

STAKEHOLDERS PERCEPTIONS OF PRINCIPALS' LEADERSHIP STYLE PRACTICES IN SECONDARY SCHOOL IN NORTH CENTRAL GEOGRAPHICAL ZONE, NIGERIA

Omuya-Anibasa, Florence¹

Adegbite, Ibrahim Peter²

Duze, Daniel Ali³

¹Federal University Lokoka, Nigeria

*corresponding author: Florence.omuya@fulokoja.edu.ng

Citation: Omuya-Anibasa, F., Adegbite, I.P. & Duze, D.A. (2021). Stakeholders perception of principals leadership style practices in secondary schools in North Central geographical zone, Nigeria. *KIU Interdisciplinary Journal of Humanities and Social Sciences*, 2(2), 24-40

ABSTRACT

This study examines stakeholder's perception of principals' leadership style practices in Secondary Schools in North Central Geographical zone, Nigeria. Two objectives guided this study and the objectives are; assess stakeholders', perceptions of principals' autocratic leadership style practices in secondary schools in North Central Geographical zone, examine stakeholders perceptions of principals visionary leadership style practice in secondary schools, the research questions and hypotheses are in line with the objectives. Relevant literature was reviewed. descriptive survey was used as the research design. The population was 92,089 which comprised 3,167 principals, 61,825 teachers, 1,665 Ministry of Education officials and 25,432 PTA Officials. The total sample size was one thousand four hundred and twenty-six 1,426. That consisted of 345 principals, 382 teachers, 321 MOE officials and 378 PTA officials. Self-structured questionnaire titled 'Stakeholders' perception of Principals' leadership style practices in Secondary Schools' (SPPLSPSS)" was used to elicit responses with reliability coefficient of 0.72 using split half test. Perceptions of respondents were analysed using frequency counts for research questions answered and analysis of Variance (ANOVA) for hypotheses analyzed to express the results of the findings. The findings show that principals that practices autocratic leadership style gives deadline on every assignment given to teacher and students with full compliance. The finding also revealed that principals that practices visionary leadership style helps in increasing oneness work place. The study concludes that principals should varies that leadership style to enhance effectiveness.

Keywords: leadership style, stakeholder perception, North Central Nigeria

INTRODUCTION

Educational institutions are critical places where the next generation are educated, and school leaders bear a heavy burden of responsibilities for their institutions. Leaders in educational institutions are the same as leaders in other organizations, and inevitably face the challenge of maintaining the goals of the institutions. The researcher is therefore of the opinion that leadership is a way of influencing people to work keenly with passion towards the achievement of a corporate goals.

The principal being the manager of the school has to have some managerial skills, found most frequently to be characteristics of successful leaders. These skills are summarized as: leadership's skills: these are mainly about non tangible things, such as vision, trust, aim, inspiration and attitude etc. they involve the management of human resources with assessment of the strengths and weaknesses of each member of the organization; they are mostly about leading people and guiding them towards the accomplishment of common goals. Interpersonal relationship skills: these involve working with people of different background and educational qualifications. In autocratic leadership style the leader is seen as one who commands and expects compliance, who is dogmatic and positive and who leads by his ability to withhold or given rewards and punishment.

Autocratic leadership is an extreme form of transactional leadership where leaders have complete power over staff and team members have little opportunity to express their view. Even if these are in the best interest of the team or organization. Fabian (2010) asserts that autocratic leadership style is often considered a classical approach. He went further too say that the head retains as much power and decision making authority as possible. The head does not consult the employee or are they allowed to give any impute. In the same vain, Hafiz (2015) opined that employees are expected to obey orders without receiving any explanations. The motivation environment is produced by creating a structural set of reward and punishment. In a research conducted by Lewin, (1938), he found out that autocratic leadership is best applied to situations where there is little time for group decision making or where the leader is the most knowledgeable member in the group. In a school system, the principal is to provide and take care of the students welfare which is known as students services.

Leaders make choices based on their ideas and judgments. The leader makes decisions without consulting with others.. The leader directs group members on the way things should be done. The leader does not maintain a clear channel between him/her and the subordinates. The leader does not delegates authority nor permits subordinates to participate in making policies concerning the organisation. Leaders dictate politics and procedures, decides what goals are to be achieved, directs and controls all activities without any meaningful participation by the subordinate. This leader has full control of the team leaving low autonomy within the group.

Idogbo (2006) identified different levels of decision making in organization with each level the amount of time and the decision making involvement increases:

Level One: Autocratic Leader me and no staff involvement. This is particularly useful in crisis situations where immediate action is needed.

Level Two: Autocratic Leader gathers input from individuals and makes the decision. The leader seeks Level input, usually to cover blind spots and enhance the depth of understanding of the issue at hand. Key individuals hold important information and not consulting is seen to be irresponsible.

A visionary leadership style entails leaders who know that the methods, steps and process of leadership are obtained with and through people. A visionary leader has the ability to create a vision that binds people to each other. However, visionary leaders must be capable of carrying others along in the vision.

Bello (2012) visionary leadership Style involves a leader who recognize that the methods, steps and process of leadership are all obtained with and through people. He argued that most great and successful teachers have aspect of vision in them. Evans & Gold (2012) opined that a principal who uses visionary leadership style will always recognize that he is working with teachers, students and others who are capable of being a part of decision making. Further stressed that it is important for the administration to realize and to act upon the realization that many teachers are well qualified and experienced and this can become a principal, hence to achieve the objectives, staff are to be involved in decision making and does not alter the fact that the principal remains accountable for taking the final decision.

Visionary leadership style will also have a vision and focus towards the way and manner in which decision is taking in the course of running his administrative function of a principals and as such principals should use appropriate leadership style that can be effective for decision making.

STATEMENT OF THE PROBLEM

There is an expressed public concern by education stakeholders in particular that the educational system in North Central Geographical zone is riddled with serious problems linked to poor leadership behaviour of the principals which leads to conflict among staff, students, truancy of both teachers and students, lateness, poor attendance of teachers to class, poor involvement of teachers in decision making, inadequate supervision, poor management of discipline, misappropriate of school funds absence of staff motivation and sexual harassment.

Objectives:

The following objective were outlines to guide this study

1. Assess the stakeholder's perceptions of principals' autocratic leadership style practices in Secondary Schools in North Central Geographical zone, Nigeria.
2. Examine the stakeholder's perceptions of principals' visionary leadership style practices in Secondary Schools in North Central Geographical zone, Nigeria.

Research questions

1. To what extent do stakeholders perceive principals' autocratic leadership style practices in secondary schools in North Central Geographical Zone, Nigeria?
2. To find out how do stakeholders perceive principals visionary leadership style practices in secondary school in North Central Geographical zone, Nigeria.

Research hypotheses

HO 1: There is no significant difference among the perceptions of principals, teacher's, officials of Ministry of Education and PTA officials on principals' autocratic Leadership style practices in secondary Schools in North Central Geographical Zone, Nigeria; and

HO2: There is no significant difference among the perceptions of principals, teacher's, officials of Ministry of Education and PTA officials on principals' visionary Leadership style practices in secondary schools in North Central Geographical Zone, Nigeria.

METHODOLOGY

This chapter discusses the sources of data, method and procedures that were employed in the collection of data. It presents the research design, the population, sample and sampling techniques, the instrument, validity of instrument, pilot study, reliability of instrument, administration of research instruments, and method of data analysis.

Research Design

A research design is the plan structure and strategy of investigation conceived so as to obtain answers to research questions and to control variance. In the same way a research design is the frame work (or plan) for data collection in the most objective and logical manner in order to test the research objectives; for the purpose of this study a survey research was used. A survey research involves gathering of data about a target population from a sample and generalising the findings obtained from the analysis of sample to the entire population (Afolabi 2013). The researcher Survey of the views of secondary school principals, teachers, PTA executive officials and ministry of education officials on the stakeholders' perceptions of principals' leadership styles in secondary schools in North Central Geographical Zone. The group of respondents

that were involved in this study comprised the principals, teachers, PTA executive officials and ministry of education officials in North Central Geographical Zone.

Population of the Study

Population is the larger group from which a sample was selected for study. This implies that population is a group of interest to the researcher, which may take the form of individuals to which the results or outcome of the study become generalised.

Table 1 Breakdown of the Population Distribution.

State	Principals	Teachers	MOE Officials	PTA Executive Officers
Kogi	420	7,200	200	3,360
Nasarawa	420	7,100	245	3,360
Benue	430	7,800	230	3,440
Niger	419	8954	310	3,352
Kwara	500	10,200	230	4,000
Plateau	520	11,000	200	4,160
FCT Abuja	470	9,600	250	3,760
TOTAL	7 3,167	61,825	1,665	25,432

Source: Planning Research and Statistics (2017) State Ministry of Education North-Central Geographical Zone, Nigeria.

Sample and Sampling Technique

A sample is that portion drawn from the population that is studied. It is what the researcher selects for the purpose of data collection and analysis, for the purpose of this research a Research Advisors (2006) at 085 confidence level was used to determine the sample size of the state, principals, teachers, the MOE and PTA ExcOs officials. The total sample size was one thousand four hundred and twenty six (1,426). That consisted of 345 principals, 382 teachers, 321 MOE officials and 378 PTA Officials. However, the percentage of the population was used together with the total sample size obtained through the research advisor. Thus is in line with Adetoro (2009) which state that the percentage of a population can be used to get the total sample desired, therefore the percentage of each population respondents divided by the total population Multiplied by 100 to get the percentage, why the percentage arrived at is divided by 100 and multiplied by the total sample size from research advisor.

Invariably the percentage used to get simple size differs as the total population of each respondent differs.

Table 2 Sampled Sizes of the Schools.

S/No	Items statement	Category of Respondents	Agree F	%	Undecided F	%	Disagree F	%
1.	No reward or recognition is given by the principal to staff to motivate Them in the school	Principal 232 Teacher 248 MOE 216 PTA 245	67.2 64.9 67.3 64.8	16 17 16 17	4.6 4.5 5.0 4.5	97 117 89 116	28.1 30.6 27.7 30.7	
2.	The principal gives little or no Attention to ideals given by teachers Improved	Principals 205 Teacher 221 MOE 188 PTA 218	59.4 57.9 58.6 57.7	9 10	2.6 2.6	131 151 124 150	38.0 39.5 38.6 39.7	
3.	The principal makes choices based On his/her ideas and judgment in the School and this has affected the School activities negatively	Principals 197 Teachers 240 MOE 253 PTA 222	57.1 212 66.2 69.2	11 12 11 12	3.2 3.1 3.4 3.2	137 158 127 157	39.7 41.4 39.6 41.5	
4.	The principal gets things done the The consent of other staff in the school Delegation of duties	Principals 202 Teachers 216 MOE 187 PTA 213	58.6 56.5 58.3 56.3	13 15 11 15	3.8 3.7 3.4 4.0	130 151 123 150	38.0 39.5 38.3 39.7	
5.	My principal dictates all the work That needs to be done	Principal 216 Teachers 233 MOE 196 PTA 230	62.6 61.0 61.1 60.8	15 16 14 16	4.3 4.2 4.4 4.2	114 133 111 132	33.0 34.8 34.6 34.9	
6.	Principal gives deadline to every Teachers 274 Principal 251 Teachers 71.7 17 4.5 90 23.8	Principal 251 MOE 232 PTA 271	72.8 72.2 71.7	15 11 17	4.3 3.4 4.5	79 78 91	22.9 24.3 23.6	
7.	The principal rarely trust the task Performed by the teachers in the School	Principal 220 Teachers 230 MOE 203 PTA 230	63.8 60.2 63.2 60.8	23 24 19 24	6.7 6.3 5.9 6.3	102 128 99 124	29.6 33.5 30.8 32.8	
8.	There is close monitoring by the Principal to see how teachers Perform their duties	Principal 240 Teachers 253 MOE 222 PTA 249	69.6 66.2 69.2 65.9	15 15 11 15	4.3 3.9 3.4 4.01	90 114 88 114	26.1 29.8 27.4 30.2	
9.	Teachers are not free with the Principal in term of personal Issues	Principal 221 Teachers 239 MOE 204 PTA 235	64.1 62.6 63.6 62.2	11 12 11 12	3.2 3.1 3.4 3.2	113 131 106 131	32.8 34.4 33.0 34.7	
10.	Teachers' creativities are not being Appreciated by the principal because Of the principal's hardness	Principal 210 Teachers 227 MOE 190 PTA 223	60.9 59.4 59.2 59.0	14 15 13 15	4.1 3.9 4.0 4.0	121 140 118 140	35.1 36.6 36.8 37.0	

In this section, the perceptions of respondents were sought on the stakeholder's perceptions of principals' autocratic Leadership style practices in secondary schools in the North Central Geographical Zone of Nigeria.

Table 3 shows the perceptions of the respondents on the stakeholders' perceptions of principals' autocratic Leadership style practices in secondary schools in the North Central Geographical Zone of Nigeria. In the table the perceptions were presented in frequencies and percentages.

Response to item 1 revealed that 232 (67.2%) of Principals agreed that reward and recognition is given by the principal to staff to motivate them in the school, 97 (28.1%) disagreed, 16 (4.6%) of the principals were undecided. While 24g (64.9%) teachers agreed that reward and recognition is given by the principal to staff to motivate them in the school as much as 117 (30.6%) disagreed, and insignificant number of respondents 17 (4.5%) were undecided. Among the ministry of education officials, 216 (67.3%) agreed 89 (27.7%) disagreed while 16 (5.0%) were undecided. Also, 245 (64.8%) of PTA agreed that reward and recognition is given by the principal to staff to motivate them in the school While, 116 (30.7%) disagreed and 17 (4.5%) were undecided. In all, the respondents showed a greater magnitude of their responses that reward and recognition is given by the principal to staff to motivate them in the schools in the North Central Geographical Zone of Nigeria. The result shows that, they are none affirmatively.

In response to item 2, it was revealed that principal's gives more attention to ideas given by teachers in the school, the result shows 205 (59.4%) of principals agreed, 131 (38.0%) disagreed and 9 (2.6) was undecided with the statement. 221 (57.9%) of teachers agreed, 151 (39.5) disagreed while 10 (2.6%) were undecided that principals give little or no attention to ideas given by teachers in the school. Among the ministry of education officials, 188 (58.6%) agreed that principal gives more attention to ideas given by teachers in the school, 124 (38.6%) disagreed and 9 (2.8) were undecided with the statement. In all, the respondents showed a greater magnitude of their responses that principal gives more attention to ideas given by teachers in the schools in North Central Geographical Zone of Nigeria.

Going by the respondents' perceptions on items 3, to 9 where no respondent had less than 55% in respect of disagreement, it is evident that there was a negative perception from the respondents toward principals' autocratic Leadership style practices in secondary schools in the North Central Geographical Zone, Nigeria. It is believed that principals makes choices based on his/her ideas and judgment in the school and this has affected the school activities negatively, principals sets things done the way he wants it to be done without the consent of other staff in the school, Principals gives deadline to every assignment given to staff and students and teachers are free with the principal in terms of personal issues in secondary schools in the North Central Geographical Zone, Nigeria.

In response to item 10, it was revealed whether teachers' creativity was not being appreciated by the principal because of the principal's hardness, the result shows 210 (60.9%) of principals agreed, 121 (35.1%) disagreed and 14 (4.1%) were undecided with the statement. Among teachers, 227 (59.4%) of teachers agreed, 15 (3.9) were undecided and 140 (36.6%) disagreed. 190 (59.2%) of MOE agreed, 13 (4.0) were

undecided and 118 (36.8%) disagreed with the statement. 223 (59.0%) of PTA agreed, 15 (4.0%) were undecided and 140 (37.0%) disagreed whether teachers' creativity is not being appreciated by the principal because of the principal's hardness in the school in the North Central Geographical Zone of Nigeria.

their approach merely to take advantage of the situation in the school. Among the ministry of education officials, 318 (99.1%) agreed, 2 (0.604) disagreed and 1 (0.3) was undecided with the statement. In all, the respondents Showed a greater magnitude of their response, principals do change their approach merely to take advantage of the situation in the school in the North Central Geographical Zone of Nigeria. The result shows that, they are affirmatively.

Respondents' Perceptions on the Stakeholders Perceptions of Principals' Visionary Leadership style practices in Secondary Schools in North Central Geographical Zone, Nigeria

In this section, the perceptions of respondents were sought on the stakeholders' perceptions of principals' visionary Leadership style practices secondary schools in the North Central Geographical Zone of Nigeria.

Table 4 shows the perceptions of the respondents on the stakeholders' perceptions of principals' visionary Leadership style practices secondary schools in the North Central Geographical Zone of Nigeria.

S/No	Items statement	Category of Respondents	Agree F	%	Undecided F	%	Disagree F	%
11.	The principal increase workplace by Teacher His staff through the use of education Tools	Principal 251 Teacher 275 MOE 232	72.8 71.7 72.3	15 17 232	4.3 4.5 72.3	79 91 11	22.9 23.6 3.4	Controlling elementary issues among 78 24.3
12.	My principal has a foresight on how Classroom management can be Improved	PTA Principals Teacher MOE PTA	220 230 203 230	63.8 60.2 63.2 60.8	271 23 24 19 24	71.7 6.7 6.3 5.9 6.3	17 102 128 99 124	4.5 29.6 33.5 30.8 32.8
13.	The principal wants to see the Teachers and students carrying out Their task effectively.	Principals Teachers MOE PTA	240 253 222 249	69.6 66.2 69.2 65.9	15 15 11 15	4.3 3.9 3.4 4.01	90 114 88 144	26.1 29.8 27.4 30.2
14.	The principal wants to see the school Goals accomplished through effective Delegation of duties	Principals Teachers MOE PTA	221 239 204 235	64.1 62.6 63.6 62.2	1 12 11 12	3.2 3.1 3.4 3.2	113 131 106 131	32.8 34.3 33.0 34.7
15.	The principal closely supervises and Monitors teachers and students tasks And responsibilities	Principal Teachers MOE PTA	210 227 190 223	60.9 59.4 59.2 59.0	14 15 13 15	4.1 3.9 4.0 4.0	121 140 118 140	35.1 36.6 36.8 37.0
16.	The principal gives adequate priority To time management	Principal Teachers MOE PTA	232 248 216 245	67.2 64.9 67.3 64.8	16 17 16 17	4.6 4.5 5.0 4.5	97 117 89 116	28.1 30.6 27.7 30.0
17.	The principal breaks large project into Smaller task for teachers and students To carry out diligent	Principal Teachers MOE PTA	205 221 188 218	59.4 57.9 58.6 57.7	9 10 9 10	2.6 2.6 2.8 2.6	131 151 124 150	38.0 39.5 38.6 39.7
18.	The principal controls the school Based on his vision for the school	Principal Teachers MOE PTA	197 212 183 209	57.1 55.5 57.0 55.3	11 12 11 12	3.2 3.1 3.4 3.2	137 158 127 157	39.7 39.7 41.4 39.6
19.	The principal recognizes teachers and Students with natural talent and Assigned some specific responsibility In the school to them.	Principal Teachers MOE PTA	202 216 187 213	58.6 56.5 58.3 56.3	13 15 11 15	3.8 3.9 3.4 4.0	130 151 123 150	37.7 39.5 38.3 39.7
20.	The principal always sets standard for Job performance of teachers	Principal Teachers MOE PTA	216 233 196 230	62.6 61.0 61.1 60.8	15 16 14 16	4.3 4.2 4.4 4.2	114 133 111 132	33.0 34.8 34.6 34.9

In response to items 11 to 20 which sought the stakeholders' perceptions of principals' visionary Leadership style practices Secondary Schools in the North Central Geographical Zone of Nigeria., responses of all respondents were collected, analysed and discussed.

Response to item 11 reveals that 251 (72.8%) of principals agreed that, principal increases workplace by controlling elementary issues among his staff through the use of education tools, 15 (4.3%) of the principals were undecided, 79 (22.9%) disagreed. 274 (71.7%) of teachers agreed, 91 (23.6%) disagreed, and 17 (4.5%) were undecided. Among the ministry of education officials, 232 (72.3%) agreed, 78 (22.3%) disagreed

while 11 (3.4%) were undecided. Also, 271 (71.7%) of PTA agreed, 90 (23.8%) disagreed and 17 (4.5%) were undecided. In all, the respondents showed a greater magnitude of their response that principal increases workplace by controlling elementary issues among his staff through the use of education tools in the school in the North Central Geographical Zone of Nigeria. The result shows that, they are affirmatively.

In response to item 12, it was revealed that 220 (97.7%) of principals agreed that, principal has a foresight on how classroom management can be improved, 8 (2.3%) were undecided. While 369 (96.6%) teachers agreed that principal has a foresight on how classroom management can be improved, 2 (0.5%) disagreed, and insignificant number of respondents 11 (2.9%) were undecided. Among the ministry of education officials, 312 (97.2%) agreed, 2 (0.6%) disagreed while 11 (2.9%) were undecided. Also, 366 (96.8%) of PTA agreed, 2 (0.5%) disagreed and 10 (2.6%) were undecided. In all, the respondents showed a greater magnitude of their response that principal has a foresight on how classroom management can be improved in the school in the North Central Geographical Zone of Nigeria. The result shows that, they are affirmatively.

Going by the respondents' perceptions on items 13, 14 and 15 where no respondent had less than 75% in respect of disagreement, it is evident that there was a positive perception from the respondents toward Principals' visionary Leadership style practices in secondary schools in the North Central Geographical Zone, Nigeria. It is believed that principal control the school based on his vision for the school, principal recognize teachers and students with natural talent and assigned some specific responsibility in the school to them and principal always set standard for job performance of teachers in the school in the North Central Geographical Zone, Nigeria.

Going by the respondents' perceptions on item, 13, 14 and 15 where no respondent had less than 75% in respect of disagreement, it is evident that there was a positive perception from the respondents toward principals' situation Leadership style practices in secondary schools in the North Central Geographical zone, Nigeria. It was agreed that, principal wants to see the teachers a Students Carrying out their tasks effectively, principal wants to see the school goals accomplished through effective delegation of duties and principal closely supervises and monitors teachers and students' tasks and responsibilities in the school in the North Central Geographical Zone, Nigeria.

In response to item 16, it as reveals that 232 (67.2%) of principals agreed that principal gives adequate priority to me management in the school, 97 (28.1%) disagreed, 16 (4.6%) of the principals were und. indeed. While 24g (64.9%) teachers agreed that principal gives adequate priority to time management in the school as much as 117 (30.6%) disagreed, and insignificant number of respondents 17 (4.5%) were undecided. Among the ministry of education officials, 216 (67.3%) agreed 89 (27.7%) disagreed while 16 (5.0%) were undecided. Also, 245 (64.8%) of PTA agreed that principal gives adequate priority to time management in the school While, 116

(30.7%) disagreed and 17 (4.5%) were undecided. In all, the respondents showed a greater magnitude of their response that principal gives adequate priority to time management in the schools in the North Central Geographical Zone of Nigeria. The result shows that, they are affirmatively.

Response to item 17 reveals that 205 (59.4%) of principal agreed that principal break large project into smaller task for teachers and students to carry out diligently, 131 (38.0%) disagreed and 9 (2.6) was undecided with the statement. 221 (57.9%) of teachers agreed, 151 (39.5) disagreed while 10 (2.6%) were undecided that principal break large project into smaller task for teachers and students to carry out diligently in the school. Among the ministry of education officials, 188 (58.6%) agreed that principal break large project into 139 smaller task for teachers and students to Carry our diligently? 124 (38.6%) disagree and 9 (2.8) were undecided with the statement. In all, the respondents showed a greater Magnitude of their response that principal break large Project into smaller task for teachers and Students to carry out diligently in the school in North Central Geographical Zone of Nigeria.

Going by the respondents' Perceptions on items 18, 19 and 20 where no respondent had less than 75% in respect of disagreement, it is evident that there was a positive perception from the respondents toward Principals visionary Leadership style practices in secondary schools in the North Central Geographical Zone, Nigeria. It is believed that principal control the school based on his Vision for the school, principal recognize teachers and students with natural talent and assigned some specific responsibility in the school to them and principal always set standard for job performance of teachers in the school in the North Central Geographical Zone, Nigeria.

ANALYSIS OF HYPOTHESES

Hypothesis 1: There is no significant difference in the perceptions of principals, teachers, officials Of Ministry of Education and PTA officials on principals' autocratic Leadership Style practices in secondary school in North Central Geographical Zone, Nigeria.

The responses of the respondents on item 1 to 10 were collected and analyzed to find out the principals' autocratic leadership style practices in secondary schools in North Central Geographical Zone, Nigeria. A one-way analysis of variance (ANOVA) statistical procedure was employed as can be seen in table 6.

Table 5 shows that mean score of the perceptions of principals, teacher, officials of Ministry of Education and PTA officials on principals autocratic leadership style practices in secondary schools in North Central Geographical Zone, Nigeria., it show significant difference.

Sources	Sum of Square	DF	Mean F-ratio square	F-Critical	P-value
Between groups	120.811	3	40.270		
			18.501	4.037	.013
Among groups	2,382.298	1422	1.675		
Total	2503.109	1425			

Result of table 5 shows that significant difference existed among principals, teachers, official of Ministry of Education and PTA officials on principals' autocratic leadership style practices in secondary school in North Central Geographical Zone, Nigeria., the computed probability is 0.13 and this was less than the p-value 0.05 set for this study. In other words, the calculated F-ratio value of 18.501 is greater than the critical value of 4.037 while the calculated P-value of .000 is less than the 0.05 level of significance. Therefore, the null hypothesis (H₀₂) was rejected. It could be concluded that there was a significant difference among the perceptions of principals, teacher, official of Ministry of Education and PTA officials on principals' autocratic leadership style practices in secondary schools in North Central Geographical Zone, Nigeria.

Table 6 Summary of Scheffe's multiple comparison test on the stakeholders' perceptions on principals' Autocratic leadership style practices in Secondary Schools in North Central Geographical Zone, Nigeria.

Respondents	N	Means
Principal	345	33.5729
Teachers	382	23.7213
Official of MOE	321	33.9806
PTA Officials	378	24.6129

As indicated by table 6, the mean score of principals 33.5729 was found to be closer to that of MOE 33.9806, implying that there was differences among the two respondents was not significance. However, the mean score of teachers 23.7213 was found to be closer to the PTA officials 24.6129, but lower than, that of principals and MOE. This implies that the teachers and PTA officials differs significantly in their perceptions on the principals' autocratic leadership style practices in secondary school in North Central Geographical Zone, Nigeria.

Table 7: Analysis of Variance (ANOVA) on the Stakeholders' perception on principals Visionary leadership style practices in Secondary School in North Central Geographical Zone, Nigeria.

Sources	Sum of Square	DF	Mean F-ratio square	F-Critical	P-value
Between groups	16.198	3	5.399		
			12.484	19.109	.712
Among groups	613.271	1422	.432		
Total	629.468	1425			

In table 7, the computed probability was .712 and this was higher than the P-value 0.05 set for this study. In other words, the calculated F-ratio value of 12.484 was less than the crucial value of 19.109 while the calculated P-value of .712 was greater than the 0.05 level of significance. Therefore, the null hypothesis (H₀) was retained. It could be concluded that there was no significant difference among the perceptions of principals, teachers, official of Ministry of Education and PTA officials on principals' visionary leadership style practices in secondary schools in North Central Geographical Zone, Nigeria.

SUMMARY OF THE FINDINGS

- Stakeholder perceived that principals' autocratic leadership style practices was seen as principals made teachers to work with deadline on any assignment with full compliance. As significant difference was recommended in the perception of stakeholders which was evident in computed probability of 0.13 which is lesser than the P-value of 0.05 level of significance set for the study
- The stakeholder perceived the principals' that practices visionary leadership style helps in increasing oneness in workplace as no significant difference was recommended in the perceptions of stakeholders as evident in computed probability of .712 which is greater than the P-value of 0.05 level of significance set for the study.

DISCUSSION OF FINDINGS

In response to items 1 to 10 which sought the stakeholders' Perceptions of principals' autocratic Leadership style practices in secondary schools in the North Central Geographical Zone of Nigeria., responses of all respondents were collected, analysed and discussed, Going by the respondents' perceptions where no respondent had less than 55% in respect of disagreement, it is evident that there was a positive perceptions from the respondents toward principals' autocratic Leadership style practices in secondary schools in the North Central Geographical Zone, Nigeria. It is believed that Principal make choices based on his/her ideas

and judgment in the school and this has affect ye school activities negatively, principal get things done the way he wants it to be done Without the consent of other staff in the school, Principal gives deadline to every assignment given to staff and students and teachers are not free with the principal in terms of personal issues in secondary schools in the North Central Geographical Zone, Nigeria. This was because the computed probability of 0.13 was obtained which is lesser than 0.05 level of significance set (gr the study. This is in line with the work of David (2012) Adeyemi (2010) that teachers performance was found to be beyond expectation under principals that practiced autocratic leadership style. Empirical studies reviewed the work of James (2012) also shows that principals autocratic leadership style has a negative significant on teachers' job performance as the p-value of .017 which is less than 0.05 level of significance. This implies that the principal needs to balance their autocratic leadership style with other styles to enhance effectiveness.

This was supported by Fabian (2010) who asserted that, autocratic leadership style is often considered a classical approach. He went further to say that the head retains as much power and decision making authority as possible. The head does not consult the employee nor are they allowed to give any impute. In the 54 me vain, Hafiz (2015) opined that employees are expected to obey orders without receiving any explanations. The motivation environment is produced by creating a structural set of ward and punishment. In a research conducted by Lewin, he found out that autocratic leadership is best applied to situations where there is little time for group decision making of Where the leader is the most knowledgeable member in the group. In a school system the principal is to provide and take care of the students welfare which is known as students services.

In response to items 11 to 20 which Sought the stakeholders' perceptions of principals' visionary Leadership style practices in Secondary schools in the North Central Geographical Zone of Nigeria., responses of all respondents were collected, analysed and discussed. Going by the respondents' perceptions where no respondent had less than 75% in respect of disagreement, it is evident that there was a positive perceptions from the respondents toward principals' visionary Leadership style practices in secondary schools in the North Central Geographical Zone, Nigeria. It was agreed that, principal wants to see the teachers and students carrying out their tasks effectively, principal wants to see the school goals accomplished through effective delegation of saan principal closely supervises and monitors teachers and students' tasks and responsibilities in the school in the North Central Geographical Zone, Nigeria, as evident of no significance relationship was found as computed probability of .712 which is higher than 0.05 level of significance. This is in line with empirical study reviewed under Brenda (2011) that whose findings shows that visionary leadership style of principal has significant predictors on students achievement. The work of Marsha (2011) on empirical study reviewed showes that principal visionary leadership style positively influenced teachers readiness to face curriculum change as the p.value of 0.742 was obtained which is higher than p.value of 0.05 level of significance. In contrast to Peter (2015) whose empirical reviewed shows that head teacher's visionary

leadership style had no Strong relationship with the schools K.C.S.E results. Invariably principal's visionary leadership style can be used as a predictor of students achievement if the principal Stay focus on his/her visions.

In support of this, Evans (2012) opined that a principal who uses visionary leadership style will always recognize that he is working with teachers, students and others who are capable of being a part of decision making. i.e. further stressed that it is important for the administration to realized and to act upon the realization that, many teachers are well qualified and experienced and can become a principal, hence to achieve the objectives, staffs are to be involve in decision making and this does not alter the fact that the principal remain accountable for taking the final decision. In addition, the researchers also conceptualize Visionary Leadership style practices as the act of determining a course of action following a more or less deliberate consideration in completing alternatives.

CONCLUSIONS

The autocratic nature of the principals' leadership styles in North Central Geographical Zone, Nigeria contributed to poor performance of subordinates as they only act to be working in pretense.

Effective visionary leadership style practices has helped principals recognizes teachers and students with natural talent and assigned specific responsibilities to them in secondary schools in North Central Geographical Zone, Nigeria.

RECOMMENDATIONS

- Deliberate effort should be made by government to organize workshops and symposia on a regular basis to ensure that principals who practice autocratic leadership understand the individual behaviours of their teachers. This will go a long way to improve professional commitment of principals in order to enhance teacher's productivity and effectiveness under them.
- The Ministry of Education should endeavour to develop and improve on existing visionary leadership policies, practices and frameworks to be used by principals in the management of schools, these policies should be well documented. Also, principal should recognize teachers and students who are with natural talent and assigned specific responsibilities to them in Secondary Schools in North Central Geographical Zone, Nigeria.

REFERENCES

Achara, B.C. (2001) Methods in Educational Research. *The Simulator Journal of Air Force Education*, 1, 1-9

Adetoro, M.A. (2009). *Introduction to Research Methodology*. Published and printed by CAPS Publishing Company, Lagos.

Adeyemi, S.O. (2010). Principals: Leadership Style and Teachers Job Performance in Senior Secondary Schools in Ondo State. *Journal of Education*, volume 10, 110-119.

Afolabi, A (2013) *Introduction to Research Method for Writing Proposals, Project and Thesis*, unpublished material. Ahmadu Bello University, Zaria.

Evans. M.G. (2012). The Effect of Supervisory Behavior on the Path Goal Relationship. *Organizational behaviour and Human Performance* 6 (4), 277-298.

Fabian, C.I. (2010). *Theory of Leadership Effectiveness*. Memua Print, Awka,

Evans Gold, A.O. (2012). Reflecting on visionary leadership style in an organization. Retrieved on M.A. USA. Harvard Business School Press.

Hafix, M. & Khansa, H. (2017) The Impact of Paternalistic Leadership Style on Job

Satisfaction of Employees: Investigating and Dimensions of Paternalistic Leadership
Proceeding of 9th Annual America Business Research Conference, New York
U.S.A.

Idogbo, C.U. (2006). Challenges of Leadership, Retrieved on 16th October, 2017 from
[www. Leadership.com](http://www.Leadership.com)

James, C.O. (2012) Dynamics in Leadership. Retrieved from www.dynamicsleadership.com

Lewin, K. (1938). Styles of Democratic Leadership, Retrieve on August 30th 2017 from
www.ascon.com

Marsha, T.A.N (2011). the Effect of Principals Visionary Leadership Style and Teachers Work Motivation on the Accounting Teachers Readiness in facing Curriculum Changes with the Organizational Culture. Retrieved from
<http://www.educationaleadship.com>.