that *leadership style varies from* person to person, from one situation / circumstance to another.

Leadership demands qualities, which make it possible for the leader to exert power beyond that, guaranteed him by virtue of his position. He needs to possess the proper level of technical competence which will enable them organize and delegate authority and enabling power. This is because the leader cannot perform all functions alone. He definitely needs the motivated co-operation of his subordinates and stakeholders including the neighbourhood community.

Adesina (1990, p. 149) holds the view that there is no firm agreement on what the qualities of the leader are based. However, he maintains that there is a consensus that the leadership quality should revolve around what a person does. In describing the qualities of leaders, more attention should be given to what he does and how, rather than what he is. Some recommended qualities, however, *should include ability to think* productively, Jove for people and consideration for others, having progressive ideas and motivation for achievement in terms of task accomplishment.

As noted by Asiedu-Akrofi (1989:3) the present century opened up with three basic leadership styles promulgated by Kurt Lewin, Ronald Lippitt, and Ralp White of Iowa University USA in the year 1993. They are autocratic, democratic and *laissez-faire* explained as hereunder: Rensi/Likert (1961) said that "Autocratic leadership" is seen as one who commands and expects compliance, who is dogmatic and positive and who leads by the ability to withhold or give reward and punishment". Principals, who still dictate to their staff and students, instead of permitting freedom of expression. In such schools, the subordinates have no voice in anything relating to the day to day activities of the school. The major problem associated with this style of

leadership is that it doesn't give room for motivation of teachers and students, and it leads to teachers' and students' obstinacy.

Democratic Leadership Style: According to Mullin (1987) democratic leadership style is where the focus is more with the group as a whole, and there is greater interaction with the group as a whole. He indicated that the leadership functions are shared with the members of the group. Mullin is of the opinion that the group members have greater say in decision making, determination of policy, implementation of decisions and maintenance of the system and procedures. Morphet et al (1974) revealed that a democratic situation is where the leadership gives group members freedom to participate in decision making process, and also where norms have been established which makes social change of an expected aspect of institutional growth.

Democratic leadership takes into consideration the wishes and suggestions of the members along with those of the leader. It is a human relation approach in that all members of the group are seen as important contributors to the finished decision. Likert (1961) said that a democratic leader consults, with staff, students and educational officials on proposed action and decision that demands participation from .them. The leader in this case derives his power and authority from teachers/students through the delegation of power.

Laissez-Faire Leadership Style: The term laissez-faire is a French word and the literal meaning is (allow them to do). In this case, the leader attempts to exercise very little control or influence over the group members. The membership is given goal and mostly left to it is own devices as to how to achieve it. The leader functions largely as a group member, providing only as much advice and direction required.

In this case, the leader is very tolerant and the sub-ordinates are free to perform a given task without interference and directives. In short, the leader is a ceremonial head or just a symbolic leader. If this kind of leadership pattern exist within our school, it means that there would be no defined code of regulations, no superior authority, and there would be no definite pattern of stating or identifying the validity and reliability of schools operation for performance assessment. Mullin (1978) states that the advantage of this kind of leadership style is the opportunity for individual development .offered to group members to learn to perform their task without need for supervision, and the disadvantage is that the result may lack group cohesion and unity towards organizational objectives.

THE SCHOOL AS AN ORGANIZATION, THE ROLE OF THE PRINCIPAL AND TEACHERS

The school is regarded as an organizational setting where individuals undergo series of transformation processes which will help them contribute to the quality of their lives in particular of social power which it makes possible.

Within the context of education, leadership refers to interaction among individuals or groups towards the attainment of some predetermined educational goals including the quality of the product of the educational industry as measured by the results of the external examination of students, among others.

It is therefore the process of directing and co-ordinating the efforts and activities of all concerned towards the attainment of the educational objectives for which the principal is considered to be responsible, that makes the property of his style of relationship appear to be relevant for students achievements

The Principal as a Leader

The principal as the formally appointed administrative and instructional leader of a

secondary school occupies a unique position in. the educational system anywhere in the world, including Bayelsa State of Nigeria. Secondary schools like any other educational institution are people processing organization (as products) in addition to other goal-realization strategies. They produce graduates and render other service to the neighbourhood communities and society at large. The principal of a secondary school therefore, is faced with double human quality management problems. He has the problem of attracting and retaining/maintaining quality teachers and that of motivating the teacher towards raising their morale-tone towards job satisfaction level that will positively impact on the quality of the product of the school.

It is abundantly clear that the school administrator/principal according to Ekholm in Jeboyewa (1984, p. 40) lists three main leadership components as "administrative leadership", "democratic leadership" and "educational leadership". He explained that administrative leadership involves the balance between organizational needs and employees' needs, while democratic leadership concerns justice and fairness in the organization. The educational leadership he says, has to do with instruction, supervision of teaching/learning processes, evaluation of teaching skills, diagnosis of learning problem and development of strategies for dealing with them. In addition, the role of the principal includes policies and procedures, programmes and instruction, student discipline, school governance, communication and co-ordination.

Duke (1992) said that "policies are typically understood to be guides to discretionary action; they may be product of explicit deliberation or they may be implicit guides to action much like norms and beliefs that make up an organization's culture. Traditionally, the formal policies guiding practice at school level comes from the school boards, state legislatures and the federal government. Principals have primarily interpreted rather than made such policies (Duke & Candy, 1991; Murphy, 1991) all said that authorities are being delegated to school based personnel to develop a wide range of formal policies and procedures pertaining to students' welfare and instructions. The areas' covered by school-based policies include scheduling and the allocation of time; homework, discipline, staff and professional development and student assessment.

Given the critical importance of well trained, competent staff member and a continuing commitment of providing all students with opportunities to succeed, it is assumed that schools have policies and procedures that:

- Enhance the likelihood of all students achieving goals of school without putting any particular group of students at a disadvantage;
- Support the professional growth of teachers;
- Link staff selection, evaluation, development and school improvement.

Principals must be prepared to take on certain executive functions, which in the past have been reserved for the schools board. They must see that various "stakeholders" including teachers, parents and students have the opportunities to participate in the development of school-based policies and procedures. They must monitor these policies and procedures to ensure that they are implemented properly, and that they are accomplishing their intended purposes. In cases where policies and procedures are not having desired effects, principals must see that the necessary adjustments are made. The principal's role in the area of policies and procedures should stress two specific functions, and they are:

- The principal, in collaboration with staff members, develops and implements a coherent, integrated set of policies for staff selection, evaluation, development and school improvements that are designed to promote student achievement.

- The principal develops and implements with staff members and other groups, appropriate policies and procedures which will enhance the likelihood that all students will achieve school goals without putting any particular group of students at a disadvantage.

Programme and Instruction: The primary purpose of every school is to provide instruction and programmes commensurate with goals, and instruction occurs in a variety of ways, including tutorials, small groups, large groups and self-instruction formats. To ensure effective administration, the principal has to know about effective instructional process and the need of contemporary students, and they are:

- Based on current understandings of human learning and motivation.
- Characterized by high expectation for all students.
- Designed to accommodate different rates and styles of learning.
- Designed to expose students to multiple perspective e.g. gender,cultural etc.
- Based on multiple forms of ongoing students assessment, all of which meet acceptable standards of validity and reliability.

The implication for principals in implementing and supervising programmes and instruction are:

- The principal must ensure that the school structures and practices, promote curriculum articulation and integration within and across all classes or levels.   ;
- The principal must develop with staff members, a variety of methods for conveying high expectations for students.
- The principal has to maximize the instructional time and encourage staff members to make effective use of non-classroom time.
- The principal has to provide support to staff members in the design and use of multiple forms of assessment.
- The principal has to monitor student's progress in collaboration with the staff members.

Student Discipline: This is one of the least popular aspects of school management for most teachers and school administrators, yet they acknowledge that teaching and learning cannot take place amidst disorder and disruption. All organizations require some measure of control to ensure that people remain focused on central purposes. The implication for principals in instilling students discipline are:

- The principal has to establish, implement and monitor disciplinary processes, which promote order, respect and safety for those who work in and attend school.
- The first step in managing school governance is to see that mechanisms are in place to facilitate broad based participation, and these mechanisms may include advisory groups and management teams. The intention is not to burden people with unnecessary meetings, but to obtain information, which increase the likelihood, that sound decisions can be made.

The implication for principals in ensuring perfect school governance are as follows:

- The principal has to provide opportunities for stakeholders to participate in school decision-making.
- The principal has to follow through on decision to ensure that they are implemented in a

timely and within appropriate commitment on the part of all stakeholders.

- The principal helps staff, members acquire leadership skills and delegates authority, so that these skills can be internalized and used for the benefit of the school.

Communication and Co-ordination: Ugboajah (1985) defined communication as: "The means of transmitting message to the channels which link people to the language and symbolic codes used to transmit the message, the means by which messages are received and stored, and the rules, customs and conventions which define and regulate human relationships and events".
.
Communication is the exchange of understating. Without' understanding among the staff members of a school,, it is impossible to accomplish even the most basic task, not to mention something as ambitious as a school mission. Understating does not ensure agreement or acceptance, but constitutes the basis for productive interaction, and.in me absence of understanding, distrust and confusion can surface, undermining school culture and reducing the likelihood of co-operation. Closely related to communication is co-ordination, which Duke (1987:295) defines as the "processes and procedures designed to reduce the need for organizational control by facilitating communication and fostering integration".

Co-ordination ensures that people and units do not work at cross-purposes, undermining rather than enhancing each other's likelihood of success. Where co-ordination is absent or poorly provided, organizational stability can be difficult to maintain. The principal's duty in this case is to create or inculcate a formal communication network, where information can be transmitted vertically, horizontally and diagonally.

The science of organization is, however, assumed to provide useful knowledge and guidance for the principal, even as it does for other kinds of Bidwell (1965:973-4) holds the view that ... "the task of the administrator/leader (and for this purpose the principal), is to bring people and organization together in a fruitful and satisfying union". Gregg (1957:269-70) opines that - "the leader should bring people (teachers particularly for this case) and resources together so that the goals of the organization (school) and, presumably, of an encompassing social order may be met".

This fact seems to be abundantly amplified in Nigeria's National Policy on Education (1981) to the effect that... "Educational system cannot rise above the quality of its teachers. This goes to explain that a high quality education is predicated on a high-quality teaching staff, and that no matter how much we value our educational system, nothing worthwhile can be achieved in the absence of adequately trained and well-motivated teacher".
Apart from what the foregoing have conveyed about the task and importance of the principal, studies by experts in the field of educational (school) leadership acknowledge that no one else influences the whole school system/operation more than the principal as hereunder: Adaralegbe in Nwogwugwu (1986, p. 54) is of the opinion that the principal is an administrative head, a manager, a curriculum innovator, a community relation man, a supervisor, an instructional leader, a catalyst towards planned revolution. Nwaogwu (1980, pp. 111-112) agrees that the title of the principal is an appropriate designation for the Chief Administrator of a single school "and that the principal is the architect of the quality of work of the school". Ezeocha (1985:3) sees the principal "as leader in many respects, especially as administrative and supervisory leader". Babs Fafunwa (1971, p. 28) pointed out that the principal's role is not an easy one. He is an ideal teacher, a guide, *a* community relation man, a friend and a psychologist. Put together, the principal is an overseer of events, which in one. way or the other, relate to the programme of the school, and his influence is considerable. As a leader, he, like his organization, has a multi-faceted mission. He is both an instructor and instructional leader, a role-model, a social service provider and a fund-raiser - all rolled into one". It is the view of the multi-faceted role faced by the principal that Tewel (1984, p. 5b) argued that the job description of a

principal says ... "you are an instructional leader, but there are thousands and one things that interfere, pre-empt and supersede (if not subvert) the goal of the principal as an instructional manager of his school".

Furthermore comments on how the multi-faceted nature of the mission of the principal militates against the achievement of the main objective of a school include:

Acunu (1984, p. 6) who agrees that ... "as a result of the multi-faceted demands made on principals daily, they rarely have time to reflect on the need for systematic changes in their schools and the overall welfare of their schools". He (Acuna, 1984) further made us to understand that "as a result of the principal's multi-faceted role, he is faced with a lot of challenges and problems confronting him in the process of effecting his administrative and managerial functions.

Adaralegbe (1971, p. 54) opined that ... "All things pertaining to instructional programme are the concern of the school principal. And all things other than those that are directly involved in instructional pursuit, are justified only to the extent that they facilitate, assist, improve or make instruction possible. In a sense. Whatever school activity that cannot be justified in relation to instructional programme, has no business to exist in the school organization and consequently, it does not properly belong to the principal's role".

To minimize the problem that directly face the principal in school administration and management, he (the principal) should delegate some roles to his subordinates limiting his direct roles as school administrator and manager.

As an educational administrator / manager, and, above all, an instructional leader, the principal's major focus should be on securing resources, articulating and harmonizing various efforts, making optimum capacity utilization towards motivating teachers to raise their morale-tone, leading to job satisfaction level that will positively impact on student's achievement level at external examinations. This remains the main determinant of the quality of the product of the educational industry, and the class-room teacher becomes the corner-stone upon whom all revolve at the secondary school level.

According to Crane (1975) ... "let us not forget that students are main members of the educational organization and that we need to know more about *their perception as so* much of what passes for theory in educational administration stops at the classroom door", where the classroom teacher's level of competence should certify as to whether "ultimately, the products of the training programme meet the legitimate demands and expectations of society, as the child must remain "at the center". Educational administration, which is the main domain of the principal at the secondary school level, is dually concerned with (1ie leadership capacity to produce and nourish ideas, to stimulate thought, to introduce and manage change and induce teachers 10 produce best quality educational products for society. What the principals' function is, calls for high-level intellectual ability, insight into alternative modes of action, capacity to weigh up and arrive at decisions within complex organizational and political framework. It calls for high-level sensitivity, if the needs of the children and society are to be met to the satisfaction of the principal and his teachers.

MOTIVATION AS A VEHICLE FOR TEACHER PERFORMANCE/STUDENTS ACADEMIC ACHIEVEMENT

According to Lindsey (1957) "Goals are achieved by satisfying needs. Needs arc relatively permanent tendencies people have, to be motivated in certain ways" Mcdonald (1959) asserts that "For any teacher to be motivated to motivate students effectively, there must be incentives to ensure some degree of need satisfaction is met".

Charter Jr. (1963) is of the opinion that ... "persons (teachers) having feelings of low prestige and reward from their occupational (teaching) divert their energies and interest

away from fulfillment of their occupational/professional goals, e.g. activities designed to enhance their economic subsistence. They absent themselves from school, attend classes late or even leave school during working hours.

It becomes worse off if such teachers are in rural areas or in schools in areas of deprived amenities in urban ghetto with poor environment and non-supportive parents and communities. In such situations, effective teaching and learning cannot take place. One of the' common characteristics of potential school dropout is poor and irregular attendance by the teacher whose bad example has the effect of compounding absence or poor attendance behaviour of students.

It is obvious that the quality of instructions given by absent-minded teacher or demotivated teacher is affected by the anguish they go through in trying to meet their basic economic and social needs". According to Fawcett (1964) ... "the essential problem of management that gives rise to personnel activities is the recognition that goals of the organization (school) are not likely to be reached (achieved) if the employees (teachers) fail to identify then hopes, desires and ambitions with the goals of the organization and its policies and practices. Personnel management, which is also a domain of the principal, should therefore take into consideration, all that must be done to attract and retain the right caliber of people (teachers) into the organization (school), and motivate them to perform at their optimum capacity.

Fawcett (1964) further opines that ... "identifying the employees own hopes, desires-and-ambitions with the goals of the organization and its policies and practices of operating personnel activities should be properly instituted". And institutionalization of the policies and practices implies institutionalized "Reward Package" which should include:

Encouragement: of individual teachers who can identify their weakness/strength to upgrade their levels of competence so that they can have a reasonable chance of obtaining maximum skills, attitudes and knowledge leading to personal satisfaction in the performance of assigned responsibilities.

Inductional Training; No person is ever employed who matches perfectly the requirements of the position he must assume. It I therefore, the responsibility of the organizational leadership (for our purpose the principal) either as a facilitator, initiator and/or mediator to find out what new employees (teachers) must learn, and, to provide opportunity for them to be inducted, to learn on the job, or at least, to be abreast with "how it is done", no matter how relevant is the paper qualification and experience of the new entrants.

Harmonization of Human Resources' As Ability for Job Effectiveness: Job performances has to do with productivity i.e. if the job you are doing or duties performed in an organization (school) in which you put in services, and the students, parents and, society in general, which receive the services, are satisfied with the level and quality of service - delivery. For this reason, it is the task of the organizational leadership (the principal) to make them perform better than they seem capable, and to bring out whatever, strength there is with its members (teachers) and to use each person's strength to make other members to perform, thus promoting an optimum level of performance.

Performance or Promotion Related Evaluation: Performance as defined by Oxford Advanced Learners Dictionary, can be said to be "how well or badly one does his job, and for performance level to be determined, there must be evaluation of the job an employee (teacher) dors, because n is essential to (lie- establishment ol Ins goals in then- organization (school). Evaluation according to West Burnham (1994), "is an internal or external formation process designed to provide feedback on the total impact and value of a project or activity".

Teachers Appraisal: There is no effective management without appraisal. The analysis of teacher's performance has to be regarded as a *sine quo non* of effective delivery of

educational activities which determine rewarding teachers with promotion as measure of upward movement on staff progressional ladder.

Building Conducive Attitudes for Performances: One of the factors which affect goal realization level of organization (school) is Work Attitudes of employees (teachers), which is the individual employees' (teachers') expression of positive or negative effects towards specific job performance level. The attitude towards specific situations have direct implication for the overall work experience, the nature and level of job satisfaction and effective or ineffective utilization of the individuals capacity towards performance and goal realization. The work of Roham (1985) reveals that responsibilities to attract and retain quality (competent) teachers at sufficiently high level, and, for them to maintain or improve on their level of performance towards goal realization, is ;in accepted organizational consensus for schools. Me further noted that the reduced quality of work performance as a result of excessive propensity to be absent from work (classroom) or engage on any other activities at the expense of the children, and, a high rate of attrition - (all of which are negative work attitudes), have been significantly related to low level job satisfaction. The work further revealed that to guide against these negative work attitudes, leadership behaviour of principals should be fine-tuned and "proned" towards positive teacher-work-attitude that will be evidence of high morale-tone, leading to job satisfaction-capable of enhancing the competence of the teachers, upon whom the quality of external examination results rests. Roham agrees with Calabrage (1987) that negative attitudes to work are related to leaders behaviour or style. It is pertinent to note that when people are rewarded positively on a work considered good, they tend to improve on it. This goes to say that the more attractive an employee considers a particular reward and the higher the probability that exertion of efforts will lead to that reward, the more effort the individual will apply to his or her work, leading to higher quality of results as may be consistent with organizational and individual expectations in order to collectively means to solve problems and encourage enthusiastic involvement in every sphere towards group and individual goal realization.

Regular Salary and Allowance: There is a compulsory obligation on the part of the organization to make payments of salaries and allowances, an unbroken routine and unrelated to performance, at any agreed rate and level of pay. It may be expected that such salaries and allowances will be sufficient to give incentives for remaining within the employing organization.

This part of the reward package should be institutionalized through embodiment in the Condition of Service, with built-in provision for upward revision in accordance with prevailing prices, inflationary' trends and other conditions that may affect standards of living of employees.

Leadership should have vision as well as mission. He should be able to discover, clarify and defend ends of education to motivate towards those ends, and *establish processes* to create morally rounded evaluation and legitimize it for all participants to benefit from, in a great co-operative educational project.

Maintenance of High Achievement Level: It is the desire of all concerned to make efforts at maintaining a high achievement level at external examination once accomplished, and, seen to be encouraged by uninterrupted flow of quality in-put into the school through attracting the cream of students nourished by home, environmental factors and parental support via sponsored tutorials, quality teachers, etc.

ASSUMPTIONS AND INTERIM FINDINGS

From the foregoing, it appears comfortably safe to hold that all things being equal (which are

never equal), the success of a secondary schools, if measured by the result of external examination of students of a particular school, is dependent on the leadership style of the principal; how he achieves cohesion of the systems and the myriads number of subsystems, interacting with internal and external environment without friction or conflict. This seems to be why Griffith (1976, p. 15) maintains that leadership "is a dynamic group relationship which motivates and directs a group towards a given goal which is conditioned by the people led".

I wish to conclude this treatise with the contention of Adams (1913, pp. 207-208) "that administration/leadership is the capacity to co-ordinate many and often conflicting social energies in a single organization so adoringly that they shall operate as a unit". Successful leadership in the school is without hesitation, believed to hinge on the principal's) ability to bind mission to mission, goal to commitment and commitment to practice- including ability to attract and retain qualify (competent) teachers, and ensuring that they maintain the proper level of performance, as measured by results of external examination of students as the quality of the products of our education industry. But the task of the principal as administrator is to bring together available teacher, students, the school plant, parenting attitudes and experiences, and other prevailing conditions in the most efficient/effective manner; not necessarily to create them.

METHODOLOGY

Research Design

This is study was a survey of the relationship between principal leadership style and students' academic achievement in the WAEC external SSCE examinations. The researcher utilized only survey methods and instruments in the field. Since no variables were manipulated, the study was not an experimental one.

Population of the Study

The unit of analysis in the present study was the individual senior secondary school (SSS). Hence the population size was really that of all 127 SSSs in Bayelsa State in the period, 2003 - 2006 which the study covered. However, within each SSS, three classes of persons were utilized as data / information sources: the school principal, the school records clerk and six teachers. In all, the population of the study is 225, which is drawn from the study area.

Sample and Sampling Technique

The principal was chosen by deliberate sampling as the school head whose leadership style was of interest. The[1] school records clerk was also deliberately chosen as the only school staff who had authority to access and retrieve the needed examination result files and records for the researcher. In

The case of the classroom teachers, six representatives were required in each school. Consequently, the eligible teacher were drawn by stratified random sampling. For this purpose, each year level (SASCI, SSC2 or SSC3) was treated as a stratum of teachers who were eligible on the criterion of tenure in the school and under the same incumbent principal for not less than two successive years. Two eligible teachers were then drawn on this tenure criterion from each of the three year levels of SS education (i.e SSCI, SSC2 and SSC3) in each school. The resulting samples of 25 principals, 25 clerks, and 150 teachers are shown tabulated as on Table 1.

Table 1: How sampling was done for schools principals, teachers and clerks in the style/achievement correlational research project

S/N	LGEA (NO OF SSSs)	Number Drawn from All			
		SSSs	Principals	Teachers	Clerks
1	Brass (09)	3	3	18	3
2	Ekeremor	3	3	18	3
3	Kolokuma-Opokuma	3	3	18	3
4	Nembe (08)	3	3	18	3
5	Ogbia(21)	3	3	18	3
6	Sagbama (18)	3	3	18	3
7	Southern Ijaw	3	3	18	3
8	Yenagoa (20)	4	4	24	4
	Total	**25**	**25**	**150**	**25**

Research Instruments

Five research instruments were coupled into a single battery for the study. The battery was called the Principal Leadership Style Descriptive Scale (PLSDS) necessarily with five instrument sections as summarized on table 2.

Table 2: Description of the utilized research instrument battery used for data collection

S/N	Section	Instrument Name	Item	Variable
1	I	Principal information from -PIF	01-04B (5)	Age, sex, experience…tenure
2	II	School information form ISF	05-(10)	External examination
3	III	Responding teacher information form-RTIF	15-20-(6)	Teacher particulars
4	IV	Observations on principal leadership style -OPLS	21-51(31)	*PLS
5	V	Additional information on PLS-AIPLS	NA	PLS

*PLS = Principal Leadership Style

Validity of the Research Instruments

Each component of the battery was validated with the method of face validation by highly qualified and experienced educational management researchers. Among the three assessors were the researcher's project supervisor and her head of department. Each assessor was given a 4-point type of Liken rating scale with which to rate the relevance and suitability of each item of every section of the PLSDS. Some 10 items fared so poorly by the independent ratings that they had to be dropped. A few other items were modified in the light of the assessors' comments to enhance their quality. Each of the finally retained items scored a minimum average of 2.9 points on the 4-point scale.

Reliability of the Instrument

The test-retest method was utilized to determine the reliability coefficient of the entire PLSDS. For this purpose, the relevant sections were detached and given to 10 willing individuals in each of the subject classes (i.e. the classes of school personnel involved in the study: principals, teachers and clerks). The fifth section was just a blank and therefore its reliability was ignored. The test-retest reliability indices or stability coefficients of the first four

sections were then found to-be equal to 0.694, 0.729, 0.687 and 0.862 respectively. Thus the mean stability coefficient of the entire PLSDS was 0.743. The schools used for this pretesting were located in Rivers State of Nigeria.

Data Collection

The researcher identified and trained one school-based Field Research assistant (FRA) for each of the 25 school studied. She then issued to each for his (her) own school, the necessary number of copies of each section of the PLSDS for distribution and timely retrieval in the school. The FRAs were trained to help the research subjects by explaining what the study sought to discover and how they were to make their own honest and well considered responses.

Data Analysis Technique

The descriptive statistics of pass proportion (also known as pass rate) and the observed weighted mean response score rendered also as percentages of the fixed maximum (i.e. the mean-to-maximum ratio - MTMR) were used to determine each school's SSCE pass rate and the principal's leadership style (%) respectively. Then the Pearson product moment correlation coefficient method was used to compute the directed magnitude of the correlation between principal leadership style score (%) and student achievement (i.e. school's mean SSCE pass rate over the period 2003 to 2006). Finally to if see the principals' characteristics such as age, sex, experience, location and tenure could each introduce any significant difference to the style-achievement correlation, the Fisher Z test was utilized. This test entailed forming two groups of schools by the principal's age (old, young), sex (Male, female), experience (much, little), location (urban, rural) and tenure Doing, short) and then in each case, testing for significance of the possible difference between the group correlation coefficients. In the next chapter, the results found are tabulated, described and analyzed for valid conclusions.

RESULTS

Research Question One

What is the directed strength of the general relationship between the SSS principal's Charismatic leadership style and the students' (ie the school's) achievement in external examinations?

Table 3: Raw data and correlation between SSS principal's leadership style and the students' achievement in external examinations

School	Style	Achievement	r_p	t
01	63	39		
02	63	47		
03	77	55		
04	65	13		
05	75	13		
06	61	44		
07	74	28		
08	74	51		
09	65	47		
10	70	46		
11	70	46		
12	74	24		
13	70	46		
14	74	24	363	1.87
15	81	25		
16	57	42		
17	65	23		
18	87	16		
19	63	25		
20	72	43		
21	77	13		
22	76	20		
23	76	25		
24	65	34		
25	66	21		
	Mean =80.2	Mean=32.4		

Table 3 shows that the correlation coefficient between principals', leadership style and their SSS students' achievement in external examinations was found negative and non-significant (viz, r_p = -.363, NS, P > .05). The negative sign suggested that the more decisional freedom the teachers and other school staff enjoyed under a principal, the poorer the principal's, SSS students tended to perform in external examinations.

Research Question Two

To what extent is the SSS principal's age and use of the democratic leadership style influence students achievement level in the schools?

Table 4: Comparative co-relational results regarding the SSS principal's democratic leadership style and students' achievement in external examinations under older and younger principals

SSS Group by Principal democratic leadership style/ Age	n	r_P	Style Mean (%)	Achievement mean (°/o)	(r_p)dif
Headed by an older principal (> 50 years)	12	-.415	68.8	32.9	.082
Headed by younger principal (< 50 years)	13	-.497	71.4	33.6	

As reflected in table 4, the closeness of the democratic leadership style means (68.8% and 71.4%) and of the school achievement grade means (32.9% and 33.6%) suggested that the principal's age and use of democratic leadership style have very little or no difference in the Student-achievement correlation between the SSS groupings (by principal age). However a final judgment was reserved for the test outcome of the appropriate hypothesis.

Research Question Three

To what extent is principal's sex and the use of autocratic leadership style the students' achievement relationship in schools?

Table 5: Comparative correlational results respecting the SSS principal's use of autocratic leadership style and student achievement in external examinations under male and female principals

SSS Group by Principal's Sex / Autocratic Leaders style	n	r_p	Style Mean	Achievement Mean (%)	(r_p)dif
Headed by a male principal	23	-.365	70.0	33.6	- 1.365
Headed by a female principal	2	+1.000	69.0	50.0	

Table 5 seemed to suggest that principal sex did make a difference in the students'-achievement correlation investigated. The style mean scores were quite close (70.0 and 69.0). But the achievement mean scores were wide apart (33.6 and 50.0). In fact in this case the algebraic difference between the correlations was -1.365 01 absolutely 1.365. However since the style mean scores were practically uniform for the male and the female principals, some other variable and not principal leadership style most probably underlay the apparent wide difference in student achievement.

Research Question Four

To what extent does the principal's Laissez **faire leadership** and experience differentiate students' achievement relationship in school?

Table 6: Comparative co-relational results regarding SSS principal leadership **style** and student achievement in external examinations under more experienced and less experienced principals

SSS Group by Principal's Experience/Laissez faire leadership	n	r_P	Style Mean (%)	Achievement mean (%)	(r_p)dif
Headed by a more experienced principal (>30 years)	14	-.043	70.1	32.4	603
Headed by a less experienced principal (< 30 years)	11	-.646	70.3	32.5	.

The close comparability of the style means (70.1 and 70.3) and the achievement mean (32.4 and 32.5) suggested that the difference in principal's Laissez faire leadership and experience had made neither a substantial difference in style of leadership nor in student achievement in external examinations. The absolute difference between the style-achievement correlations was also under 1.000 (viz, .603). However, a final judgment had again to await the outcome of the test of the appropriate null hypothesis.

Research Question Five

To what extent does the principal's transactional leadership style and school locution

affect student achievement relationship in external examination of urban and rural schools?

Table 7: Comparative co-relational results regarding the relationship between principal transactional leadership style and student achievement in external examinations at urban and rural school locations

SSS Group by School location /transactional leadership style	n	r_P	Style Mean (%)	Achievement Mean (%)	(r_p)dif
Yenagoa (Urban)	5	-.511	73.6	66.4	.160
Yenagoa (Rural)	20	-.351	69.4	34.0	

The style mean scores as reflected on table 7 differed by 4.2 % points and the achievement mean scores also differed by 32.4% points. It would seem then that the relatively slight shift in principal transactional leadership style had resulted in a relatively wide gap in student achievement. But then the co- relational value difference of just .160 tended to discourage ready acceptance that the style-achievement co-relation had been sensitive to school pseudo-democratic leadership and style locational difference. Hence, here again a final judgment was reserved for the test outcome of the appropriate null hypothesis.

Research Question Six

To what extent does the principal's tenure and pseudo-democratic leadership style in the school differentiate the principal student achievement relationship?

Table 8: Comparative co-relational results respecting the principal pseudo democratic leadership style and student achievement relationship under principals with long and short tenures in the school

SSS Croup by Principal's tenure in the school/Pseudo democratic leadership style	n	r_p	Style Mean	Achievement mean (%)	(r_p)dif
Long (>3 years)	18	.297	70.8	30.7	.986
Short < 3 years)	7	-689	68.6	37.3	

First it was interesting and note-worthy that the pseudo-democratic leadership style student achievement correlation turned out to be positive in the case of the SSSs headed by principals who had remained in their respective schools for three years or longer. The same co-relation retained its consistently observed negative value in the case of the SSSs headed by principals who had registered only a shorter tenure of less than three years in their respective schools. But here again, the pseudo - democratic leadership style means 0.8% and 68.6% were quite close (70% to the nearest 10% in each case).   The achievement means (30.7% and 37.3%) were themselves fairly close considering the reasonably wide difference of .986 between the two co-relation values. However, a final decision was again reserved for the test outcome of the appropriate null hypothesis.

Tests of the Hypotheses

Hypothesis One

There is no significant relationship between the SSS principal's leadership style and the students' achievement in external examinations.

Table 9: Test of significance relationship between the SSS principal's charismatic leadership style and the students achievement in external examinations.

SAMPLE	n	df	r_P	α	t_{tab}	t_{cal}	Sig.t
All 25 SSS principals	25	23	-.363	.05	2.07	1.87	NS, P>.05

The necessary computations showed as reflected in table 1 that there is no significant relationship between the SSS principal's charismatic leadership style and the students' achievement in external examinations. Hoi was retained.

Hypothesis Two

The SSS principal's age and use of democratic leadership style introduces no significant difference to leadership style and student achievement relationship.

Table 10: Test of significance of difference between two SSS groups by principal age and use of democratic leadership style and student achievement relationship

SSS Group by Principal's democratic leadership Age/Style	n	r_P	z_f	Z dif	SE dif	Z_{cal}	α	Ztab	Sig. Z
Headed by the older principal (>50 years)	12	-.415	-.058	.014	.459	.030	.05	1.96	NS, P>05
Headed by the younger principal ($\leq$50 years)	13	-.497	-.072						

The computations carried out in testing Ho2 led to a calculated z-value of 0.30 (practically zero) which was therefore not significant at the .05 level of significance. Therefore Ho 2 was retained.

Hypothesis Three

The SSS principal's sex and use of autocratic introduces no significant difference to the principal leadership style-and-student achievement relationship.

Table 11: Test of significance difference between two SS groups by the principal's sex, and use of autocratic leadership style-and student achievement relationship

SSS group by principal sex / use of autocratic leadership style	n	r_P	Zr	Zdif	SE dif	Z_{cal}	Ztab	Sig. Z
Headed by a male Principal.	23	-365	050	.025	.737	.034	1.96	Ns P> .05
Headed by a female principal	2	1.000	.025					

As table 11 shows, the calculated normal z-value of .034 (nearly zero) fall short of 1.96, the threshold significant z-value. Therefore, 43 was retained as stated above.

Hypothesis Four

The SSS principal's experience and use of Laissez fair leadership style introduces no significant influence on student achievement relationship in the schools.

Table 12: Test of significance of difference between two SSS groups by principal experience, and the use Laissez fair leadership style and student achievement relationship in the schools

SSS Group by Principal Experience/Laissez Faire leadership style	n	^{r}p	Z_f	Zdif	SE dif	Zeal	Ztab	Sig. Z
Headed by a more experienced principal (-30 years)	14	-043	-006	.095	.162	.586	1.96	NS, p>0.5
Headed by a less experienced principal ($\leq$ 3 U years)	11	-.645	-.101					

The calculated z-value of .586 fell short of 1.96, the critical or tabulated z-value at the .05 level of significance. Therefore Ho_4 was retained as originally slated.

Hypothesis Five

The SSS principal's school location use of transactional leadership style introduces no significant difference to the leadership style on student achievement relationship in schools.

Table 13: Test of significance of difference between two SSS groups by school location, and use of Transactional leadership style-and-student achievement relationship

SSS Croup by Principal's location/transactional leadership	n	^{r}p	Z_r	Zdif	SE dif	Zeal	Ztal,	Sig.Z
Yenagoa (urban)				-.074	.50	-.052	-1.96	NS, P>05
Yenagoa (Rural)	20	-.351	-.048					

The calculated Z-value (-.052) was found to be far less than the tabulated critical value of-.1.96 at the .05 level. Hence Ho 5 was itself retained at the .05 level as originally stated.

Hypothesis Six

The SSS principal's tenure and Pseudo-democratic leadership style in the school introduces no significant influence on student achievement relationship.

Table 14: test of significance of difference between two SSS groups by the principal's tenure, and pseudo-democratic leadership style-and-student achievement relationship

SSS group by principal tenure therein and pseudo-democratic leadership style	n	r_P	Z_f	Z dif	SE dif.	^-/cal	Ztab	Sig.Z
Headed by a longer tenure principal (>3 years)	18	.297	.266	.377	.445	.847	1.96	NS, P>05
Headed by a shorter tenure principal (>3 years)	7	-689	111					

As shown in table 14, the calculated z-value of .847 was found to have been much below the tabled critical value of 1.96. Therefore, Ho 6 was retained as originally stated.

DISCUSSION

The RQ ran as follows: What is the directed strength of the general relationship between principals' leadership style and student achievement? The corresponding null hypothesis then ran as follow: There is no significant relationship between SSS principal's leadership style and student's achievement in external examinations.

It was suggested by the result of the descriptive data analysis for RQ1 that there seemed to be no significant relationship between principals' leadership style and students' achievement in external examinations. This suggestion was upheld by the results of the test of Ho1.

This, finding is ably supported by Tannenbaum and Schmidt (1973) where they asserted that: "there is no single management / leadership style that can be relied upon to be completely effective in all situations". Where the leadership style of a principal impels greater instructional effort on the part of teachers who then in turn effectively encourage their students to work harder at learning, then the students' academic performance could be expected to improve. On the other hand, if principal's characteristic school leadership style remained neutral or inimical to teaching and learning, then at best studied achievement would stay unaffected (i.e. unchanged) or at worst it would, degenerate. The field results definitely then suggests that the senior secondary school leadership styles adopted by most principals in Bayelsa state had no direct bearing on improved effectiveness and greater Students' learning effectiveness.

The finding seems then to imply that each principal got reequipped to practically locus his dominant leadership style preference much more on instructional improvement and less on just playing the "boss", then the adopted principal leadership style could positively and significantly correlate with .his students' academic achievement as indicated by their external examination trades. In fact, in practically all the correlation tests, it was rather discovered that principal leadership style correlated negatively (though insignificantly) with student achievement in external examinations.

This was rather sad since it suggested that as each principal intensified the practices of his 'own adopted school leadership style, then student achievement in external (i.e. public) examinations tended more to deteriorate.

Principal Use of Democratic leadership Style Influence on Students Achievement Relationship in the Schools

The RQ under this subheading was stated as follows: To what extent does the SSS principals use of democratic leadership style influence student's achievement relationship? At the same time the associated null hypothesis was stated thus:

The SSS principal's use of democratic leadership style introduce no significant influence on the leadership style and student achievement relationship. The statistical results relating to RQ2 and Ho2 respectively suggested and confirmed no significant relationship between the SSS principal's democratic leadership style and students' achievement grades in public examinations (P>.05). Therefore Ho2 was retained as stated.

In rationalizing this finding, it was realized that in purely logical terms, a school principal's use of democratic leadership style in and by itself alone could not determine (ie, raise or lower) teaching effectiveness under him, nor could it determine student learning effectiveness. Consequently, principal's use of democratic leadership style could not be logically expected to determine the direction and magnitude of any possible relationship between the principal's leadership style and student grade in public examinations. This finding appear to be in disagreement with general management principle which upholds participatory approach to decision-making and implementation in facilitating to attainment of organizational goals as opined by.

Mulins (1987) opines that in a democratic set-up, the group members have greater say in decision-making, determination of policy, implementation of decisions and maintenance of the system procedures. Morphct et al. (1974) who revealed or asserted ~ that a democratic situation is where the leadership gives group members freedom to participate in decision-making process, and also where norms have been established which makes social change of an aspect of institutional growth -The difference between this research result and the prevailing management view of participatory management as embodiment of democratic and transactional leadership appear to require further reached work.

Principal's use of Autocratic Leadership Styles and the Leadership Achievement Relationship

The RQ here was stated thus: To what extent does the SSS principal's use of autocratic leadership style influence achievement relationship? The relevant null hypothesis was then rendered thus: The SSS principal's use of autocratic leadership style introduces no significant influence on the students' achievement relationship.

The statistical results of treating the RQ and the Ho also showed and confirmed no significant relationship between the SSS principal's autocratic leadership style orientation and the students' performance i.e. achievement grade profile in external or public examinations (P>.05). Here again, since no logical connection could be traced between principal's use of autocratic leadership and student performance in public examinations, it became unclear why and how principal's autocratic leadership style could not bring about any significant relationship between principal leadership style and student academic achievement grade profile in public examinations, if the traits of autocratic leaders were fully enforced according to Liken (1961) autocratic leadership is seen as one who commands and expect compliance, who is dogmatic and positive and who leads by the ability to withhold or give reward or punishment.

While, Mulins (1985) stated that the autocratic leader alone exercises decision-making and authority for determining policies and procedures for achieving goals, work - task and relationship, control of reward and punishment.

Principal ship's use of Laissez faire leadership style and students' achievement relationship in schools

Again, the research questions (RQ) under this subheading is as below. To what extern dues the use of laissez faire leadership style influence students' achievement relationship? Accordingly, the null hypothesis was stated as follows: The SSS principal's use of Laissez faire leadership style introduces no significant influence on students' achievement relationship. The results of data analysis in respect of RQ4 and Ho4 suggested and confirmed that principal's use of Laissez faire leadership style in school principal ship made no significant difference in style-students' achievement relationship. This would be true without regard to the examiner. It was the rational expectation here, that in the management or administration of the SSS instructional programme for two-dimensional excellence in teaching effectiveness and student outcome there would be a high positive co relation between principal's" leadership style and students' achievement as represented by their success rale in public examinations. As the primary promoter of school instructional programme, it is principals' responsibility to lead in joint goal setting, resource planning, activity planning, programme implementation, programme evaluation, programme activity reporting and programme innovation. The findings here, seem to agree with Mulins(1978) asserting in part - that the "disadvantage is that the result of a Laissez- faire leadership style may lack group cohesion and unity towards organizational objectives". This study has revealed mat the contemporary population of SSS principals serving in Bayelsa State still largely requires their capacities initially built up, strengthened and sustained in school instructional programme/ management functions.

In conclusion, from the foregoing research findings, there is no direct causal link established or identified between the principal's leadership style be it democratic/ transactional (pseudo or real), autocratic/authoritarian laissez-faire, transactional, etc., and, academic achievement of students' in external examination. This is despite the prevailing view that instructional leadership (which should be properly the principal's leadership) is found to be highly correlated with teachers' sense of effectiveness, sense of commitment and professional interest-which in turn tend to support the concept that teachers serve as transmission line between principal and students as in Ellett and Walberg (1979). And this is despite the fact that "the principal (as leader) who according to Brown (1973) is recognized as the ultimate facilitator of all stakeholders in joint goal setting, resources planning, activity planning, programme evaluation, accountability reporting and institution of motivational reward scheme and / or reward package, considered especially critical for all efforts towards organizational attainments including desirable level of students' achievement in external examinations, in the researcher's view, findings about inequality in academic achievement seem to be more comfortably anchored on contextual variables, including the one carried in the Coleman Report (1966) to the effect-that-"distinct profiles of leadership exist in groups of parental support schools, implying that positives leadership is related to principal's ability to utilize the enriched stimulating home environment of educationally supportive parents of possible quality school environment, attracting quality teachers and quality annual student -intake, and, students desirable academic achievement levels other than principal's leadership style as a factor.

It is still safer to rely on additional contextual variables as strengthened:

- Musiard, Brazeltop and Gorski (2004, pp. 4-5) stated that a child's neurological development is a function of an enriched environment characterized by:
- Residents of middle and upper middle classes with supportive parenting attitude/

disposition with indices of quality school plant and quality teachers.

- Recreational facilities that offer opportunity 'for unstructured, carefree play from the early age of 3-5 years, during which a child's brain connections are being wired at an extraordinary rate as a landscape for moment-to moment shaping by environmental stimulation for learning and development of the brain for ^necessary function of handling information, for the child to become equipped with intelligences; verbal, mathematical, language skills for the level of emotional, social, health, behavioural traits, and sense of self and trust that make some children ready learners at school, while others are unwilling conscripts - not ready to learn, depending on the home backgrounds.

This situation is further confirmed by the Plowden Report (1967) in Baugh (1973) that inequality in academic achievement is a function of the context of the education system, unwittingly drawn from the aspect of the symbolic world of middle and upper middle classes, and so the child steps into school with or without linkages with family circumstances considered responsible for inequality in educational attainment—including—the desirable level of achievement at external examinations.

CONCLUSIONS

The following conclusions are drawn in the light of literature and the field results of this study:

- Generally, there is no significant relationship between senior secondary school principal's leadership style orientation and students' achievement grade profile in external / or public examinations;
- The SSS principal's biographic variables of age, sex, etc. are nimble to introduce any significant difference to the magnitude and direction of the leadership style and students' achievement profile in public examinations, particularly as it relates to autocratic, charismatic, democratic, pseudo democratic, laissez faire, and transactional styles;
- Also, other variables, like experience and principal's location neither impact on the magnitude nor the direction of the leadership style and students' academic achievement in external examinations;
- The school principal's use of democratic leadership style makes no significant difference in terms of achievement in external examination;
- Again, the SSS principal's use of autocratic leadership styles has neither bearing nor does it influence students' academic achievement particularly in external examinations, that is, grade level in public examinations;
- Further, it was established that laissez faire leadership style neither relate nor influence students' academic achievement in SSCE examinations;
- In the same vein, other styles, like transactional, charismatic and pseudo democratic, neither have any significant difference, nor do they influence the academic achievement of SSS students' grade (academic performance in external examinations).

In all, the central implication of the research results are that though leadership behaviour could change with situation, the styles largely are the same or constant. Also, that the school principals in Bayelsa State cannot perform all alone, but they need the support of other subordinate, especially the classroom teachers and other stakeholders.

Recommendations

On the basis of the research evidence from this study, the following recommendations are put forwards for more effective principalship policy practice and how senior secondary school students' high achievement level can be attained:

- In order to ensure in the future that principal's leadership style co-relates significantly and positively with students' high achievement level in public examinations, the incumbent SSS principals in Bayelsa State should much more consciously aim at, and enhance their leadership style-preference particularly in the area of teaching/learning effectiveness and less at performing purely office administrative functions.
- Teachers who show sufficient signs of great potential for effective school leadership should be appointed to school principalship position much sooner than the system administrative policy permits at present. Moreover, such relatively young principals should be regularly given the opportunity once in each school year, to participate in an intensively practical but research and theory-backed workshops on instructional proramme, management / administration, for enhanced teaching effectiveness and superior student achievement profile. One of the ways forward, is for a principal lo be given opportunity to supervise the admission and graduation of one or two sets of students during his tenure. This is definitely a sure way to realize a positive high co-relation between principal's leadership style and students' achievement grade in-public examinations.
- A policy of sex-balancing should be adopted and implemented in the appointment of deserving senior teachers to SSS principalship offices in Bayelsa State. This is because as found in the present study, none of the two possible principal sexes (male, female) out performs the other in influencing the achievement grade profile of SSS students in public examinations.
- As a matter of school system policy, all Bayelsa SSS principals should   be subject to an intensive practical workshop in instructional programme/management in order to raise the positive co-relation between cumulative principalship experience (in years) and students' achievement in external (i.e public) examinations.

The management authority of all SSS schools in the State can confidently post and repost principals without regard to characteristics leadership style since leadership styles was found in this study to have only an insignificant degree of negative co-relation with students' achievement profile in public examinations. Each SSS principal should be allowed tenure of between three years and six years so that he can enjoy the satisfaction of having been given opportunity to demonstrate his/her capability.

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