Transformational Leadership and Student Outcomes: Evidence from Rivers State, Nigeria

By

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Declaration

This thesis is the product of my own work, which I undertook for a PhD degree at the university of Nottingham. No part of this work or data contained it has been submitted for a degree in another university

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Abstract

Despite the widely accepted theories on transformational leadership and its impact on student outcomes, in the West, much less is known about this model in developing countries, including Nigeria. This study explored how learners' outcomes are affected by transformational leadership in Rivers State. The research mapped the prevalent leadership styles to see whether, and to what extent, they illustrated any components of transformational leadership, using Bass's six transformational leadership (TL) measuring instruments.

This exploratory study adopted a mixed-methods approach to investigate this phenomenon, with a multiple case-study design, in five schools from the rural riverine and urban communities of Rivers State, Nigeria. Learners' attainments were examined using a documentary approach while principal and teacher perspectives were obtained via semi-structured interviews.

Existing Western theories relating to transformational leadership were confirmed, contradicted, modified, and extended, in this African context. The findings revealed that transformational leadership in Rivers State shares some similarities with Western research and literature but also exhibits certain dissimilarities. The research confirms the growing recognition that leadership theories and models need to be adapted when applied to new, and developing, contexts.

CHAPTER ONE: INTRODUCTION

Introduction

Transformational leadership has been widely researched in the West (Bouwmans et al. 2017; Bush 2017; Dinh et al. 2014; Leithwood et al. 2006; Harris, 2002; Meuser et al. 2016). However, much less is known about this model in developing country contexts, including Nigeria (Weinstein and Hernaíndez 2016). This exploratory research investigates leadership styles and learners' outcomes, focusing on the transformational leadership model in a state in Nigeria. This study examines whether transformational leadership models developed in the West can be observed in the research context (Bass 1998; Bush 2007) and whether their transformational attributes have similar features. Transformational leadership has been linked to successful school improvement and learner outcomes in several Western countries (Harris 2002; Leithwood 1992; Leithwood et al. 2006). Although this claim is contested by some researchers (Earley 2003; Robinson et al. 2008), Leithwood and Jantzi (2005) argued there are other moderators that influence the impact of transformational leadership on students' outcomes. Researching leadership influence on differential educational outcomes amongst learners (Alewu, Nosiri and Ladan 2009), especially those who have comparable learning capacities, similar intelligence quotients (I.Qs.), and the same opportunities, is inspired by the lack of adequate research on this topic in the developing country context (Maringe and Molestane 2015). This research, into transformational leadership and student outcomes in Rivers State Nigeria, is intended to contribute to the limited knowledge about this important theme in sub-Saharan Africa. The findings can also be helpful in understanding transformational leadership in other developing countries.

Significance of researching leadership styles' impact and students' performance

The warrant for this research arises from the limited literature and inadequate theories on leadership, especially those relating to transformational leadership and student outcomes in developing countries, including Nigeria.

Due to the limited research on leadership styles, such as transformational, distributional and instructional leadership, in developing countries, it is important that serious consideration is given to more in-depth research on school leadership and school improvement. This statement echoes Harris et al's (2006) and Muijs et al's (2004) call for more research into school leadership in general. More studies have been carried out in recent times, but not enough in the developing West African context (Bush and Glover 2013) and in Nigeria (Arikewuyo 2009). Despite the criticisms

raised about transformational leadership and the significance of its impact, Berkovich (2016) recommends further investigation to address the concerns rather than abandoning the transformational leadership concept entirely.

The reported persistent weaknesses in student outcomes amongst secondary school learners in Nigeria (Alewu, Nosiri and Ladan 2009) leads to a need to explore issues that are perceived as contributing factors. Further research is also necessary because little is known about the impact of leadership styles on learners' outcomes in Nigeria and the wider West African context (Bush and Glover 2016).

This research intends to contribute to knowledge on this under-researched area using selected cases in this challenging context. It also seeks to establish whether existing western theories on leadership, especially on the link between transformational leadership, and learners' outcomes, apply in the developing world context, as Evans and Olumide-Aluko (2010), for example, posit that they are not applicable.

Conceptualising transformational leadership

This study focuses on transformational leadership's interactions that are linked to and influence followers' performance, drawing from Bass's (2006), Bass's (1999), and Bass and Riggio's (2006) transformational leadership concepts, howbeit, in the non western context, Rivers State, Nigeria. The inquiry investigates to compare the contextualised transformational leadership practices and its likely influence on learners' outcomes with the well known western concepts. As the focus of the study is on school transformational leadership and students' outcomes, the conceptual frame work was drawn from Leithwood et al.'s (2006) work on the influence of transformational leadership on student performance. The discussion of the transformational leadership's dimensions and students' performance is preceded by a wider discussion of leadership concepts and models. It draws from existing research by Bush (2009), Bush (2007), Griffith et al (2004), Leithwood and Louis Seashore (2011), and Day et al (2009) on the impact of leadership on learning. Bush (2009) showed that the quality of a leader has an impact on learners' outcomes. The research also seeks to contribute to knowledge by gaining insight into other factors that might have an influence on students' performance. Therefore, the investigation includes consideration of contextual factors affecting students' performance along with the interaction between leadership practices and followers' performance. It also focuses on the underpinning leadership processes that are linked to school and performance improvement (see Barnett and Stevenson 2014: Caldarella, Hallam and Brown 2014; Fabunmi and Adewale 2002; Harris 2002; Leithwood, 1999; Maringe and Moletsane 2015; Shatzer et al 2014; Robinson et al. 2008).

Transformational leadership

Transformational leadership is one of the leadership models that has been widely discussed and proposed in relation to turning around organisational practices and trajectory (Leithwood et al 2006; Harris, 2002; Leithwood 1992). The author's research focuses on Bass' (1999) model, which was derived from Burns (1978) (see chapter two). Burns (1978) focused on a relational level between leader and followers. He described transformational leadership as a leader-follower relationship that leads to motivation of followers and advancement of corporate goals. The focus on transformational leadership is important because, despite the emergent of transformational leadership as one of the most effective approaches for securing improved performance in school and student outcomes, (Leithwood and Jantzi 1999), there is limited literature on whether and how this applies in the Nigerian context (Abari et al 2012; Arikewuyo and Olalekan 2009).

Context of the Study

The research is based in Rivers State, Nigeria. Five public schools are selected as cases to explore their leadership styles, the occurrence of transformational leadership in those contexts, and the possible impact of these leadership practices on students' academic performance. Students from some sectors (Federal, private and some state schools) always outperform those from the rest of the schools in the national West African school certificate examinations (WASC) level, even when the learners have comparable I. Q. and scores at primary level, as mentioned earlier (Alewu et al., 2009). WAEC results over several years confirmed the persistent disparities in outcomes. Though the general attainment in the national examinations deteriorated nationwide (The Advocate 2013; UNESCO 2000), the rate of deterioration seemed higher in the state schools. Consequently, the research explored if and how transformational leadership could effect a positive change in the academic trajectory in this sector, through a multiple case-study approach.

The report from The Advocate (2013) suggests that the state's public schools have continued to perform poorly at the standard WAEC examinations. Although some improvements were reported in 2013 nationwide, over 70% of students were reported to have failed to obtain a credit pass grade in English and Mathematics and any three other subjects in WAEC 2013 examination (Information Nigeria 2013; Information Nigeria 2016). The case study schools' learners' performance in the West African international examinations were evaluated. This study also examines whether there are other factors that are linked to the disparities in students' outcomes, comparing the five case study schools and their students' academic results, since all cases are similar in context because

they are state run public schools.

Demography of Nigeria

Nigeria is the most populous country in Africa with an estimated population of 186,053,386, according to the CIA World Factbook (2016), and the World population prospects and World Bank data (Data World Bank 2016). The country is officially referred to as the Federal Republic of Nigeria, having gained independence from British colonial rule in 1960, and becoming a federation in 1963, when the Queen of England ceased to be the official head of the Nigerian state.
Nigeria occupies an area of about 923,848,759 square kilometres, approximately 356.700 square miles (World Development Indicators 2000). It is to the north of the equator, between latitudes 4^0 and 10^0 N, and longitudes 3^0 and 15^0 E, in the sub-Saharan region of West Africa. This tropical country is bordered by Cameroon to the East, Niger Republic to the North, and the Benin republic to its west, whilst its 530 miles (853 km) southern part is on the Atlantic Ocean, forming the coastline.

The Nigerian cities, which border the Atlantic Ocean, are collectively referred to as the Niger delta states. The riparian communities within those states are generally referred to as 'the riverine areas'. Some of the schools in some of these creeks and islands, which are largely accessible by water transportation, along with those in the inter-land districts, in Rivers State, have been studied for this research.

There are two Atlantic Ocean estuaries, River Niger and River Benue, running through the country on either side forming a Y from their entrance into the country, to the confluence point and to their mouth. Along with the already existing geographic, ethnic, and political divides, these two rivers run along the main geographical lines: north, southwest and southeast, where their confluence is at the middle belt close to the recent federal capital of the country, Abuja (see figure 1.1).

As Nigeria is in the tropics, temperatures in the southern parts of the country reach 32^{0C} (CIA World Factbook 2016) during the dry season and higher than that in the sub-Saharan northern region. There are only two major seasons in Nigeria: the rainy and dry seasons. However, there is a period referred to as Harmattan, during the dry season, which is similar to autumn, when temperatures are low in the morning and evening.

Historical Background of Nigeria

The region, known as Nigeria today, initially consisted of two main clusters of communities, located in the north and the south, which later became the northern and southern protectorates (Falola 1999). These two protectorates were amalgamated in 1914 for ease of British colonial administration. In the 1960s, Nigeria was later reclassified into three divisions: north, west and east, which later developed into four with the addition of the Midwest. In the early 1970s, Nigeria changed from regional divisions to states, establishing twelve states, which grew over the years to the present 36 states and a new federal capital (Paden 2005). The Federal Capital Territory (FCT), Abuja, was carved out of some existing middle belt cluster states. The country's former capital, located in the southwest, was Lagos State. Each state in Nigeria is made up of cities and or communities grouped into local government areas (LGA, municipals). Nigeria's states are shown in figure 1.2. Rivers State, which is situated in the south of Nigeria, and bordered by the Atlantic Ocean in the South, is highlighted in figure 1.2 in grey.

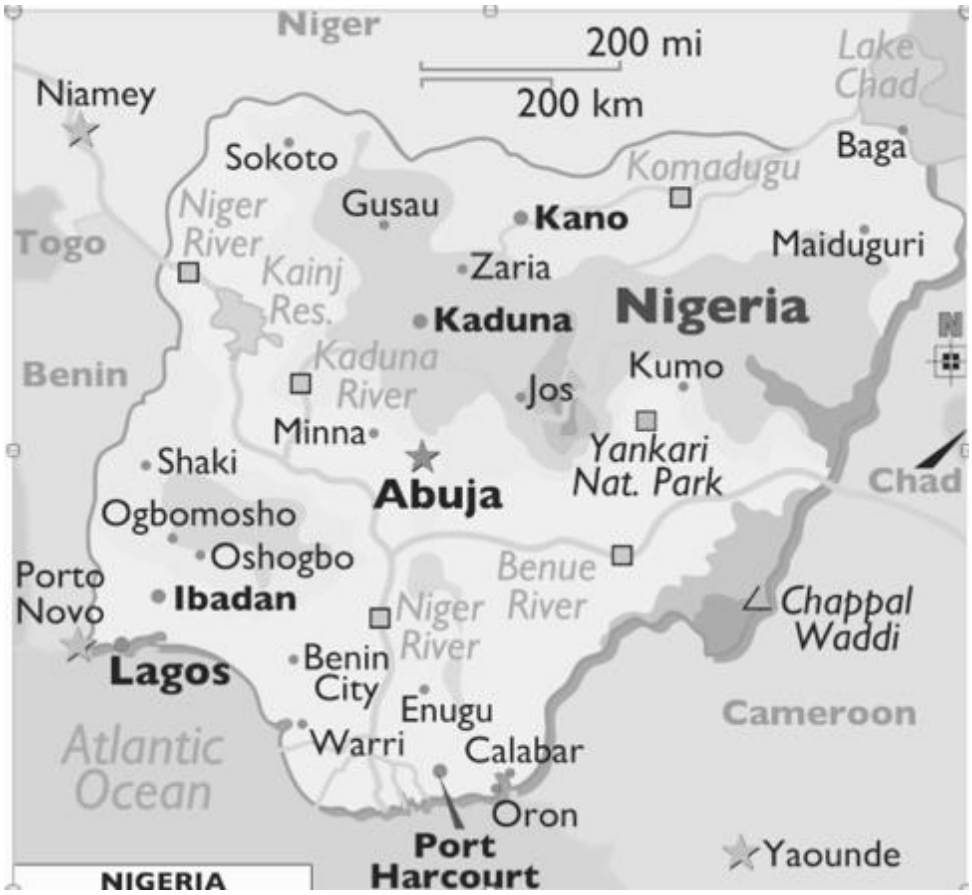


Figure 1.1: River Niger and River Benue paths through Nigeria (source: World Atlas)



Figure 1.2: Map of Nigeria (Source: National Bureau of Statistics, 2012)

River States' is highlighted in grey in the south Niger delta area of Nigeria in figure 1.2

Socio-economic trends

Nigeria is rich in natural resources and was previously ranked as the fifth largest crude oil producer in the world (CIA World Factbook 2016, EIA Independent Statistics and Analysis 2012). The production of crude oil has since dropped to 12th in the world ranking (EIA Independent Statistics and Analysis 2014). Rivers State is one of the highest contributors to the Nigerian economy, apart from the former capital, Lagos State. Despite the rich endowment of these states, consistent with the national picture, the majority of their communities are underdeveloped and most of the population lives in abject poverty. Although Nigeria is still one of the world's leading producers of crude oil, it is also listed by United Nations as one of the poor, underdeveloped countries (World Population Prospects 2012), as 70% of its estimated 174,507,539 population live below the poverty line, as at 2010, according to the Central Intelligence Agency's World Factbook (2013). The most recent poverty index is still above 60% of the current 186,053,386 population, according to the Nigerian vice president (BBC; Osinbajo 2015).

Social classification

The society is very stratified on different levels: the 'haves' and 'have nots', educated and illiterate, street and courtly. The social status is generally measured by titles, wealth, level of education and political influence, power or affiliation. The distribution of wealth is unusually stratified into four classes. The base stratum consists of the poor masses totalling about 70% (CIA World Factbook 2013). There is a slim stratum of working middle class and upper middle class which form slightly less than 30%, whilst a small minority of the population occupies a special niche of the superrich.

Cultural heritage

Nigeria is a multi-cultural, multi-ethnic country with diverse languages. There are over 500 spoken languages (CIA World Factbook 2016, Ajayi Encyclopaedia Britannica 1999) and, with dialect variations, it comes to over 520. The three main languages are: Hausa, widely spoken in the northern region, Ibo, the predominant language in the southeast, and Yoruba, spoken in the southwest of Nigeria, and in some regions along the coastline of West Africa.

Due to the legacy of British occupation and rule, and the inherent problems of having multiple languages, the main lingua franca in Nigeria is English. An aberration of English, called Broken English or Pidgin, which is a mix of English and the local languages, is spoken informally in non-academic settings and mostly amongst the uneducated.

Religious practices

The two most widely practiced religions in Nigeria are Islam, predominantly in the northern parts (Paden 2005, Falola 1999), and Christianity in the South. The indigenous pagan worship and traditional beliefs are still practiced by about 7% of the population. There is an insignificant but growing number of the population professing atheism. The predominant religious practices in the country were influenced by the religious affiliations of the early invaders (Magari 2009, Falola 1999). There is a dichotomy of religious practice in Nigeria following the north – south division. The predominant religion in northern Nigeria from above river Niger and Benue is Islam, whilst Christianity dominates the southern region below these rivers.

Political system

The federal republic of Nigeria has been through different types of governance: from traditional ruling of each independent community, during the pre-colonial era, to colonial rule, where a

governor was seconded from Britain to govern the region until independence. Thereafter, irreconcilable differences and the emergence of ethnic factions led to failed democratic governance attempts. The ensuing impasse, amongst the various factions, cumulated in a military take over which led to non-democratic military rule. From 29 May 1999 (Paden 2005), the country became a democratic state again and returned to electing officers to public offices, ending the military governing eras: 1966-1979 and 1984-1999 (Paden 2005). Political stability is significant in Nigeria because the federal government regulates the educational sector through the federal ministry of education.

The Education System in Nigeria

Literacy

According to the Central Intelligence Agency's World Fact book (2013) literacy index definition, Nigeria's literacy index stands at 61.3%, as at 2010. More men (72.1% of the male population) than women (50.4%) are literate. This index indicates a reducing literacy gender gap, despite the pervasive gender discrimination against women in under-developed countries (Biraimah 1989).

The education system

After Nigeria's independence in 1960, the British curriculum was used until 1990 when Nigeria, whilst continuing to offer the British curriculum (GSCE and GCE), formally adopted what can be termed as a combination and adaptation of the American Advanced Placement (AP) and the International Baccalaureate (IB) systems, mapped out as 6-3-3-4 or 6-6-4 (Federal Republic of Nigieria (FRN) 2005). Pupils are expected to spend six years in primary education; from age six to eleven years, thereafter, three years in lower secondary, three years in higher secondary (a total of six years in secondary school) and four years in the tertiary institution. The six years in primary education is the equivalent of the American grades 1 to 6, the next three in the lower secondary called JSS (junior secondary school) is comparable to the American grades 7 to 9 and the next three years in senior secondary (SSS) correspond to American grades 10-12 (Nigeria Education Profile) and the British GCE AS level (see figure 1.3).

Government policy	Age in Years	Level of education	Alternative training	Duration in years
Not compulsory	16+	Higher Education: University, Polytechnic		3+
		⇧		
Not compulsory	15 - 17+	Senior Secondary School	Trade /Vocational Learning	3
		⇧	⇧	
Compulsory UBE	12-14+	Junior Secondary School		3
		⇧		
Compulsory UBE	6 -11+	Primary School		6
		⇧		
Not compulsory and optional	Under 5	Creche /Preschool		1-5

Table 1.1: *Nigeria's educational system* (Source: Federal Republic of Nigeria FRN)

The Federal Ministry of Education has the responsibility to set and maintain a uniform standard of education across the country and to supervise the commissioners for education who oversee the education system in their respective states. At all levels of the education system in Nigeria, public schools, which are government funded, or subsidized schools, where there are no school fees or only a small fee is charged, run alongside private schools, which are either owned by individuals or organisations.

In 2004, Nigeria adopted the universal basic education (UBE) policy through six years of compulsory primary education (Universal Basic Education Nigeria (UBEN), in an attempt to meet the Millennium Development Goal (MDG) for universal primary education (UPE) (Federal Republic of Nigeria (FRN) and the international labour organisation (ILO) 2005; UBEC 2013).

Rivers State

Rivers State, which previously consisted of both Rivers State and Bayelsa State, is the focus of this research. The fragmented states form part of the Niger delta region and both former states consist of several riparian communities within its local government areas (LGA). Some of its communities are remote creeks and small islands situated on the Ocean. There are over 23 ethnic groups, and languages with dialect variations, in this state.

Rivers State was created in 1967, and Bayelsa State was carved out of it in 1996 (National Bureau of Statistics 2012). These states run the national educational structure: 6-3-3-4 outlined above. The educational leadership structure and dynamics in River State, which is derived from the centralised educational system in Nigeria, will be explored along with its deteriorating academic performance, in later chapters.

Introduction of Case Study Schools

Purposive sampling, based on local reputation, was used in selecting the five cases, which are spread across the local government areas in Rivers State, Nigeria. The local council, teachers and principals in the communities were consulted to nominate principals perceived to be transformational principals. The approach was adopted to increase the probability of finding transformational leaders in the case study schools. Further information is provided in chapter three.

Case study 1

This case is presented in chapter four. It is a high performing secondary school in the riverine area located on a small island developing state (SIDS). The principal has been with the school for more than eight years and had held his current position for less than three years at the time of the research. The location was selected because of its riverine context. This school was nominated by my hosts, who claimed that the principal is a transformational leader.

Case study 2

This case is a poor performing school that has recently undergone academic turnaround. It is located in a suburban area of River State. The principal had been a teacher for more than 35 years and taught in this school for eight years. She had held her current position for less than three years at the time of the research. Case two was selected because it was reported as undergoing school improvement attributable to the principal, who was reputed to be transformational. Three teachers who were interviewed in another case study school, recommended the principal as a typical transformational leader and claimed that the school was undergoing school improvement. The case is presented in chapter five.

Case study 3

The third case is presented in chapter six. It is currently evaluated as an average performing secondary school. This school has sporadic unpredictable academic performance, which is currently in the negative trajectory. This school is located on a small island developing state (SIDS). The principal had served in his current capacity for almost ten years at the time of the research. The location was also included because of its riverine context. The local council, and a former teacher interviewed in another school, recommended the principal of this school as a transformational leader.

Case study 4

Case study four is presented in chapter seven. It is a poor and low performing school that has recently undergone reform and academic turnaround. It is located in the urban area close to a town centre in Rivers State. Although the principal had been with the school for more than eighteen years, he had served as a principal for less than three years at the time of the research. This school was nominated by the local council and was selected because the school was improving in terms of its cultural climate, and students' academic performance, and both changes were attributed to the current principal who was reputed to be transformational.

Case study 5

The fifth case is a poor performing school in the urban area, situated in the heart of the city, in a relatively well developed affluent part of town. The principal had served in his current capacity for more than nine years at the time of the research. The school was nominated by my hosts in the city, who were not very confident about categorising the principal as transformational. However, the researcher decided it was worth exploring as a contrast to the typical perceived transformational principals. The case is presented in chapter eight.

Research Aims and Questions

Research aims

This study explores the relationship between school leadership styles and learners' outcomes by comparing leadership practices across five schools, and examining if there is a link between transformational leadership and school improvement in these case study schools in Rivers State, Nigeria. The research examines the factors that contribute to the reported underachievement amongst learners (poor performance and poor outcomes), in the case study schools. Performance evaluation is based on the Nigerian Senior secondary schools (SSC) and West African senior secondary school certificate (WASSC) examination results only. Performance assessment from UNESCO (2000), and from the examination body, WAEC, collectively indicates that Nigerian participants have been performing poorly at these examinations (Information Nigeria 2013).

The research examines some of the leadership issues pertinent to school improvement and learners' academic outcomes. The study focuses on the transformational leadership model, which has been linked to school improvement and success in western contexts (Harris 2002; Leithwood 1992; Leithwood et al., 2006). More specifically, it examines whether transformational leadership has any influence on learners' outcomes in the five case study schools in Rivers State, Nigeria. As there is

only limited research on leadership styles, such as transformational, distributional and instructional school leadership, and very little on the impact of leadership on learners' outcomes, in Nigeria and the wider West African context, this research is intended to contribute to knowledge on leadership influence on learners' outcomes in this context. The findings also provide insights into transformational leadership in developing country contexts. The link between leadership and learners' performance and outcomes is explored by addressing the overarching question, 'What is the relationship, if any, between transformational leadership and learner outcomes?' (see below).

The aims were explored through five overarching research questions,

1. What leadership styles are evident in the case study schools?

1B. What factors have an influence on principals' leadership styles?

2. What evidence is there of transformational leadership in the case study schools?
3. What changes, if any, are perceived to have occurred in the case study schools as a consequence of transformational leadership?
4. What is the relationship, if any, between transformational leadership and learner outcomes?
5. What other factors appear to have an influence on learners' performance in the case study schools?

The rationale for each of the five research questions is explained below.

RQ1: *What leadership styles are evident in the case study schools in Rivers State?*

Leadership styles, and what is expected of leaders, vary across cultures and are dependent on circumstances and common practice, which is greatly influenced by the culture and acceptable customs in a specific location (House, Hanges, Quintanilla et al., 1999). Day et al (2009), and Gray (2000), show that school leaders implementing certain measures employ authoritarian forms of leadership. Harris (2002) also claimed that some leaders admitted to employing 'autocratic approaches at critical times' even though they were aware of their limitations in promoting long-term school improvement. According to McLennan and Thurlow (2003), managerial leadership is linked to an authoritarian hierarchical style. This type of managerial leadership style is widely practiced in the Nigerian public school system (Bush and Glover 2016). Within- country differences may be expected, and might be attributed to cultural differences, as Nigeria is a multi-cultural and multi-ethnic nation.

The five case study schools were reported to have leaders with transformational qualities and the research explores whether the leadership styles practiced in these schools mirrored those of

transformational leadership, as reputed, or if they are similar to the managerial leadership reported in many Nigerian schools (see above). It also considers whether leadership in the case study schools is influenced by the challenges posed by geographical location, as many Rivers State schools are located in challenging terrains. Although the cases focused on schools with reputed transformational leaders, the investigation also explored whether these leaders displayed alternative leadership styles.

1B *What factors have an influence on principals' leadership styles?*
This is an emergent question, which was noted in the course of this study. Leadership styles exhibited by principals vary widely. Leaders were perceived as exhibiting more than one leadership attribute. This sub-question examines what influences a leader to adopt a particular leadership style, and to exhibit multiple leadership styles.

RQ2 What evidence is there of transformational leadership in the case study schools?
Transformational school leaders are seen as being able to influence, inspire, stimulate and support people and processes (Avolio and Yammarino 2002; Bass 2006; Leithwood et al. 1999). A transformational leader is expected to set, and effectively communicate, the vision, create a strong school culture, supervise curriculum delivery, and motivate both school staff and learners to improve their performance (Leithwood et al. 2006; Harris, 2002; Leithwood 1992). The research seeks to establish whether these attributes are evident in the leadership of the case study schools.

RQ3 What changes, if any, are perceived to have occurred in the case study schools as a consequence of transformational leadership?
Although the school head is perceived as the 'key' leadership figure (Leithwood and Jantzi 2011; Leithwood 2008; Bush 2005), collaboration amongst the school leadership team is required to implement changes to the school performance trajectory (Day et al 2009; Leithwood et al. 2006; Earley 2003). Whether a school leader makes a negative or positive contribution to school improvement depends on how he or she manages the factors that impact on learners' performance, because the quality and practices of a school leader affect learners' outcomes. As transformational school leaders are expected to be effective in influencing the major factors that affect school performance, the research examines whether the leaders in the case study schools, reputed to be transformational, have effected positive changes in their schools during their tenure in office. It also examines which aspects of transformational leadership, if any, are linked to learners' performance in the case study schools.

RQ4 What is the relationship, if any, between transformational leadership and learner outcomes?
The transformational leader is seen to possess skills that have been linked to school effectiveness and success (Hallinger 1992a). Robinson et al. (2008), and Earley (2003), however, questioned the significance of transformational leadership's impact on learners' outcomes, whilst Allix (2000) raised issues concerning its possible exploitative nature. The research examines if there is any relationship between transformational leadership and learners' outcomes in the case study schools. According to Leithwood and Louis Seashore (2011), Leithwood (2006), and Day et al. (2009), the quality of leadership influences learning. Bush (2009) also showed that the quality of a leader has an impact on learners' outcomes. This is a context-based enquiry, because most of the studies on transformational leadership's influence on learners' outcomes were carried out in western contexts and their findings may not be directly applicable to the very different contexts of these case study schools in Rivers State.

RQ5 What other factors appear to have an influence on learners' performance in the case study schools?
In this study, students' performance is used to gauge the school leaders' effectiveness in achieving schools' educational objectives. Several other factors, such as teaching efficacy, school climate, socio-economic background and cultural beliefs, which might be external to the school leaders and beyond their control are also explored. Shatzer et al. (2014) conclude that principals' leadership is not the only factor that influence students' achievement. The study explores some of these other school factors to see whether and how they influence students' academic performance.

Thesis Structure
This research explores the relationship between school leadership styles and practices, particularly those on transformational dimensions linked to student outcomes. The achievement trajectories in the case study schools were evaluated to provide a starting point to gauge principals' influence on students' performance. The thesis comprises ten chapters. This chapter provides the rationale and context for the research.

Chapter two comprises the literature review on transformational leadership, and its influence on student outcomes. As the literature on this subject in the Nigerian context is limited, a broader review of research and literature in other contexts was undertaken, to locate the research within international and Nigerian research and literature. Chapter three discusses the research design,

methodology and methods underpinning this study in Rivers State, Nigeria. The five case studies were presented individually in chapters four to eight. Cross-case analysis and discussion, linked to the empirical literature, were presented in chapter nine. This comparative analysis also examines similarities and differences within and between cases, between (rural/riverine and urban) contexts, and between high performing and poor performing schools. The final chapter shows how the data from the five case studies address the research questions; on learners' attainment, leadership styles and practices, notably through the concept of transformational leadership, and their impact on learner outcomes, in the case study schools in Rivers State, Nigeria. The significance of the research is also discussed in this chapter.

Overview

This chapter provides an introduction to the concepts underpinning this research, notably transformational leadership. It also gives information on the demography of the study context; outlining cultural and other issues, including the centralised educational structure in Nigeria. Transformational leadership was selected as the main concept because it has been widely researched in the western context, with considerable evidence for its efficacy in improving student outcomes. However, much less is known about the impact of transformational leadership in developing contexts. Rivers State, in Nigeria, is one example of an under-researched developing country context, and this provides the potential to contribute to knowledge of transformational leadership in such contexts. The research aims and questions are intended to provide insights into leadership practices in the five case study schools, with the possibility of reaching analytical generalisations applicable to other developing contexts.

Chapter two examines transformational leadership concepts, practices and contextual interaction.

CHAPTER TWO: LITERATURE REVIEW

Introduction

The conceptual framework for the study is transformational leadership, which has been widely studied (Bass 1985). This research is exploratory because it investigates transformational leadership in an under-studied context. This study is theoretically important, and contributes to the literature, because research into leadership in developing country contexts is largely neglected, according to Weinstein and Hernaíndez (2016).

Transformational leadership is linked to successful school outcomes, especially in western contexts (Grunes Gudmundsson and Irmer 2014; Leithwood et al. 1994; Leithwood et al. 2006). Transformational leadership is defined as leadership behaviours that influence followers to employ higher order values, other than self interest, in pursuit of organisational goals and objectives and to exert energy towards achieving those goals (Bass, 1985; Bass and Riggio 2006).

Grunes Gudmundsson and Irmer (2014) note that assessing contextual relevance is important in making claims, and Evans and Olumide- Aluko, (2010) conclude that western theories and theoretical perspectives do not necessarily apply in the developing world context. Weinstein and Hernandez (2016) advise not to impose Anglo-Saxon perceptions of leadership on non-western contexts, and to understand the occurrence, concept and manifestations of transformational attributes in context. This study explored transformational leadership and learners' academic outcomes, using selected cases, in Rivers State Nigeria. Meuser et al. (2016) note that articulating transformational leadership is fraught with difficulties. However, it is necessary to study the impact of context on its processes and practices (Grunes Gudmundsson and Irmer 2014; Pawar and Eastman 1997). This research assesses the contextual relevance of transformational leadership practices and their implications for academic outcomes in the selected case study schools. Figure 2.1 depicts that both transformational leadership and context interact independently with students' academic performance, and that these two variables also interact with one another to exert concerted influence.

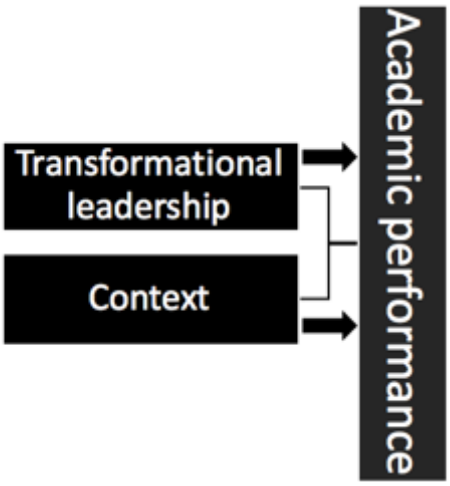


Figure 2.1: Interactions of the research variables: transformational leadership, context and academic performance *(A visual depiction of research variables).*

Figure 2.1, a visual depiction of research variables is derived from the literature based on Leithwood et al.'s (2006) claim that transformational leadership plays a significant role in students' academic performance. Grunes Gudmundsson and Irmer (2014), and Leithwood and Jantzi (2006), also noted that context is also a contributing factor. The interaction of context and leadership is required to fully explain students' academic performance as each one singly does not sufficiently explain it (Maringe and Moletsane 2015).

Leadership

A discussion of transformational leadership will follow a wider exploration of leadership models. Consideration of leadership styles and constructs are important because leadership is second only to classroom teaching in determining students' academic success (Leithwood and Louis Seashore, 2011: Leithwood 2006, Day et al. 2008 Bush 2009). More stringent theories of leadership are required to improve the understanding of leadership practices and organisational outcomes (Bass and Stogdill 1990; Leithwood and Jantzi, 2011; Leithwood et al. 2006).

Leadership is defined in different ways across organisations and also within the social science field (Bass and Stogdill 1981). Leithwood and Levin (2005) claim there is no consensus about the definition of leadership. Definitions of leadership vary amongst social scientists. This is partly because leadership is frequently studied in parts and no one approach is complete in itself (Bush 2011; Bush 2007). Some of these definitions are more useful than others and may apply differentially depending on the specific context (Bush and Glover (2003). Hogg (2001) defines leadership as a relational term referring to individuals who possess the abilities to engage others to

exert effort in pursuit of the organisation's goals. Grint (2010) describes leadership as a system of leading, which may involve an individual or a team, and leaders as people who have the power to make decisions on behalf of the organisation and offer direction to its members.

Leadership and influence

Although leadership experts in different fields, and within the same fields, have various definitions of leadership, some common features emerge. Influence is one concept strongly linked to leadership (Leithwood, Jantzi and Steinbach (1999). Influence means the ability to affect, compel or persuade another on a particular course of action. Yukl (2002) and Bush (2008) also describe social influence as one of the common aspects of many leadership definitions.

Leadership is different from management, although there are overlaps (Bass and Riggio, 2006; Kotter, 1990). Management is one of the functions performed by a leader, and this involves strategy, planning, and budgeting (Mintzberg 2009; Schell 2010), while leadership involves working with people. This led Bass and Stogdill (1990) to conclude that the antecedents and underlying factors that influence leadership behaviours are important (Bass and Stodgill 1990). The concept of leading involves exercising influence (Armstrong 2001; Gill 2004; Kruse 2013), as also noted by Leithwood, Jantzi and Steinbach (1999), in respect of school-based transformational leadership. Bass and Stogdill (1990) defined leadership as the process of influencing followers' conduct and of ensuring members' cooperation in pursuing organisational goals.

Leadership can thus be defined as a process of social influence in which a leader induces followers to apply their efforts towards a common objective. A leader also articulates and communicates the organisational vision to followers (Leithwood et al. 2006; Day et al. 2007; Day et al. 2009), to foster collaboration. Leithwood et al. (2006) describe an effective leader as providing followers with a shared vision.

School leadership

School leadership refers to the work of principals, senior staff and middle leaders. Fletcher and Nicholas (2016) consider that the principal plays a key leadership role in the school, arguing that leaders are crucial to the efficient functioning of the school. Earley et al. (2016: 257) also note that:

> 'School leaders are essential for the effective operation of schools, and there is an ever-growing body of inspection and research evidence which shows this to be the case - leadership matters, in particular principal or headteacher leadership'.

Achieving these outcomes successfully is dependent on the quality of the leader, and the leadership model adopted by the school leader. Research has shown that the quality of leadership is crucial to school success or failure (Bottery 2012; Bush 2008; Bush 2017; Day et al. 2016) and to learners' outcomes (Branson, Baig and Begum 2015; Bush 2009; Bush 2008; Leithwood et al. 2006; Leithwood and Riehl 2003).

School leaders usually exhibit a **'**mixed patterning' leadership style, according to Gronn (2016) and Townsend (2015). Gronn (2016: 168) posits that school leadership style is often hybrid:

> **'**When considered empirically, leadership practice in education and beyond is neither exclusively individual nor collective, but manifests degrees of co-existing individualism and collectivism. By implication, this hybrid or mixed patterning has to be reflected in a revised unit of leadership analysis'

Gronn (2016: 168) further suggests that 'leadership hybridity dates back to pre-modern social formation.'

Leadership influences and decision making processes are two major aspects in identifying or categorising leadership styles. Factors contributing to principal leadership styles and decision-making processes include stakeholder pressure, socio-cultural factors, societal norms, school context (Leithwood and Stager 1989; Leithwood and Steinbach 1991; Martinsons and Davison 2007; Rowe and Boulgarides 1983), and principal personality, training and orientation (Conley 1991; Hallinger and Richardson 1988; Leithwood and Steinbach 1991).

The overarching concept underpinning this study is transformational leadership, and the next section locates this model within a wider discussion of leadership models.

Conceptualising School Leadership

Educational leadership requires more robust conceptual underpinning (Torrance and Humes 2015) and expanded knowledge in non-western contexts (Hallinger and Chen 2015; Truong et al. 2017), and this includes Nigeria. Bush and Glover (2014: 553) note that:

> 'The growth in the importance of school leadership has been accompanied by theory development, with new models emerging and established approaches being redefined and further developed'.

Bush and Glover also note that empirical evidence does not support some models.

Leadership models

Various leadership models are examined, based on the taxonomies proposed by Leithwood and Levin (2005), and Bush (2007; 2008). Leadership models are classified according to whether they are primarily shared or solo approaches (see table 2.1). Some of the leadership models in Table 2.1 emanate from general leadership sources and have been adapted for use in education.

Shared Leadership	**Solo Leadership**	**Leadership Practice**
Distributed	Transactional	Instructional
Participative	Post modernism	Contingent
Collegial	Transformational	
Consultative consensus Allocative distributed	Managerial Autocratic Bureaucratic	
	Moral	

Table 2.1: *Leadership models (source: adapted from Bush 2007)*

Transformational leadership, the focus of this research, and other emergent leadership models identified in this study, are discussed in subsequent sections of this chapter.

Shared leadership

Shared leadership is a collective approach that engages other experts as well as the individual leader in a formal leadership position. According to Crawford (2012), shared leadership, although varied in meaning and interpretation, is being advocated. Distributed leadership is a form of shared leadership, which is gaining momentum, especially in education journals (Crawford 2012; Harris 2007). The assumption is that this leadership model can provide advantages not achievable with a solo leader. Yukl (1999) posited that distributed leadership does not require an expert individual to perform all the leadership tasks. Instead, leadership responsibilities are shared by a group. Bush and Glover (2014) refer to it as the normatively preferred school leadership model. A distributed perspective on leadership acknowledges the work of all individuals who contribute to leadership

practice, whether they have a formal leadership position or not (Harris 2012). A distributed perspective is often linked to teacher leadership (Hatcher 2005; Hargreaves and Fink 2006; Hall, Hunter and Bragg 2013; Leithwood and Seashore-Louis 2011).

Some critics view distributed leadership as a control tool for distributing work (Preedy 2016). Preedy (2016) adds that solo leadership is challenging for a large school or organisation. She refers to distributed leadership as 'contrived collegiality' where the formal leader remains formally and legally accountable, and, as such, distributed leadership may be viewed as a delegated responsibility (Preedy 2016).

Allocative distributed leadership is a form of distributed leadership, where the leader delegates responsibilities to an individual in the organisation (Hatcher 2005; Hargreaves and Fink 2006; Hall, Hunter and Bragg 2013; Leithwood and Louis 2011), who then makes decisions based on the authority derived from the leader, who still exerts some level of control (Gronn 2002).

Participative leadership is also a form of shared leadership; a democratic approach, which is based on collective decision-making (Leithwood, Jantzi and Steinbach 1999; Mayo, 1933). Although Nwokocha and Iheriohanma (2012) report that autocratic leadership is prevalent in Nigerian institutions, they also posit that employees in the Nigerian context, desire to have a voice in the decision-making process, thereby advocating participatory decision-making.

According to Snyder, Acker-Hcevar and Snyder 1996), if principals believe in teachers' professional capabilities to manage school issues relating to students' learning, they would adopt a more collaborative approach to leading and practice a more participative leadership style. Snyder, Acker-Hocevar, and Snyder (1996: 19) add that drawing from followers' inputs "provides moral strength for principals to meet difficult political and educational challenges along the way". Kedian, et al. (2016) also stress the need for inclusion, claiming that participants' voices can be effective in enhancing the learning process.

In the consultative approach to leadership, a leader consults the followers and considers their input, but ultimately makes the decision unilaterally (Bush 1998). This approach to decision-making potentially gives followers greater influence over work processes (Stoker et al. 2001) by providing them with the opportunity to express their opinions, discuss their issues, thereby fostering trust (Gillespie and Mann 2004) and commitment (Wang et al 2016). Consultative decision making, as

an antecedent of job satisfaction (Ismail, Zainuddin and Ibrahim, 2010; Shahidi 2017), is predictive of organisational commitment (Yousef 2000).

Collegial leadership is a management model which focuses on shared responsibilities or common interests; it involves power sharing amongst group members. The practice is similar to committee deliberations. Even though power is shared by several people in the group, an individual may have formal or informal authority to make the 'ultimate decision' (Baylis 1989:3). They discuss and deliberate on issues until they reach consensus (Brundrett 1998).
Chapman (2015) notes the benefits of pooling knowledge and other resources through collegiality. It also fosters recognition of interdependence, shared vision and responsibilities between school leadership and the teachers, to build network social capital (Ainscow and West 2006). Collegiality assumes the presence of collaboration amongst teachers. Wallace (1998) assumes that teachers have common interests that facilitate collaboration and lead to consensus. This assumption overlooks the reality that teachers have distinct values that may not be aligned and, as a result, there might be challenges in reaching a consensus. In addition, some teachers might not be willing to commit extra time for the decision-making process. Hargreaves's (1994) criticism of collegiality as "contrived" may have led to a decline in its popularity.

Solo leadership models

Solo leadership focuses on an individual leader, in a formal position of authority, who plays a significant, prominent and influential role in the organisation (Bush and Glover 2012; Crawford 2012). Crawford (2012) notes that school leadership is conceptualised as solo headship because of the strong influence of the principal as the formal leader of the school.

Transactional leadership is a solo model. It is based on an exchange of resources between the leader and the organisation's members (Bush 2003). It is task oriented and comprises the use of rewards for task completion (Bass 1985; Frankel and PGCMS 2017). Antonakis and House (2013) claim that leaders employ rewards related to contractual obligations to evaluate and enlist followers' cooperation. Bass (1997) reported that this approach utilises instrumental motivation to ensure achievement of organisational goals. Transactional leadership, however, lacks long term and relational interactions; its impact is therefore limited to existing negotiated exchanges (Bush and Middlewood 2013; Frankel and PGCMS 2017; Grint 2010).

Post-modern leadership model is based on the recognition of individuality. The leader is expected to respect and give individual members an opportunity for expression (Bush 2008; Bush and Middlewood 2013).

Managerial and strategic leadership focus on administrative orientated tasks, supervision of resources and structural work (Leithwood, Jantzi and Steinbach 1999). According to Bush (2007), formal leadership positions and hierarchy are emphasised, and influence and authority assigned are linked to the hierarchy.

Autocratic leadership utilises a totalitarian approach, taking decisions unilaterally and adopting a directive approach to interaction with followers (De Creemer 2005; Van Vugt et al. 2004). Being autocratic overlooks the abilities and benefits that teachers contribute to school improvement because decisions are taking unilaterally by the leader, acting alone. Autocratic leaders are reputed to use reward and punishment, according to Courtney and Gunter (2015) Authoritarian leaders are unlikely to succeed in their leadership approach, especially in an egalitarian society (McCarley, Peters and Decman 2016; Van Vugt et al. 2004). Courtney and Gunter (2015) note that totalitarian leadership has certain adverse effects on teachers, which could result in their redundancy, especially when teachers' professional opinions and contributions are not considered or when they are systematically silenced in an autocratic leadership process.

Autocratic practice is reported as a commonly employed leadership style in some Nigerian organisations and linked to high employee turnover (Nwokocha and Iheriohanma 2012; Wokoma and Iheriohanma, 2010), and dissatisfaction with work and organisational leadership (Nwokocha and Iheriohanma 2012). Vugt et al. (2004) also report that autocratic leadership threatens group stability.

The bureaucratic model is about standard operating procedures (Bush 2017a; Ospina 2016) and dates back to the eleventh century (Mullen et al. 2013). Organisations are characterised by bureaucratic procedures (van der Voet 2016), especially in those reputed to be hierarchical in nature (Bush and Glover 2012; Bush 2017a; Uhl-Bien and Arena 2017). The structure is vertical.

Moral leadership deals with the ethics and evaluation of the values used by those in leadership positions and how they handle conflict of interests (Begley and Leonard, 1999; Begley and Johansson, 2003; Bush 2007, Leithwood and Levin 2005; Leithwood et al. 1999).

Leadership practice

Instructional leadership is unique among the models proposed because it is a leadership practice that focuses primarily on the direction of influence rather than the influence process. In the school context, for example, the focus may be more on the middle leaders' practices, including teachers' classroom delivery and interaction with the learners (Leithwood and Levin 2005; Bush 2007). Hallinger (2003: 329) shows that the instructional approach was focused on the principal's 'strong, directive leadership focused on curriculum and instruction'. Instructional leadership includes teacher evaluation and feedback (Tuytens and Devos 2017), and on curriculum and student learning (Allen Roegman and Hatch 2016). Instructional leadership is affiliated with perceived participation in school processes (Bush 2014; Bush and Glover 2014; Day et al. 2016; Vanblaere and Devos 2016). This leadership approach is associated with teaching efficacy and academic performance. Kaparou and Bush (2015) note that instructional leadership could be approached in an official or informal capacity.

Contingent leadership is not regarded as a distinct leadership model; it is rather a situational approach, which adapts leadership practices to a particular context by choosing the most appropriate model to address a specific problem or issue. It is based on Fiedler's (1967) contingency theory (Bush 2007, Leithwood et al. 2006). Contingent is viewed as the premise for exhibiting a range of leadership styles. Stogdill (1975) argues that situations incite leadership behaviours and practices. Townsend (2015) claims that leaders exhibit varying leadership styles, so they should not be limited to a particular construct. Instead, he advocates a 'hybrid' approach based on different premises, ideology, and context (Gronn 2016; Townsend 2015). He also argues that hybrid leadership is a more sophisticated approach, noting that:

> 'A more sophisticated alternative has been proposed, which is to consider leadership as a hybrid activity, one which entails a range of approaches inspired by varying ideals.' (Ibid: 719).

<u>African Leadership models</u>

Indigenous African leadership models differ significantly from the established western models (Eyong 2017). A widely cited African leadership model is Ubuntu, which is often discussed in respect of South Africa. Ubuntu refers to 'humane' or 'being human' in the Bantu group of languages (Lutz 2009: 316). The term denotes compassion, hospitality and generosity, according to Tutu (1999). Msila (2008, 2014) comments that the Ubuntu African leadership model refers to a

communal sense of responsibilities and leadership and the interconnectedness of people and moral consciousness. According to Bush (2007) and Lutz (2009), Ubuntu is similar to the western participative leadership model.

Mbigi (1997) noted that Ubuntu is a form of democracy because it enshrouds communal ideology related to the interconnectedness of people, in its focus on inclusiveness (Msila 2008). Another aspect of Ubuntu is the goodness or kindness of heart expectation (Msila 2008), which may share similarities with the transformational leadership model's concern for followers' welfare.

However, Nabudere (2005) questioned the originality of the Ubuntu philosophy, as an African concept, claiming that some view it as a post-colonial utopia. He adds that its tenets are not adhered to by to all African communities:

> "However, it does not follow that all the African people propagate or are even consciously aware of the philosophy as such. Indeed, some of those who are aware of it sometimes dismiss it as a post-colonial `Utopia' invention and/or a `prophetic' illusion crafted by the African political elites in the age of globalisation. Some of the cynics even question the philosophy on the ground that, at best, it is a "Bantu" philosophy not related to the ways of life and outlook of other "tribal" groupings of Africa." (Ibid: 2).

Although the concepts of communal responsibility and consciousness are common to sub -Saharan Africa, including Nigeria (Ike and Edozien 2001; Lutz 2009), the term 'Ubuntu leadership' is unfamiliar in Nigeria.

The Nigerian notion of leadership, including that found in public schools, is a reflection of the British colonial past because Nigeria inherited its public governance from British colonial rule (Ikegbusi, Chigbo Okeke and Modebelu 2016; Paden 2005; Toyo 2009), as noted in chapter one. Colonial rule laid the foundations for Nigerian political rule (Ikegbusi, Chigbo Okeke and Modebelu 2016). The leadership models in Nigerian reflect the western concepts and the British system of government, specifically, until 1960, when Nigeria adopted federal government structure. Becoming a federation led to the deemphasising of the British system in favour of an indigenous rule.

The colonial government model was also reflected in school leadership, until school reform in 1973 (Ikegbusi, Chigbo Okeke and Modebelu 2016) when Nigeria sought to establish an indigenous

educational structure and leadership. According to UNESCO's (2011) world data on education in Nigeria:

> 'The 1969 National Curriculum Conference was the first national attempt to change the colonial orientation of the education system and to promote national consciousness and self-reliance through the educational process. A seminar held in June 1973 on the National Policy on Education adopted several recommendations of the 1969 Conference, including the proposal concerning the new structure of the education system.' (Ibid: 9).

Transformational Leadership

This study focuses on exploring contextualised transformational leadership, using the Renaissance model postulated by Burns in 1978. His transformational model emerged as a result of Freud's (1922) conclusion that transactional leadership did not explain the processes between leadership and followers.

Transformational leadership is one of the leadership models that has been widely discussed and proposed in relation to turning around organisational practices and trajectory (Bouwmans et al. 2017; Dinh et al. 2014; Leithwood et al. 2006; Harris, 2002; Leithwood 1992; Meuser et al. 2016). It has several definitions and interpretations and has been the focus of extensive research. Lick (2007) defined transformational leadership in terms of leadership capability characteristically employed in a corporate process leading to innovation and change.

Leaders who are visionary and persuasive may be described as exhibiting transformational leadership (De Hoogh, et al. 2004). According to Alger (2012), such a leader encourages learning and employs strategies to achieve organisational goals. According to Anderson (1998), transformational leadership involves planning, innovation, communicating vision and the values surrounding pursuit of organisational goals to members.

Bass (1990: 21) defined transformational leadership using a behavioural approach, described it as a process that 'occurs' when a leader exhibits sets of leadership behaviours linked to generating trust and respect among followers. These instrumental behaviours, such as charisma, communication, addressing followers' interests, and focusing on the pursuit of organizational goals, are linked to four (inspirational motivation, idealised influence, individual consideration and intellectual stimulation) of the six transformational leadership measuring instruments (Bass 1985; 1990).

Lick, Clauset and Murphy (2012) also stress that the essential components of transformational leadership are linked to processes; what the leader does, seeing the bigger picture- vision, communicating the vision, and the leader's relationship with followers. (Lick, Clauset and Murphy 2012). Simola, Barling and Turner (2012), citing Burns (1978), also defined transformational leadership as based on leader - follower relationships; comprising transformational leadership measurement instruments and a corporate vision 'around a collective purpose' (Ibid: 230). Therefore, transformational leadership is not just a title or label but a relational term, in which the leader forms relationships, by engaging more with colleagues and followers on an individual basis (Bass 2006). These personalised relationships create opportunities to exert influence on followers. It also involves the leader's ability to inspire, incite or persuade followers to adopt new values, attitudes and goals and to exert effort to achieve these aims. Transformational leaders motivate followers to transcend self interest and embrace organisational goals (Bass 1985). Leaders who utilise certain transformational components to initiate, structure and successfully implement changes that result in the attainment of organisational goals, can be referred to as transformational leaders.

Transformational leadership is a style of leadership in which the leader engages and inspires all stakeholders in an organisation, or under the leader's sphere of influence, to harness their potential and work towards an organisation's goal or vision (Bush 2008; Bush and Glover 2003; Sun and Leithwood 2015b). A leader has to manage all the leadership processes involving followers' engagement, maintaining stakeholders' interest, and the pursuit of an organisational vision, to reach the expected goals. A transformational leader is expected to be effective in communicating key issues involved in meeting a target, as well as in communicating expectations and a shared vision for the organisation (Bass and Riggio 2006; Riggio, Bass and Smith Orr 2004; Yu, Leithwood and Jantzi 2002; Leithwood and Seashore -Louis 2011; Messick 2005, De Hoogh et al. 2004; Sun and Leithwood 2015a). Transformational leaders also inspire people to become creative at problem solving and to take informed initiatives. A transformational leader is a visionary and persuasive leader who inspires followers to commit to performing tasks in pursuit of achieving organisational goals. The inspirational motivation of followers is one of its essential components (Bass and Riggio 2006). Transformational leaders are admired and emulated by the people they lead because they are influential and perceived as exemplary Riggio, Bass and Smith Orr 2004; Hogg and Van Knippenberg, 2003 in Smith 2008b).

Transformational leadership focuses on an individual's requirements (Yu, Leithwood and Jantzi 2002**)** in a manner to empower them with the skills necessary to ensure they develop performance and leadership competence (shared leadership capacity development) to boost their confidence and

commitment. This may enhance their contribution towards the organisation's goals so that the individual can exceed their own and their organisation's expectations (Aydogmus et al. 2017; Yu, Leithwood and Jantzi 2002). Transformational leadership has some common threads relating to its six measurement instruments running through its diverse definitions and interpretations. It is then plausible that transformational leaders can achieve their set objectives utilising transformational processes.

Transformational leadership has also been perceived to be effective in education. Leithwood and Jantzi (1999) examined the effects of transformational leadership practices on organisational conditions and student engagement and concluded that the components of effective school leaders mirrored those of transformational leadership. Transformational leadership is perceived to be applicable in the educational context, and in leading schools, (Hallinger 1992a) because, according to Bass and Riggio (2006), transformational leaders employ integrative leadership methods in inspiring people to achieve the organisation's goals. These leaders supervise classroom deliverables (Leithwood and Seashore-Louis 2011) as well as using inspirational appeal to engage both staff and learners (followers) to increase efforts in pursuing shared goals (Bass and Riggio 2006).
An educational transformational leadership model comprises some specific elements designed to ensure that school objectives are met, and that all the key stakeholders attain set goals, as an extension of the school leader's role in creating a conducive learning environment, guiding staff and structuring the learning process. Transformational leadership is also expected to raise learners' outcomes because of its links to effective school turnaround (Murphy 2008; Leithwood et al. 2006). In focusing on individual development, a transformational leader is expected to implement measures to encourage staff to make increased efforts to achieve the school's objectives. These leaders also support school staff to improve their performance, thereby empowering them to support learners to achieve set academic goals (Aydogmus et al. 2017; Bass and Riggio 2006; Leithwood and Seashore-Louis 2011; Sun and Leithwood 2016b; Wang et al. 2016). Transformational leaders may be effective in achieving the school's objectives because of the collaborative skills they employ in enlisting the cooperation of all the key players in the school system. The transformational leader does this by articulating the school's goals and vision, and effectively communicating these to followers, by showing consideration for individual issues, and for situational and environmental conditions, which may enhance or hinder performance (Leithwood and Seashore-Louis 2011). Figure 2.2 depicts the dimensions and associated behavioural interactions of a transformational

leader.

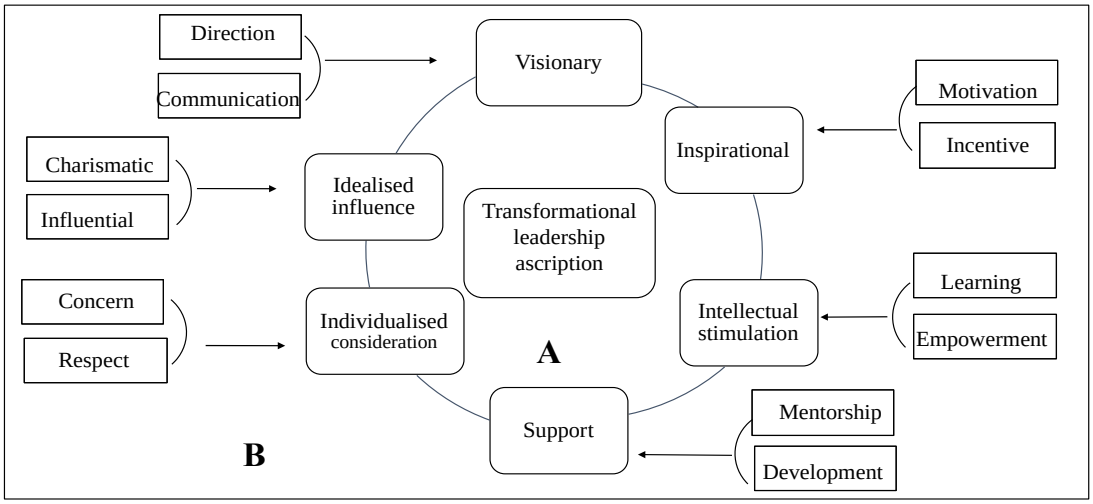


Figure 2.2: Transformational leadership attributes: dimensions and associated behavioural interaction (Adapted from Lick, Clauset and Murphy 2012)

Some of the behaviours listed in Figure 2.2 contribute to measurement constructs used in the attribution of transformational leadership characteristics to an individual. For example, charismatic and influential in the B level behaviours contribute to the idealised influence construct in the A category, which is one of the attributes employed in transformational leadership. Some of these contributing factors overlap, contributing to more than one transformational construct. Figure 2.2 above does not reflect these overlaps.

Dimensions of Transformational Leadership

The dimensions of transformational leadership utilised by Bass (1985) overlap with Leithwood's (1994) school transformational leadership model. Leithwood (1994) conceptualised transformational leadership along eight dimensions: building school vision, establishing school goals, providing intellectual stimulation, offering individualised support, modelling best practices and relevant organisational values, demonstrating high performance expectations, creating a productive school culture, and developing structures to foster participation in school decisions. Bass (1985) employed the six constructs listed below:

1. Visionary and communication of goals

2. Inspirational
3. Intellectual stimulation
4. Support
5. Individualised consideration and affirmation/respect
6. Idealised influence

The two constructs (Bass 1985 and Leithwood 1994) overlap (see table 2.2). The six overarching transformational dimensions from Bass (1985), and Leithwood's (1994) constructs, comprise: vision, inspirational (fostering participation in school decisions), individualised consideration, idealised influence (modelling best practices), intellectual stimulation and support. The research explored the six attributes postulated by Bass (1985).

Leadership types	Bass 1985	Leithwood et al. 1994
Visionary and communication of goals	Visionary and communication of goals	Direction setting, linked to vision
Inspirational	Inspirational	Fostering participation in school decisions
Intellectual stimulation	Intellectual stimulation	Intellectual stimulation
Support	Support	Individualised support
Individualised consideration	Individualised consideration	Individualised support
Idealised influence	Idealised influence	Modelling best practices

Table 2. 2: *Comparative table of transformational leadership concepts (Bass 1985 and Leithwood 1994)*

The six attributes of transformational leadership

The six attributes utilised to explore transformational leadership are indicative of the presence or absence of the transformational characteristics they measure.

Vision

Vision is one of the attributes assigned to effective leadership. (Bush 2007, 2009; Harris, 2005; Leithwood et al. 2006; Leithwood and Seashore-Louis 2011; Barnett and McCormick, 2004; Sun and Leithwood 2015a; Yukl 2002). Setting the direction for the organisation is vital to achieve success (Leithwood 1994; Sun and Leithwood 2015a). Leaders set directions for their followers by establishing goals and objectives linked to achieving organisational vision and communicating such goals to them (Sun and Leithwood 2015a). Having a sense of direction encourages followers to focus on organisational vision to achieve its goals and objectives. According to Sun and Leithwood (2015a), setting the direction for the organisation is linked to vision (see Figure 2.2) and is crucial to organisational success (Leithwood 1994).

To build organisational vision, and engage followers, transformational leaders articulate and communicate a clear vision, as confirmed by several researchers (see Bass and Riggio 2006; Riggio, Bass and Smith Orr 2004; Yu, Leithwood and Jantzi 2002; Leithwood and Seashore -Louis 2011; Messick 2005; De Hoogh et al. 2004). Setting a long term goal is important (Close 2016) and linked to leadership effectiveness (Akbulut, Nevra and Börkan 2015; Bush 2015; Cotton 2003; Day et al. 2000; Hammersley- Fletcher 2015; Harris 2005; Leithwood et al. 2006; Barnett and McCormick 2004). Transformational leaders espouse organisational values and maintain their vision (Hoffman 2011). Transformational leaders initiate changes to enhance organisational outcomes (Bass 1985) and engage followers to cooperate while moving them towards the achievement of set goals, according to Cowley (1928) and Antonakis and House (2013).

Communicating vision

Transformational leaders are expected to communicate organisational objectives to their followers, and to convince them to pursue higher goals on behalf of the organisation (Bass and Riggio 2006; Riggio, Bass and Smith Orr 2004; Yu, Leithwood and Jantzi 2002; Leithwood and Seashore -Louis 2011; see Figure 2.2), to produce academic results. Leaders who communicate organisational goals to followers, endeavour to develop a sense of corporate mission and those followers tend to be more psychologically engaged with the leader and with the pursuit of organisational vision (Boezeman and Ellemers 2014).

Regardless of how the school goals and learning objectives are generated, principals are expected by all stakeholders to communicate the school's vision (Bush 2015; 1998; Dempster and Logan 1998; Hargreaves 1995; Leithwood et al. 2004; Murphy and Torre 2015). Communication between leaders and followers may be vital to achieving shared goals (Dimopoulos, Dalkavouki and Koulaidis 2015; Johnson and Ghandi 2015). A transformational school principal should communicate school goals and learning objectives clearly to both teachers and students to facilitate learning processes, enlist the followers' cooperation, and engage them in the pursuit of these objectives. The nature of the communication plays a role as well (De Nobile 2015). Effective communication is linked to reduced stress amongst followers. Diebig, Bormann and Rowold (2016) claim that communication clarifies the link between transformational leadership behaviour, and followers' stress levels, during routine work, via team cooperation. Followers also tend to engage psychologically with the organisation and with leaders who listen to their opinion and consider their contribution to decision making.

Vision is linked to the successful implementation of school improvement initiatives that have the potential to improve the quality of education and students' academic performance. This is because setting clear goals and objectives, and communicating these with the staff, mediates learners' outcomes and teachers' performance (Day et al. 2007; Leithwood et al. 2006; Day et al. 2009; Sun and Leithwood 2015a).

Inspiration

Inspiration is one of the primary transformational leadership constructs. Transformational leaders are perceived as inspirational, engaging and motivating followers to act on behalf of the organisation (Bass 1999; Bass 2006; Bass and Riggio 2006) as depicted in Figure 2.2. School transformational leaders are expected to inspire students (Finegold et al. 1990) and staff to pursue the learning objectives and shared vision for the school (Ahumada, Galdames and Clarke 2016). Akbulut, Nevra and Börkan (2015) claim that effective leadership adopts an inspirational approach to motivate followers to exert extra effort (see also Breevaart et al. 2014; Hartog, Muijen and Koopman et al. 1997; Hogg and van Knippenberg in Smith 2008b; Moriano et al. 2014; Northouse 2013; Riggio, Bass and Smith Orr 2004).

Inspiration of students

Transformational leaders' motivation of students may be helpful for their learning outcomes. Kyriakides (2008), and Werf, Opdenakker and Kuyper (2008), show that transformational principals' inspiration of students is important and predictive of academic achievements. Fostering students' engagement with school helps to promote continued interest in learning (Finegold et al. 1990).

Inspiration of teachers

Research has also established a link between an inspirational approach to leadership and effectiveness in enlisting teachers' engagement to achieve school objectives. According to Northouse (2013), transformational school principals motivate teachers to exert extra effort to achieve the school's learning objectives, and influence teachers' decision making and engagement with the school, (Breevaart et al. 2014; Hartog, Muijen and Koopman 1997; Moriano et al. 2014; Northouse 2013). Teachers who are inspired are more likely to be committed to the school goals, which directly impacts on learning and students' and their academic performance (Sun and Leithwood 2015).

Inspirational in terms of rewards

Followers expect rewards as a means of inspiration (Bass 1997; Bass and Avolio 1995; Breevaart et al. 2014). Abbasi and Hollman (2000) noted that lack of recognition is linked to dissatisfaction and followers' intention to leave the organisation. Thomas (2016) stressed the importance of appreciating the staff and rewarding their effort. Financial and other rewards, and acknowledgement of followers' efforts, all count towards a sense of recognition and contributes to perception of a leader as being transformational (see Figure 2.2 for depiction of reward behavioural interactional pathway). Evans and Olumide- Aluko (2010) show that reward plays a role in teachers 'job satisfaction, commitment and motivation to exert extra effort to achieve the school's objectives, in the Nigerian context. Adnett (2003) warns that, whilst using inspirational reward is likely to make teachers accede to the school leadership's objectives, it can also undermine teaching ethics and compromise teachers' professional ethos.

Offering performance-related inspirational reward to teachers is found to play a role in students' academic performance via teachers' increased efforts (Lavy 2002). However, Adnett (2003) argues that offering incentives to motivate teachers may shift their focus towards putting extra effort only towards achieving the objectives under assessment and they might neglect other equally important tasks. Kremer, Ilias and Glewwe (2003) claim that, while incentives work to improve students' academic performance, the effects were not sustained because the teachers' attitudes towards work did not change. They only increased efforts towards preparing students for examinations, for which the teachers were evaluated, thus supporting Adnett's (2003) assertion about a shift of focus.

Contingent reward is linked to transactional leadership and has been demonstrated to motivate followers to achieve set targets and organisational goals (Breevaart 2014). Transformational leaders are also expected to reward followers as a means of inspiration (Bass 1997; Bass and Avolio 1995; Breevaart et al. 2014).

Intellectual stimulation

Intellectual stimulation is linked to the leaders' ability to enhance followers' problem-solving capabilities (Bass 1985). Conley and Goldman (1994), and Leithwood (1994), assert that transformational leaders empower followers to develop and improve, and provide intellectual direction, as confirmed by Lee (2014). According to Marzano, Waters and McNulty (2005), and

Geijsel et al. (2009), transformational leaders encourage learning continuity, creativity, innovative thinking, and problem solving, and stimulate teachers to keep developing (Geijsel et al. 2009). They possess the skills to create opportunities for learning and capacity building (Griffith 2004) to ensure teachers are adequately prepared for future challenges and career growth.

Transformational leaders focus on developing intellectual capabilities through knowledge sharing to nurture and increase followers' confidence in meeting task-related expectations (Drago-Severson 2016; Smith and Arsenault 2014; Tahir et al. 2016). It is also relevant to advancing skills (Morse and Wagner 1978) and professional development (Johnson and Ghandi 2015; Morse and Wagner 1978). According to Duevel, Nashman-Smith and Stern (2015):

> 'All educational leaders have a responsibility to mentor and promote competent, passionate and inspirational men and women into school leadership roles' (Duevel, Nashman-Smith and Stern 2015), through capacity building.

Intellectual stimulation of students

Leadership plays a significant role in learning and students' academic performance (Bush 2017; Leithwood, Leonard and Sharratt 1998). Karnes, Siegle and McCoach (2005) encourage school leaders to provide adequate means of intellectually stimulating learners. Transformational leaders should foster learning amongst students, creating opportunities for intellectual engagement and development. There is a positive relationship between principal leadership practices and students' intellectual stimulation (Quinn 2002; Jackson 2000; Hunter, Schmidt and Jackson 1982). Leaders can inspire students to keep learning and providing opportunities and means to do so. Intellectual stimulation also occurs when students receive constructive feedback, which encourages them to develop their mental capabilities (Eadie 2005). Robinson's (2007) widely-cited research identified an indirect link to student performance through the principal's stimulation of teachers' professional development.

<u>Support</u>

Support is one of the traits ascribed to school transformational leadership (McCarley, Peters and Decman 2016). They are also expected to support teachers' professional development (Stevenson et al. 2015) and encourage teacher autonomy, and creativity, whilst creating platforms for the use of

current and advances technology in improving students' learning experience (Stevenson et al. 2015).

Principal mentorship and support of teaching staff and their professional development has been found to be a significant factor in improving classroom practices and learning. Coleman, Sharp and Handscomb (2016) explain that:

> **'…** capable leadership can support and contribute to academic performance and excellence. A key issue is not to interfere too much with active academic work, but still give sufficient support and prerequisites for academic basic tasks'.

Bana and Khaki (2015) describe supporting teachers as an integral part of what the school leaders perceive to be important, in addition to showing care for their well being. Sun and Leithwood (2015b) posit that effective leadership initiatives enhance staff psychological engagement and commitment to the leader and the organisation's objectives (Aydogmus et al. 2017; Bush 2007; Boezeman and Ellemers 2014; Leithwood 2006; Selamat Nordin and Adnan 2013). Such initiatives include staff motivation, supervisory support (Leithwood and Louis-Seashore 2011), and career and personal development.

Perceived engagement with followers is one of the attributions and expectations of a transformational leader (Vanblaere and Devos 2016), who is expected to build the leadership capacities of followers, employing a range of approaches, offering intellectual challenges, support and mentoring (Drago-Severson 2016). School leaders are expected to empower teachers (Brundrett and Duncan 2015; Pellegrino 2015). They are to Support teachers with respect to learning objectives, and teaching tasks and (supervisory interaction), is thought to support organisational commitment, improved work delivery and job satisfaction (Aydogmus et al. 2017; Harmon et al. 2007).

Individualised consideration

Transformational leaders show concern and interest in individuals, with respect to meeting set targets and their personal and career development. They encourage professional advancement and development of leadership capacities through engagement and involvement in work and decision making processes (Bass, 1985; Bass and Avolio 1994; Drago-Severson 2016). Leithwood, Harris and Hopkins (2008: 30) listed individualised consideration amongst the specific practices that transformational school leaders employ to integrate 'the functional and the personal'.

Followers are motivated when the leaders believe they have something to contribute and show interest in their personal and professional improvement (Bass, Avolio 1995; Podsakoff et al. 1990; Yammarino 1990). Transformational leaders mentor staff and students, to develop their capacities, giving consideration to individual needs (Bass 2000). This approach motivates both teachers and students to see their innate abilities, and to rise to expectations. Transformational leaders can foster teacher empowerment through individualised consideration (Geijsel et al. 2003; Koh, Steer and Terborg 1995). Empowering through involvement encourages continued interest in learning (Finegold et al. 1990) and teaching, as portrayed under intellectual stimulation. Afshari et al. (2008) posit that principals' individualised consideration influences teachers' commitment to school objectives.

Idealised influence and job satisfaction

Leaders who are trustworthy, who respect, listen and provide direction for followers, in addition to modelling organisational values, are perceived as having idealised influence (Bass 1985; Burns 1978; Wang et al. 2016). Butler, Cantrell and Flick (1999) note that transformational leadership attributes communicate respect, value and trust. Idealised influence portrays the proto-typicality of a charismatic and influential leader who is expected to model organisational values to inspire followers to engage organisational objectives (Bana and Khaki 2015: Boezeman and Ellemers 2014; see Figure 2.2). Bass and Steidlmeier (1999), claim transformational leaders 'set examples to be emulated by their followers' (p.182), whilst Printy, Marks and Bowers (2010), and Eyal and Roth (2011), say that transformational school heads model organisational values in their interactions. Eyal and Roth (2011: 256), referring to Avolio, Bass and Jung (1999), assert that: 'transformational leaders exert idealised influence by considering their followers' needs, acting according to the organisation's values and serving as a model to be emulated.'

The leader who models organisational ideology are more likely to elucidate followers' respect, cooperation with organisational goals, and psychological engagement with the school (Hariri, Monypenny, and Prideaux 2016; Northouse 2013; Printy, Marks and Bowers 2010). Pursuing collective goals also encourages followers to identify with the organisation and gives them a sense of purpose; that they are making important contributions towards achieving organisational objectives (Bass and Riggio 2006; Boezemann and Ellemers 2007; Northouse 2013). Transformational leadership's idealised influence is regarded as one of the predictors of teachers' job satisfaction, according to Hariri, Monypenny, and Prideaux (2016), through work interaction.

Nwokocha and Iheriohanma (2012), and Tesfaw (2014), claim that there is a positive correlation between transformational leadership, individualised consideration and idealised influence, and teachers' job satisfaction. Although both intrinsic and extrinsic factors seem to have an influence on followers' behaviours (Abassi and Hollman 2000), extrinsic factors, such as incentive reward and salaries, seem to play a more significant role in developing countries (Evans and Olumide- Aluko 2010; Koge 2015). Intrinsic factors, such as career, career progression, achievement, and recognition (Bassett-Jones and LIoyd, 2005) contribute to followers' satisfaction, or lack of it, and are also linked to attracting and retaining high quality staff (Abassi and Hollman 2000; Armstrong 2003; Taplin, Winterton, and Winterton 2003). Sherrat (2000), and Van Vianen, et al. (2003) show that dissatisfaction with work, and the leader, is a major factor explaining high employee turnover rates. Transformational leadership interactions reduce employee turnover through satisfaction with working relationships and support (Caillier 2016). Transformational leadership, through both extrinsic and intrinsic factors, that enhance employees' retention, is important to organisational success (Caillier 2016).

Transformational leadership interaction

Idealised influence plays a significant role in leader-member interaction, according to Hogg (2001) and individualised consideration provides more opportunities for leader -follower interactions (Shadraconis 2013). Leader interaction has an influence on followers (Dvir et al. 2002; Hughes Ginnett and Curphy 2012). Geijsel et al. (2003) describe principal transformational interaction as effective. They also postulate that effective interaction is essential to successful leadership. The leader-member exchange theory, governing the interaction between transformational leadership and members, is an important factor that warrants investigation (Meuser 2016). Bass and Stogdill (1990: 122) note that 'interpersonal competence is fundamental to successful leadership.' (:122). A combination of factors, involving cognitive behaviour and context, contributes to leadership interaction with followers (Gilmore, Beehr and Ritchter 1979). Leaders' behaviours, attributes and practices play a role in how followers perceive and engage with them and with the organisation, as noted earlier. According to Leithwood and Jantzi (2006), transformational leaders' impact on learning, students' performance and school engagement is mediated by school culture and teachers' job satisfaction, which are factors that are linked to leaders' interaction. Principal interaction influences school culture and sets the climate for the learning environment (Wright and Adam 2015), although, Lehmann-Willenbrock et al. (2015) claim that the mechanism through which principal interaction influences school processes is not fully understood. Principal interaction is viewed as an avenue to inspire and engage followers whilst building cohesion (Wright and Adam

2015).

Principals who spend more time interacting were perceived and rated as effective transformational leaders (Geijsel et al. 2003). Bass and Stogdill (1990) claim that a leadership interaction style, which is task oriented, building competence (instructional approach), leads to followers' organisational commitment (Bass and Stogdill 1990; Geijsel et al. 2003). Harmon et al. (2007) also found that supportive instructional interaction is positively correlated with job satisfaction, organisational commitment and improved work delivery. Geijsel et al. (2003), referring to instructional as a transactional interaction between principals and teachers, argue that this form of interaction is sufficient to maintain tasks and performance, but that inspirational interaction from a transformational leader is required to produce change and creativity (Geijsel et al. 2003).

Transformational leadership and organisational change

Successful implementation of organisational changes is linked to transformational leadership. Leithwood et al. (2006) claim it is one of the leadership models that has been successful in relation to turning around organisational practices and trajectory, as noted earlier. Transformational leaders facilitate changes to ensure organisational goals are met and for continuity (Korejan and Shahbazi 2016), by identifying future needs to ensure that the organisation maintains and improves on its outcomes. They are expected to manage the numerous factors that could perhaps hinder organisational progress and school improvement (Banta 1997; Cavacuiti and Locke 2013; Ely 1990a; Mutchler 1990; Stewart et al. 2012). Gaubatz and Ensminger (2017) state that leadership behaviours are expected to counteract impediments to successful organisational changes. Some of the behaviours required to overcome change impeding factors, and to implement change process initiatives, are transformational in nature, for example, the ability to enlist followers' commitment, support, and individual consideration (Blake and Mouton 1962; Ely 1990a; Yukl Gordon and Taber 2002).

Transformational leadership and academic improvement

Leadership styles and practices affect the learning environment (Leithwood and Seashore- Loius 2011; Staunæs 2016; Creemer and kyriakides 2006). School improvement requires leaders who can inspire teachers and students' psychological engagement and commitment and ensure internal cohesion and shared vision. Chikoko, Naicker and Mthiyane (2015) posit that successful school improvement, to turn around and sustain performance in schools facing multiple deprivations,

requires strong visionary leadership with internal accountability and a sense of mission. Some of the behaviours listed as effective in implementing this academic turn around are associated with transformational leadership attributes. Principals with administrative, technical, conceptual and interpersonal leadership skills can still fail to achieve improvement in students' performance. Principals with high transformational leadership attributes were more successful at improving school outcomes than the non-transformational leaders, according to the Wallace report (2011). Transformational leadership functionality is linked to organisational members' problem solving (Lehmann-Willenbrock et al. 2015) and academic performance (Leithwood 1994; Smith and Bell 2011).

Culture: Contextualising transformational leadership

This multiple case study research attempts to conceptualise transformational leadership in Nigeria, where the development of leadership research is still in its infancy. Investigating contextual dimensions of transformational leadership is warranted to ascertain if its practices hold up across cultures. Leithwood and Jantzi (2006) claim transformational leadership is sensitive to context and Phaneuf et al. (2016) emphasise that context does influence the effectiveness of transformational leadership practices, although Muenjohn and Armstrong (2007; 2015) posit that transformational leadership practices transcend culture. Bush (2014) however, warned about the incompatibility issues, which may arise from superimposing leadership concepts to a different context. Truong, Hallinger and Sanga (2017), in addressing the Asian leadership context, describe a need for more empirical and theoretical research addressing non-western contexts to represent ‘diverse cultural contexts', and to ensure that western concepts are not the only dominant frameworks in educational discourse **(**Hallinger and Bryant, 2013; Lumby, Crow and Pashiardis 2009; Mertkan et al. 2016; Walker and Hallinger, 2015).

Criticisms of transformational leadership constructs

Although the six constructs utilised to explore transformational leadership are indicative of the presence or absence of the transformational attributes, Yukl (1999) argues that they are ambiguous, narrow and that not all transformational behaviours are included. Van Knippenberg and Sitkin, (2013) add that inspirational behaviour was hard to conceptualise and measure. The constructs are also reported to limit the formation of theory because they are narrow (van Knippenberg and Sitkin 2013). However, Bass (1985), Gaspar (1992), Lowe, Kroeck and Sivasubramaniam (1996), and

Patterson et al. (1995), argue that these six constructs are helpful in measuring transformational attributes.

Criticisms of transformational leadership

Vision and goal setting

Fullan (1992b) warned about placing too much emphasis on the pursuit of vision:

> 'The current emphasis on vision in leadership can be misleading. Vision can blind leaders in a number of ways ... Principals are blinded by their own vision when they feel they must manipulate the teachers and the school culture to conform to it' (Fullan 1992: p.19).

However, organisational vision should be clearly differentiated from personal ambition and quests. The pursuit of organisational vision is important for successful outcomes and should be the focus of an effective leader**.** Transformational school leaders should be focused on setting and achieving school objectives and goals, which they perceive as part of their responsibilities, as suggested by Bana and Khaki (2015).

Allix (2000) expresses concern about the possible misuse of shared vision, and abuse of transformational leadership, for example by politicians, under the pretext of enforcing policies (Bush and Middlewood 2013). Allix (2000) also claims transformational leadership has the potential to become controlling and imposing. Concerns have also been expressed about the methods employed by transformational leaders, that care should be taken not to impose, but rather to share, in developing organisational values or purposes (Bush and Middlewood 2013. Transformational leadership has also been compared to elitist practices because the leaders may be employing exclusive knowledge to influence followers to pursue leaders' own ideologies (Crawford 2012; Leithwood et al. 2006). One of the dilemmas of the transformational leadership model is how to prevent deception, as observed in cults (Tourish 2013), where followers are persuaded to engage with a solo leader's 'destructive ideology'.

Making changes

Although transformational leadership is linked to innovative changes related to school improvement, leaders' transformational processes may be constrained by contextual elements, especially in circumstances that are not conducive or supportive of change and innovation (Hoyle

and Wallace 2005). Bass (1990) also warned that transformational leadership should not be viewed as a 'panacea', noting that:

> 'transformational leadership is not a panacea. In many situations, it is inappropriate and transactional processes are indicated…'

Bass's (1990) comment suggests that there are circumstances where other leadership processes may be better suited for the situation. Therefore, a transformational leader is expected to be flexible and adopt other appropriate styles of engagement, suggesting leadership hybridity and contingency. Transformational leadership may also mean initiating unwarranted changes that may not be helpful (Hoyle and Wallace 2005).

Crawford (2012) notes that there has been more criticism of transformational leadership in the United Kingdom than in the United States, which suggests that there could be cultural differences in assessing and practicing leadership, notably in respect of interactions with middle leadership, leadership teams, and followers. She also comments that the perceived failure of a series of solo 'high profile superheads' in the 1990s in England prompted the focus away from this solo leadership to shared leadership; specifically distributed leadership (Crawford 2012). However, Crawford (2012) implies that this 'shared' leadership model might be a tool used by the English government to depict power sharing with school leaders (Crawford 2012).

School Leadership in Sub-Saharan Africa

Sub-Saharan Africa mostly comprises developing countries. The educational systems and leadership processes in this region differ from those in developed western contexts. The nature of leadership, and the educational problems experienced by schools in this context, is similar to those experienced by schools in disadvantaged communities (Maringe, Masinire and Nkambule 2015). The prevalent challenges in this African region include scarce learning aids, poverty and deprivation, lack of funds, untrained principals, poorly qualified teachers and in some cases, gender inequalities (Bush 2014; Bush and Glover 2013; Bush and Oduro 2006; Maringe and Moletsane 2015; Mbokazi 2015). According to Lumby (2015), poverty is prevalent and leads to high school drop-out, as earlier noted. The Education for All (EFA) programme is not adequately addressed, and its implementation is not yet as successful in sub-Saharan Africa (Buckler 2010) as in the West.

Although research on school leadership in Africa suggests that school leaders are not appropriately inducted and mentored (Bush and Oduro 2006; Bush et al., 2011a; Moorosi 2012; Oduro 2003), sub-Saharan principals play a major role in school administrative processes. They are engaged in facilitating learning and are also expected to manage other school processes and to run ministry of education programmes (Ekundayo 2010). According to Okoko, Scott and Scott's (2015) Nairobi study, principals are preoccupied with implementing Ministry of Education specification and policies, and meeting managerial targets, rather than driving academic goals and sustaining a school improvement trajectory. However, Smith and Amushigamo's (2016) research in Namibia reveals that principals also play a central role in establishing a learning culture.

Cultural differences

This author's research is located in Rivers State, in the south of Nigeria (see Figure 1.2). Hofstede (2005) notes a distinction between the western and developing sub-Saharan Africa regarding the leadership perspective, using the power distance index (PDI); indicating West Africa and East Africa were comparable while South Africa exhibited a mixed 'power distance' status. West Africa, including Nigeria, has a high score for power distance (PDI) and a low score for individualism, while most of the western cultures are rated as predominantly individualistic (Hofestde 2005). Nigeria has a predominant communal collectivism culture (Zagorsek, Jaklic and Stough 2004).

Culture influences perceptions, behaviours, attitudes, and the choices that people make (Truong, 2013; Truong et al. 2017; Truong and Hallinger, 2015). Truong et al. (2017) define culture as the assumptions, values, beliefs and norms that a group adopts and are unique to them, serving as ‘‘cognitive guides’’ to their society (Bodley 2011; Boyd and Richerson, 1991; Hofstede, 1991; Strauss and Quinn, 1997; Triandis, 1996). Hofstede (1998b), and Hofstede and Hofstede (2001), suggest that cultural differences are responsible for the distinction in preferences and values behind practices. There are cultural differences in leadership practices, and leadership expectations differ across cultures (House et al. (2002). Bass (1990) posits that leadership characteristics are subject to cultural influence and organisational ethos (Bass 1997). Lord, Foti and De Vader (1984) claim that proto-typicality expectations differ across domains and cultural settings, especially between the individualistic (West) and communal (collectivist) cultures. Hofstede (2005) and Zagorsek, Jaklic and Stough (2004), categorised Nigeria as a high power distant collectivist culture. Power distance, traditions, and socio-cultural beliefs, also influence leadership expression (Brodbeck et al. 2000; Brown and Lord 2001b; Lord et al. 2001; Lowe, Kroeck and Sivasubramaniam 1996) and expectations (Brodbeck et al. 2000; Koopman, Den Hartog and Konrad 1999).

Challenging contexts

Principals in developing countries face different challenges from their western counterparts (Kitavi and Van Der Westhuizen 1997). Maringe, Masinire and Nkambule (2015) note that challenging contexts, involving multiple deprivation, are widespread in South Africa. Hallinger's (2015) review of research on educational leadership and management notes the challenges principals face in managing schools across socio-cultural contexts (Bajunid 1996; Belchetz and Leithwood, 2007; Cheng 1995; Dimmock and Walker 2005; Goldring et al. 2008; Hallinger and Leithwood, 1996, 1998; Hallinger, Walker and Bajunid. 2005; Walker and Dimmock, 2000).

Distinctive contextual challenging circumstances

The nature of challenge influences and defines the school environment (Clarke 2016). A challenging context is not limited to a poor socio-economic background; it is also linked to other environmental and socio-cultural factors that may pose difficulty for the school climate, school processes, and learning conditions. Maringe and Moletsane (2015) explain what they mean by multiple deprivation:

> 'As a concept, multiple deprivation suggests a confluence of factors which depress learning and place unique challenges on leadership and which act in combination rather than in isolation.'

Mbokazi (2015) also identified challenged schools as those facing multiple factors of deprivation.

Some state government run schools, such as those in the case study context of Rivers State, appear to be embedded in numerous and complex challenging circumstances, which Maringe and Moletsane (2015) claim lack substantive conceptual explanation. The challenges facing schools in such circumstances are not limited to being a public school in a developing country context but include those that are peculiar to the individual schools and locality as well. These additional challenging factors include:

1. Deprivation, poverty and school dropout
2. Student population characteristics

3. Classroom conditions
4. Learning environment and conflict

Deprivation, poverty and school drop out

Maringe, Masinure and Nkambule (2015) developed an index to quantify poverty and to distinguish it from other sources of challenging circumstances, focused on factors such as a rural school location. Poverty is often a major deprivation factor, and is one of the problems experienced by the public educational system in Nigeria, partly due to lack of funding, and because students from poor homes attend the schools. The National Primary Education Commission (NPEC), which was established in 1988 to run the universal basic education scheme (UBE), cited inadequate funding for its unsuccessful attempts to create an effective UBE programme (Moja 2000).

Identifying schools in deprived circumstances is not straightforward in Nigeria. Eligibility for free school meals (Ansell 2004) is not used as an indicator of deprivation in Nigeria, as is in England, because free meals are not provided.

A high drop-out rate is common in schools in deprived contexts, as also reported in the Nigerian context. After the nine year's compulsory and free education, a significant number of learners drop out to find employment because they cannot afford to pay the school levy due to poverty (Agezo and Christian 2002; NEP 2014; Shekarau (FME) 2015). Child labour, based on the socio-economic background of students, is also reported by Lumby (2015) as a factor for school drop outs in her study of South African school principals in multiply deprived schools.

Student population characteristics

Schools situated in poor socioeconomic areas may be referred to as high need schools. The school population is predominantly made of students from poor, non traditional family setting who come with both mental and physical non school related issues that invariably affects their engagement with school and learning outcomes. These students perform below capacities and have poor outcomes. Cawelti (1999) notes that poor behaviour is prevalent among students from poor socioeconomic contexts. Family and cultural values affect students' level of school engagement and play a role in their performance, according to Ayo-Vaughan and Amosun's (2016) Nigerian study.

Classroom conditions

In this developing country context, lack of classrooms is a challenge often faced by school leaders. Lessons may take place in the open, subject to climate fluctuations and other distractions. Where there are classrooms, they may be over-crowded, with as many as 70 to 100 students cramped into one classroom. Due to the shortage of facilities and furnishing, some students stand to receive lessons (Ikoya 2008; Moja 2000 Obadara 2010).

Learning environment and conflict

Violence, political unrest, and armed conflict, are prevalent in Nigeria (Collier and Vicente 2012; Falola 1998; Julius-Adeoye 2011; Imhonopi and Urim 2013), especially during election and campaign periods in Rivers State. The researcher witnessed some of the unrest and violence during her field work.

Students, principals, teachers, schools, and other public services, may be targets for violent political unrest, and armed conflict threats (Collier and Vicente 2012; Imhonopi and Urim 2013a). These challenges tend to affect the school's functionality and undermine school effectiveness, and the teaching environment, thereby impacting strongly on learning and on academic and non-academic outcomes.

Transformational leadership in challenging contexts

Challenging circumstances have been shown to influence learning and school culture, and to moderate leadership influence (Ansell 2004; Maringe and Moletsane 2015; Schmitt Hartog and Belschak 2016). Although Maringe and Moletsane (2015) claim that research into challenging contexts is gaining momentum, transformational leadership in the Nigerian context still lacks sufficient theories and data in line with Harris's (2002) claim that leadership in schools facing challenging circumstances still requires adequate theories and data.

School Leadership in Nigeria

Nigeria has a centralised school system, and this suggests that managerial leadership and bureaucracy would be common leadership styles exhibited there, as well as in other sub-Saharan African countries (Bush 2007). Nworgu (1991) identifies bureaucracy as one of the common leadership styles in Nigeria, whilst Oluremi (2008) confirms that Nigerian principals play a

managerial role as school heads. Bush (2007) notes that managerial leadership is associated with hierarchy, which Nworgu (1991) claims that it is linked to autocratic leadership. Autocratic leaders also often employ bureaucratic practices (Nworgu 1991).

Principals maintain or create school culture and a conducive learning environment (Firestone and Louis, 1999; Leithwood and Jantzi 1999) and this is also assumed of Nigerian school principals, according to Adeyemi (2000) and Ibukun (1997). They also provide pastoral care and guidance for student learning and supervision (Ekundayo 2010) and pedagogical development, in addition to administrative responsibilities. Although the school curriculum is centrally planned, the school principal supervises curriculum adherence, execution and delivery (Agi, Kalagbor and Anthony 2016; Ayeni 2012; Ojo and Olaniyan 2008). They also have oversight of school infrastructure, resources and supervision (Adeyemi 2010 Agi, Kalagbor and Anthony 2016; Ikoya 2008; Ojo and Olaniyan 2008).

As well as their instructional roles, Nigerian school principals play a more managerial role as school leaders (Ojo and Olaniyan 2008; Oluremi 2008). They are expected to carry out administrative tasks because they are perceived mainly as administrators (Arikewuyo 2009). The principals are expected to manage administrative tasks related to students and teachers: holding meetings and handling conflicts (Ojo 1999). They make school purchases and also generate and manage school funding (Babayemi 2006; Asodike and Ejiogu 2013; Ekundayo 2010; Ojo and Olaniyan 2008), although the state government schools appear to be underfunded.

The managerial responsibilities ascribed to Nigerian school heads have changed over the years, because of education system reform, including the policy to adopt two deputy headteachers; vice principal admin and vice principal academic. The vice-principal (vpad) takes charge of school administration, while the vice-principal academic (vpac) assists with teacher supervision and academic development (Adewale 2014; Arikewuyo 2009). The appointment of senior administrative assistants (vpads) may indicate the changing roles of school principals in Nigeria, from a managerial leadership role to focusing on academic performance and school improvement (Nwangwa and Omotere 2013).

Amongst the principals' roles is the implementation of the government's educational policies and the liaison tasks they perform. The principals serve as the liaison between government, the school and parents (Asodike and Ejiogu 2013; Ojo and Olaniyan 2008) as they manage government educational policies, on behalf of the Ministry of Education. The Ministry and the school board

form the school governing council as the school governing board membership notionally includes the secretary of the Ministry of Education (IBE- UNESCO 2007). The council exerts power through policies, programmes, inspections, and teacher supervision, while the principals are expected to manage these processes.

One policy to improve teaching and learning quality relates to teaching and teacher evaluation projects. Teacher supervision and instructional leadership are central to the principal's expected role in the Nigerian context (Ojo and Olaniyan 2008). They are expected to provide daily reports of teaching, evaluate teachers' performance, and engage in the selection process for career development, in collaboration with the school board. However, Agi, Kalagbor and Anthony (2016) express doubts about principals' inputs to educational policies, and teacher career development, because of the centralised control over education, teachers' evaluation and development.

Nigerian government policies on teachers' attendance and task management, teacher supervision and evaluation, involve the principals' use of the 'first instance' register to monitor teachers' classroom attendance and they also utilise the teachers' attendance register to monitor school absenteeism

Nigerian research indicates the limited impact of school leaders on education and students' performance, and a lack of training for school principals (Arikewuyo 2009; Ekundayo 2010). Kimbrough and Nunnery (1983), and Amoloye (2004), note that the success of a school depends on school leaders' training and effectiveness. African school leaders, including those from Nigeria, require training (Bush 2012; Bush and Oduro 2006; Otunga, Serem and Kindiki 2008). Otunga, Serem and Kindiki (2008) note that:

> 'A bad principal can ruin a good school and, by the same token, a great principal can sometimes overcome even the worst obstacles' (:374).

Uwazurike (1991) argues for the appointment of principals with educational training and experience to head schools (Arikewuyo 2009) and educational boards (Nwankwo, (1982), whilst Abdulrasheed and Bello (2015) advocate retraining for serving principals to improve school leadership competence amongst northern Nigerian principals. Oluremi 2008 notes the importance of school leadership and calls for transformational leadership in Nigerian schools to facilitate effective school turnaround.

The need for principal training

Principals need to develop skills to manage evolving challenges peculiar to the twenty first century (Osagie and Momoh 2015). The limited literature on Nigerian school leadership corroborates the need for school leaders' induction. For example, research by Arikewuyo 2009: 73) shows that secondary school principals' professional training is a 'neglected area in the educational system'. They also stress the need for principal induction. Osagie and Momoh (2015) note that principal training is one of the most important factors linked to academic improvement.

Transformational school leadership in Nigeria

There is only limited research on leadership styles, such as transformational, distributional and instructional school leadership, in West Africa, and even fewer in the Nigerian public school context. Abari et al. (2012) stress the need for school improvement initiatives, which have been linked to transformational leadership. Akpan and Archibong's (2012) recommendation for personality testing for school leaders might suggest a shift towards transformational leadership. Other school leadership studies in Nigeria include the research by Adegbesan (2013), who notes the 'inappropriate skills and harsh' leadership styles employed by some of the school leaders. This is in contrast to Akinola's (2013) finding that principals in South Western Nigeria possess transformational and adequate administrative skills which, however, did not result in improved learners' performance.

With the changing context of education, the increasing challenges facing the 21st-century school leader (Bush 2013), and the complexity of the Nigerian system, more studies of leadership models are required, especially in the West African (Bush and Glover 2013) and Nigerian contexts.
The limited literature and theories on Nigerian school leadership supports the need for further research into school leaders and students' academic performance.

Distinctive causes of underachievement amongst learners in Nigeria

Of the various causes of underachievement, some are more prevalent in certain contexts. The causes of underachieving under difficult circumstances are often linked to the specific nature of the challenge. These factors may influence Nigerian schools' poor performance trajectory.

1. Challenging school context
2. Socio-economic context

3. Cultural values
4. Child labour
5. Staffing challenges
6. Structural and teaching resources
7. Socially challenging circumstances
8. Stress

Challenging school context

The contextual situation of the schools, which are external to the principals and some of which are beyond their control, have an influence on learning and students' academic performances (Creemers 1994; Gore and Smith 2001), as noted earlier. These pervasive conditions include poor access to school, lack of teaching resources, limited, unfurnished and overcrowded classrooms, and sometimes school vandalism and violence. These conditions are unconducive for learning and pose an additional challenge to the school leaders (Arikewuyo 2004; Ijaiya 2000).

In the Nigerian context, Fabunmi and Adewale (2002) posit that lack of resources and overcrowded classrooms have significant direct effects on learners' dropout. Adegbesan (2013) confirms that these factors are challenging for school leaders.

The lack of teaching resources, limited, unfurnished and overcrowded classrooms, and sometimes school vandalism and violence, are not conducive for learning and pose an additional challenge to the school leaders (Arikewuyo 2004; Ijaiya 2000; Ikoya 2008).

Schools in challenging Nigerian contexts face problems such as high staff turnover rates, poor physical infrastructure, lack of resources and juvenile delinquency, all of which negatively affect learner achievement (Anaduaka and Okafor 2013; Etuk, Ering and Ajake 2012; National Steering Group (NSG) (2005). According to Adeyemi (2008), the turnover of experienced teaching staff, which negatively impacts on learners' outcomes, is higher in poor rural areas.

Socio-economic context

Many Nigerian public schools under-perform because they are in poor socio-economic areas. Schools in such areas are more susceptible to high rates of poor achievement amongst their learners (Adeyemi 2008; Anaduaka and Okafor 2013) because the challenges linked to their location negatively affect learners' outcomes. Over two thirds of Nigerian students who attend public schools are from less privileged backgrounds (CIA World Factbook 2015; Nwaogwug 2005).

Ushie et al. (2012) posit that the socio-economic background of the family plays a significant role in students' academic performance. This seems to be highly plausible because, in these schools, the majority of learners are distracted from learning because they are hungry; getting one meal a day is a privilege for most of them (Anaduaka and Okafor 2013).

Cultural values

Students' family background is associated with cultural values, and it plays a role in their academic performance (Osunloye 2008; Ayo-Vaughan and Amosun 2016). How a child is socialised from early childhood affects their psychological development and their academic performance (Ajila and Olutola 2000) because socialisation preferences are embedded in cultural contexts.

Child labour

Some of the pupils from disadvantaged homes perform poorly at school because they are in employment and, therefore, cannot give their full attention to academic work. Child labour is linked to high school drop-out (Lumby 2015). According to Anaduaka and Okafor (2013: 46), child labour is poverty driven. Shekarau (FME 2015) report that that non-implementation of the Child Rights Act is one of the problems resulting in a low enrolment rate in Nigeria as many school-age children from poor backgrounds are still engaged in child labour.

The Child Rights Act is part of the campaign to address child labour, amongst other issues about children's right. The United Nations adopted the Convention addressing the rights of children (CRC) in 1989 and the African Union did so in 1990. The CRC addresses several issues including children's general welfare, welfare needs of children living in challenging contexts, provision of health care services, justice, racial or tribal discrimination and, ultimately, the right of children to education. (The) UNICEF then set educational goals and mandates government and other stakeholders to ensure no child is left behind ('NCLB') in meeting this millennial educational goal, as noted earlier (Unicef 2007). Along with other West African countries, Nigeria adopted this Child Rights Act (CRA) and passed it into law in 2003.

Staffing challenges

Unmotivated staff, insufficient staffing, and lack of qualified teaching staff, all exacerbate the negative effects of poor school conditions for learners. Teachers' incompetence negatively impacts learning (Lucky and Yusoff 2015; Nwagwu 2004). According to Information Nigeria (2013), up to

80% of teachers in northern Nigeria are under-qualified. Shekarau (2015) reports that there are not enough qualified teaching staff in Nigeria, although the number of qualified teachers increased by 60% between 2010 and 2013. Arikewuyo (2009) also notes that untrained personnel are appointed as principals in Nigeria.

Some of the staff in these schools practice absenteeism and lateness because they work in other jobs to supplement their income. They do not have sufficient funds, they have difficulty with transportation, or they are just not motivated to come to work. Most of these questionable practices are due to staff being underpaid or unpaid (Ijaiya 2000) and ill health (Federal Republic of Nigeria (FRN) and International Labour Organisation (ILO) 2005; NSG 2005; Oduro 2003). Absenteeism and lateness contribute adversely to learner outcomes. In addition to being understaffed and having unqualified staff, some of these government-established schools in Nigeria do not have head teachers. Even where a school leader is available, they are ill prepared and are not equipped to handle the challenges presented (Arikewuyo 2009). Such leadership incompetence impacts learners' performance negatively. Arikewuyo (2009: 77) also noted that lack of preparatory training for school leaders is a contributor to under-achievement in Nigerian schools:

> 'All these inefficiencies, lapses and ineptitude on the part of secondary school principals in Nigeria are often attributed to their lack of professional training…'

Structural and teaching resources

Most of the public schools in Nigeria, especially those in rural areas such as the riparian communities of Rivers State, have similar challenges to those found in the remote small islands, and they are often poorly equipped. Some have insufficient seats, desks, teaching aids, writing materials, audio-visual aids, and laboratories (Fabunmi and Adewale 2002; Etuk, Ering and Ajake 2012; Anaduaka and Okafor 2013; NSG 2005). According to Fabunmi and Adewale (2002), the provision of educational resources required for learning has a direct and indirect impact on student learning outcomes.

Socially challenging circumstances

Violence and unrest, which negatively affect learning, are common in Nigeria, as noted earlier (Ofoegbu and Obiweluozor 2015; Shekarau (FME) 2015). School sessions are often disrupted by political and religious violence (Bush and Glover 2013; Bush and Oduro 2006), and worker strikes.

Children are often the innocent victims of violence and war (Bush and Oduro 2006), which is a source of stress to them and as such has a negative impact on educational outcomes.

Stress

Schooling under extreme conditions, with poverty, violence, lack of basic infrastructure, and poor road systems lacking government support, can induce extreme stress in the community and negatively affect learning in Nigeria (Arikewuyo 2004; Ijaiya 2000; Ofoegbu and Obiweluozor 2015). These factors place additional pressure on the school community, which is responsible for preparing individuals to compete effectively in the international job market (Ijaiya 2000), and on students who try to achieve despite these difficult circumstances. Hence, most of these students, regardless of the efforts they exert, still underperform and have poor learning outcomes.

Evaluating Academic Performance

This section is included in the review because the author intends to examine the links between transformational leadership and students' academic performance, as an indicator of leadership performance. Academic performance is predicated on several interlinked factors (Karakolidis, Pitsia and Emvalotis 2016). Students' efficacy, intelligence, cognitive ability, external inspiration and personal motivation are some of the factors that predict academic performance (Balduf 2009: Fehrenbach 1993; Karakolidis, Pitsia and Emvalotis 2016; Kyriakides 2008; Werf, Opdenakker and Kuyper 2008; Thrash and Elliot 2002).

Conceptualising achievement based on performance trends

Aggregation of students' academic performance trajectory in standardised tests is often used to determine school performance ratings (Harris 2000; Harris and Chapman 2002).

Performance evaluation depends on the accepted standard within a particular context. Also, an individual who is judged to have performed well at a task may be perceived by another evaluator, whose standard pass mark is set higher, as having under-performed. Besides, poor performance in completing a task or set of tasks within a particular context, or at a given time, may not necessarily indicate that an individual is an underachiever (Smith 2005; Leithwood and Reihl 2003). Smith (2005) states that the terminology of underachievement is not very clear and there is no consensus

(Schultz 2002b). Thus, identifying and defining under-achievement requires a standard for comparison and context.

Performance trajectory is predictive of achievements ratings. Poor performance trajectory is termed underachievement. Underachievement is a widely used term that has different connotations when applied to different settings. Its definition, standard of measurement, and comparison, can be relatively subjective because of the significance of performance contexts.

Achievement, under-achievement, poor achievement, low achievement

Identifying or defining achievement or underachievement depends on various factors such as context, assessment tools, coaching available to learners (Leithwood and Reihl 2003) and the preparedness of the participants. The Northern Ireland Education and Library Board defined how under-achievement and low achievement constructs are used in the assessment of students or of school performance:

> 'Underachievement is used to describe a situation where performance is below what is expected based on ability, that is poor performance. It can apply at the level of an individual pupil or describe a class or school, or indeed a system' (Northern Ireland Education and Library Boards p.4).

They surmised the conceptual difference between underachievement and low achievement to prevent misunderstanding of the two constructs. Low achievement is:

> '…where a pupil is achieving to the full extent of her or his ability, but is well below average compared to her or his peers.' (Northern Ireland Education and Library Board: 4).

Underperforming Schools

If a school student population consistently fails to attain standard passing grades, then such a school can be defined as an underperforming school. An example of an underperforming school is one in which three-quarters of the students or more fail to achieve grades A through C (Harris 2000; Harris and Chapman 2002) in their GCSE examinations. This criterion was also used in identifying under-performing schools experiencing challenging circumstances. The Department of Education in England also defines such schools as underperforming.

Nigeria utilises similar criteria to the English standard in defining underperformance in schools (Department of Education Press Release; Office of Qualifications and Examination Regulation Ofqual 2012; Information Nigeria 2013). It uses students' performance in the West African school senior secondary school Certificate (WASSC) examinations, organised by the West African Examination Council (WAEC), and the national senior secondary school certificate (SSC) organised by the National Examinations Council (NECO) to evaluate school performance (Nigerian Education Fact Sheet 2012; Information Nigeria, 2013; WAEC).

Academic performance trajectory in Nigerian schools

Understanding the academic system, and performance evaluation and trajectory, is essential to this study because academic performance is one of the variables assessed in examining the relationship between transformational leadership and students' outcomes. Although teachers' perceptions are used to evaluate principals' transformational behaviours, students' academic performance is utilised as an indicator of the principal's impact on students' academic performance and schools' performance categorisation, as noted above and in chapter three. The constructs and performance indicators used are discussed below and in chapters 4-9.

Student grades in general final examinations are used to measure and predict learners' attainment in the external examinations. The external examinations taken by students at the end of a secondary school year in Nigeria are the standardised West African senior school examinations (WAEC) or its equivalents; the general certificate examination (GCE) papers and senior secondary school certificate examinations (SSCE). These tests are conducted nationally and can be used as an attainment standard for measuring school learners' performance. It can also be used to compare attainment levels both nationally and internationally. Both terminal examinations now run concurrently (WAEC).

According to the Nigerian Education Fact Sheet (2012), 80% of participants fail to achieve the expected grades in five subjects including compulsory Mathematics, English and three other subjects. Information Nigeria (2013) states that over 70% of participants failed to obtain a passing grade in English, Mathematics or any other three subjects in the WAEC 2013 examination. Almost half (46%) of the candidates who participated in the 2013 examination did not obtain a credit or pass mark in up to five subjects, including Mathematics and English, with a failure rate of 62% in 2012 and 64% in 2011. This trend confirms Ofoegbu Clark and Osage (2013), and the United Nations Educational Scientific and Cultural Organisation's (UNESCO 2000), view that the trend of

underachievement in Nigerian public schools is getting worse. According to Ofoegbu, Clark and Osagie (2013: p.67), 'students' academic performances are very much below expectations.' However, some improvements were reported in the finalised SSCE 2013 (The Advocate 2013) in Rivers State. According to Okpala (2013), the examination body registrar, 69.57% of students obtained credit in five subjects, which is a significant improvement on the previous pass rates of 15% in 2011 and 51.66% in 2012. However, these figures did not show if the compulsory mathematics and English subjects are included in the statistics. Learner outcomes in public schools remain modest.

Performance trends in State government run schools

The Advocate (2013; 2016) suggests that the states' public schools have continued to perform poorly at the standard WASSC examinations. As noted above, Opkala (2013) reported some improvements in the SSCE 2013 nationwide, with 69.57%. However, if English and mathematics are included as compulsory, over 70% were reported to have failed to obtain a credit pass grade that included both subjects in the WAEC 2013 examination and 66.5%, in 2016 (Information Nigeria 2013; Adesulu 2015).

Causes of poor performances

There are various reasons for learners' poor performance. Kyriakides (2008) notes that the factors affecting students' performance are multi-level, and include:

- Leadership
- Policy and political influence
- Classroom teaching
- School context
- Socio-economic context

Leadership

One of the more salient reasons learners perform poorly academically is the influence of leadership. A school leader is expected to create a conducive learning environment and implement programmes

to support students' performance. Some of these factors and school conditions affect learners' outcomes directly or indirectly.

According to Leithwood and Seashore-Louis (2011), Leithwood (2006), and Bush (2009), the abilities and practices of a leader affect learner performance (Robinson, Lloyd and Rowe 2008; Leithwood et al. 2006). Since the quality and capabilities of leaders in carrying out these tasks reflect on learner performance, schools with leaders who perform poorly are likely to have more underperforming learners (Osagie and Momoh 2015).

Policy and political influence

Weak and unclear educational policies, amongst other factors, such as lack of training facilities, sociocultural beliefs, etc. result in the assigning of unqualified school leaders and teaching staff (Leithwood and Reihl 2003). Also, a weak school culture, poor articulation of objectives by school leaders (Leithwood and Seashore-Louis 2011), low morale and lack of staff commitment (Leithwood and Reihl 2003; van der Westhuizen et al. 2002) also cause underachievement amongst learners.

Political issues also influence school objectives. Ogundele, Sambo and Bwoi (2015) note how Nigerian government's often unstable, policies have adverse effects on school performance. Cyprès 2014 notes the influence of political power and adds that funding issues can distract a school from giving utmost consideration to its objectives. Ekundayo (2010) also claims that insufficient funds play a role in poor academic performance in government run schools in Nigeria.

Classroom teaching

Teaching methods, articulation of curriculum, the quality of coaching, and lesson delivery, are some of the factors that affect student performance. According to Day et al. (2009: 2014), teachers' behaviour (Maslowski, Doolaard and Bosker 2008) and teaching practices, which can be influenced by school leaders, are significant contributors to students' academic performance. (Osagie and Momoh 2015; UNESCO- IBE 2006).

School context

School climate is strongly influenced by the context (Day et al. 2016; Leithwood and Seashore 2012; Opdenakker and Van Damme 2001), which has a significant impact on students' academic performance (Leithwood and Seashore 2012; Maslowski, Doolaard and Bosker 2008). Leithwood and Seashore-Loius (2012) posit that school conditions affect learning and Opdenakker and van

Damme (2001) found that school context had significant effects on students' cognitive performance. Fabunmi and Adewale (2002), and Ikoya (2008), also note that school conditions have a significant effect on students' academic performance in Nigeria.

Socio-economic context

As noted above, in the Nigerian context, the socio-economic status of students (SES), poverty, and lack of teaching resources, exert a negative influence on learning and learners' outcomes (Adeyemi 2008; Anaduaka and Okafor 2013). These factors also apply in other contexts (Harris and Chapman 2002; Karakolidis, Pitsia and Emvalotis 2016; Lee and Hallinger 2012; Muijs et al. 2004). However, Chikoko, Naicker and Mthiyane (2015) note that not all schools in challenging contexts perform poorly.

Impact of under-achievement on society

A society with a high rate of persistently poor performing (underachieving) citizens may fail to prepare its future generation for the complexities of the twenty-first century. Blair (2004) stated that 'a nation is only as good as its education' and the consequences of high under-achievement rates include increased unemployment (Gorard and Smith 2004), decreased productivity, increased crime rates related to juvenile delinquency, and under-achievers in the workforce. All these factors affect a country's economic viability. Dang and Bulus (2015), in their Nassarawa State, Nigerian, study, claim that poor educational outcomes play a role in a country's economic development. School leaders need to explore ways to address under-achievement amongst learners because poor education has significant effects on national growth. Failure to achieve educational objectives, or to improve learning quality, has a negative impact on national development in Nigeria (Amanchukwu, Stanley and Ololube 2015; Ogundele, Sambo and Bwoi 2015).

Student Outcomes

School conditions only explain about 10- 30% of student outcomes, according to Teddlie and Reynolds (2000). Creemers (1994: 56) notes that 'influences on students' achievements are multi-level.' These factors include family support, cognitive, non-cognitive, personal inspirational, self-construct, school effectiveness, and students' socio-economic background (Karakolidis, Pitsia and Emvalotis 2016), teaching efficacy, leadership influence and contextual circumstances. Some of these factors are discussed below.

Family support

Learners' family background is regarded as one of the main factors contributing to academic performance (Coleman, Sharp and Handscomb 2016; Gurr et al. (2006). Liaising with parents over students' performance trajectory is viewed as one way to ensure continual learning (Coleman, Sharp and Handscomb 2016) and may contribute to improving students' performance (Torre and Murphy 2016). Parental involvement has a significant influence on students' academic performance (Jeyness 2007), for example through helping with homework (Sui-Chui and Willms 1996). Stephens, Hamedani and Destin (2014) found evidence that having a parent with a bachelor's degree increases the likelihood of students' success and increases their average GPA.

Student motivation and academic performance

Learners' motivation was one factor found to influence learning and learning outcomes. Based on empirical findings, achievement motivation is related to educational attainment. Werf, Opdenakker and Kuyper (2008) note that 'the relationship between achievement motivation and educational attainment is reciprocal' (: 450). Werf et al. (2008) however, claim most of the studies that showed motivation as having a positive impact on achievement are rather old and newer studies show mixed results. They state that new concepts are now used in examining students' cognitive attainment in place of motivation, since the latter is rather ambiguous and shows little effects. Students' efficacy; intelligence relating to cognitive ability, external inspiration and personal motivation are some of the factors that are utilised as predictors of academic performance (Kyriakides 2008; Werf, Opdenakker and Kuyper 2008; Thrash and Elliot 2002).

However, Thrash and Elliot (2002), and Hustinx, Kuyper and Werf (2009), claim that the ambiguous effects of learners' motivation may be because the sources of motivation are not distinguished during studies. They explain that the two sources; inspiration rooted in personality traits, and situation-oriented inspiration, have distinctive effects. They reiterate that the relationship between personal motivation and academic achievement is weak, perhaps because the two sources of personal inspiration operate differently and should be distinguished. Kyriakides (2008), and Werf, Opdenakker and Kuyper (2008), found that students require external inspiration, such as the school climate, to encourage more commitment to learning, and to their academic performance, because their personal motivation decreases over time. This supports the impact of transformational leadership on student achievement (Shatzer et al. 2013).

Classroom practice

Effective classroom practice is one of the essential factors linked to students' performance, as noted by Day et al. (2009), and Sun and Leithwood (2015b). Creemers (1997) emphasises the importance of consistency in classroom teaching practice to improving the academic performance of students, especially for students in disadvantaged schools. Hauge, Norenes and Vedøy (2014: 357) conclude that 'careful planning and skillful orchestration of human, cultural and technological resources are needed to make sustainable improvements in schools'.

Teaching efficacy and teachers' professional development

There is a link between setting learning objectives and academic improvement (Marsh, Waniganayake, and De Nobile 2014; Osagie and Momoh 2015). Marsh, Waniganayake, and De Nobile (2014) posit that school leaders' central focus should be on school improvement. Wallace (2011), whilst acknowledging the importance of transformational leadership, reports that schools with transformational heads, who foster caring and trust, were out-performed by schools with high teacher ratings. This finding indicates that teachers' efficacy trumps leadership influence. Principals who want to implement school changes successfully should focus on mentoring teachers, developing teaching efficacy and motivating teachers (Coleman, Sharp and Handscomb 2016; Geijsel et al. 2003). Lucas and Valentine (2002) emphasise the importance of principals focusing on teachers' professional development and school processes.

Osagie and Momoh (2015) claim that leadership training and teachers' professional development are two key elements to address in the efforts to increase teaching efficacy and achieve school improvements, based on data from Edo State, Nigeria. Akiri and Ugborugbo (2009), in their Delta State study, Asikhia (2010) in Ogun State, and Durowoju and Onuka (2015), in Oyo State, all in Nigeria, found that teachers' efficacy contributes significantly to improved students' academic performance. Durowoju and Onuka 2015 recommend developing teaching efficacy.

Learning aids and infrastructure

Infrastructure that supports learning, and enhances teaching practice, is vital for school improvement. The learning infrastructure plays a significant role in student proficiency. According to Fabunmi and Adewale (2002), infrastructure plays a major role in learning and school

improvement, and influences learning and teaching practice. It can also enhance or constrain leadership and school improvement change processes (Ikoya 2008; Woulfin 2015). Lack of learning aids and infrastructure is detrimental to learning and students' outcomes. In Nigeria, the Federal Ministry of Education (FME) listed poverty, poor funding, inadequate infrastructure, inaccurate and inadequate data on the state of education, and lack of equipment, among other factors, as challenges (FME 2017) to academic and school improvement initiatives.

Technological advancement

The rapid advancement in technology has implications for the education systems of developing countries. Schools and school leaders have the challenge to turn out people who are adequately equipped and technological proficient to compete in the twenty-first-century work place. Keeping up with technology, according to Schrum and Levine (2016), is instrumental in improving academic performance. They also advised that leaders should implement its use, where relevant. This challenge is greater in a developing country where there is a lack of teaching aids and where those available may be obsolete (Ikoya 2008), as earlier mentioned. There are implications for the lack of innovative technological advanced learning aids for the wider developing country, and specifically for Nigeria. Lack of innovative learning aids confounds learning, school improvement, and the need to produce learners who are twenty-first century compliant.

Principal's impact on student academic outcomes

Leadership plays a significant role in students' academic performance and school improvement (Bush 2017; Ogundele, Sambo and Bwoi; Osagie and Momoh 2015). Shen et al. (2016) also argue that principal leadership practices have an indirect influence on students' academic performance and Uthman, Don and Kasim (2015) confirmed a similar effect in the Nigerian unity schools' context. Mbokazi (2015) and Osagie and Momoh (2015) listed principal leadership and teaching practice as part of the academic improvement initiatives in schools facing challenges. Principal influence is the second most important factor to influence students' learning (Branson, Baig and Begum 2015). Principals' behaviour and values have an impact on creating a conducive atmosphere for students' learning (Branson, Baig and Begum 2015; Ibukun, Oyewole and Abe 2011). Oluremi (2008) notes that there is a relationship between leadership style and student learning in Nigeria. Oluremi (2008) echoes Leithwood et al.'s (1996) view that passive leadership is not helpful. A

leader has to be actively involved with the school process to bring about any meaningful improvement.

Contextual issues

Some of the contextual issues that affect students including those that are external to the principals and beyond the principals' control, but have an influence on learning and students' academic performance, were discussed above (see context and underachievement sections). Some of the factors listed exert a direct impact on learning and learners' achievement while others have an indirect effect (Creemers 1994; Kyriakides 2008; Sun and Leithwood 2015b).

Lockheed and Komenan's (1989) World Bank project on teaching quality effects on student achievement in Nigeria and Swaziland, found that students' contextual background plays a significant role in students' academic achievement. However, family background was perceived to be less significant.

School improvement through programmes and policies

School leaders can influence learners' outcomes directly and indirectly through their programmes with staff, and through their school policies. According to Ogundele, Sambo and Bwoi, (2015: 90), principals should assume the role of 'agent of change.' Some of the indirect measures a school leader can employ to improve learning include: developing teachers' efficacy to improve CDD (curriculum design and delivery) and ensure classroom practices, task design, instruction and support to learners on completing tasks satisfactorily (Day et al. 2007; Day et al. 2016; Day et al. 2009; Leithwood et al. 2006; Sun and Leithwood 2015b). Sheard and Sharples (2016) found that effective leaders utilise programmes to drive school improvement initiatives when they evaluated a programme-driven school improvement initiative. Davis, Krieg and Smith (2015) reiterated that the quality of programmes is important. Implementing such school improvement programmes requires innovation and creativity, and it is crucial to adapt such programmes to the specific context situation (Harris Jones and Adams 2016; Mitchell 2015) to drive educational transformation.

Inspirational approach to school improvement

Strategies for turning around schools facing challenging contexts include student mentoring, as noted earlier, and principal inspiration, which is linked to students' academic performance (Werf, Opdenakker and Kuyper (2008). Inspiration from a leader makes students believe in their innate

abilities, nurture expectations conferred on them, become more engaged with learning and consequently attempt to achieve expectations.

Principals' inspiration of staff to pursue the learning objectives and shared vision for the school (Ahumada, Galdames and Clarke 2016; Sun and Leithwood 2015b) is also linked to improving learning and school performance. It is apparent that leadership behaviour is effective in raising the academic performance of schools in poor socio-economic communities. According to Wilson (2016: 557), certain behaviours, such: 'as empathy, compassion, advocacy, systemic critique, perseverance and calculated risk-taking', contribute to school improvement and developing learners, especially those in disadvantaged circumstances, to achieve and succeed. Sun and Leithwood (2015b) found a link between teachers' inspiration and support focused on developing efficacy, and students' academic performance. They note that there is a significant positive impact on students' academic performance when leaders focus on developing teachers' efficacy, and motivate them. This effect is mediated through enhanced teachers' inspiration that subsequently leads to their commitment to the school's learning objectives and goals, and to improved teaching efficacy (Selamat Nordin and Adnan 2013). Coleman, Sharp and Handscomb (2016) add that motivating and empowering staff is essential to the school turnaround process. A school transformational leader adopts the instructional approach to effect a change and achieve learning objectives.

Oduwaiye (2000) also listed staff motivation among effective school improvement factors, citing professional development and intrinsic, as well as some extrinsic, factors such as promotion, staff welfare, and salary, as some of the motivational elements in improving teachers' effectiveness and achieving educational improvement in Nigeria.

Overview

This chapter focuses on conceptualizing the contextual and epistemological underpinnings relating to leadership, notably transformational leadership's dimensions, its interactions with followers and its impact on academic performance. The exploration of various leadership definitions and styles led to the presentation of a model, adapted from Bush (2008) (see Table 2.1). The author also presented an in-depth insight into transformational leadership components and outlined transformational leadership instruments and measurements along with the contextual implications for its dimensions. The literature largely focuses on transformational leadership in western contexts, and this provides the warrant for my research in the developing context of Rivers State, Nigeria.

The distinctive nature of the challenges in the case study contexts show the need for research to explore the impact of transformational leadership on learner outcomes and school improvement.

Transformational leadership practices are explored, drawing on existing, mainly western, research and literature. This has implications for the adaptation of transformational leadership theories, to fit the developing country context of Nigeria. The focus on the developing country context, and the linked challenging circumstances, provides an under-researched background for the study of transformational leadership and student outcomes.

This study also explored the relevance of transformational leadership practices in developing country contexts, including Nigeria. Given the focus on hybridity (Gronn 2016; Townsend 2015), and on a contingency approach to leading (Fieldler 1967), other leadership styles may emerge from my study in Rivers State.

In researching transformational leadership in the developing country context of Nigeria, this research will contribute to the limited literature on this theme in Africa. As this is an exploratory study in a Nigerian state, it is not clear whether existing western theories will apply, or whether new theory, grounded in my data, may emerge.

The next chapter discusses the research design, methodology and methods utilised in my study.

CHAPTER THREE: METHODOLOGY

Research Aims and Questions

This chapter outlines the philosophical framework and paradigms underpinning this study, the methodology and research design, and the research methods, including case selection. The investigation focused on transformational leadership and student outcomes in five secondary schools in Nigeria, a developing country context. The study is significant because leadership, especially transformational leadership, in developing country contexts, including Nigeria, lacks adequate literature and theories because it is under-researched (Weinstein and Hernaíndez 2016).

This study explored the relationship between school leadership styles and learners' outcomes by comparing leadership practices across five schools in Rivers State, Nigeria, to examine the link between transformational leadership and school improvement, using academic performance indicators. The relationship was explored by addressing the following five research questions, to including the overarching research question Q4, discussed in chapter one and reiterated below:

1. What leadership styles are evident in the case study schools?

1B What factors have an influence on principals' leadership styles?

2. What evidence is there of transformational leadership in the case study schools?
3. What changes, if any, are perceived to have occurred in the case study schools as a consequence of transformational leadership?
4. What is the relationship, if any, between transformational leadership and learner outcomes?
5. What other factors appear to have an influence on learners' performance in the case study schools?

The research examined the three variables noted below (see also figure 2.1 on page 17):

A. Transformational leadership occurrence and attributes, in the research context, if any
B. Contextual influences on leadership style especially, on transformational leadership practices
C. Academic performance- contextual and transformational leadership's influence, if any, on student performance and outcomes

Question four is the overarching research question because the impact of transformational leadership practices on student outcomes is at the heart of the thesis. However, measuring the impact of leadership practices on students' academic performance is problematic, according to Sammons et al. (2014). They also noted that the point of contention amongst researchers is on establishing 'the relationship between school leadership and student outcomes' (Ibid: 566), considering that other factors such as socio-economic contexts, teaching efficacy, and students' I Q conjointly contribute to student performance. May, Huff and Goldring. (2012) also described the relationship as complex for similar reasons. They observed that principal practices 'do not predict changes in student performance in a consistent manner across schools' (2012: 417).

The researcher intends to collate and analyse the schools' academic results to establish and compare student outcomes before and after the appointment of the current principal, to examine if there is any link between principal leadership and academic performance, and whether and how principal leadership practices exert any influence on academic achievement. The researcher used the differences in academic scores, before and after the principal's appointment, to generate an impact index.

Research Paradigms

The research adopted a mixed-methods approach through multiple case-studies, using documentary analysis, structured schedule observation and interviews.

The investigation into transformational leadership is context-based, and leadership styles and practices' ascription are based partly on participants' perceptions. Leithwood and Duke (1998: 31) postulate two defensible approaches, in researching leadership in 'cross cultural' context using peoples' 'perspectives'; a framework dependent approach, and grounded theory. The framework dependent approach tests existing theories while grounded theory allows for new theories from emergent data to be postulated. It also provides the opportunity to examine and compare similarities and differences between emergent concepts and existing theories (Leithwood and Duke 1998), thereby providing an innovative contribution to knowledge. Both framework dependent and grounded theory approaches are reputed to produce 'solid and defensible' outcomes (Leithwood and Duke (1998: 31). The present author adopted both approaches in her study.

The research adopted a framework dependent approach, using existing western leadership theories and models adapted from Bush (2007) and those related to transformational leadership from Bass (1985) and Leithwood et al. (2006). The framework dependent approach was adopted to understand

existing concepts and theories, developed in western contexts, which serve as a basis for comparing emergent leadership in Nigeria, the nature of transformational leadership, and leadership practices in this developing country context.

The research also drew on and adapted grounded theory, developed by Glaser and Strauss (1967), for this study of transformational leadership practices in Rivers State, Nigeria. Grounded theory was adopted and adapted because this study of transformational leadership is based on an under-researched context where there are limited data and theories, which may not be compatible with established western theory.

Positivism

A positivist approach accepts that facts can be collected about the world (Morrison 2012: 16), and can be used to make predictions about the subject under investigation (MacGilchrist et al., 1997). The use of positivism links to existing theories on effective leadership models, and transformational leadership, that may be effective in improving learners' outcomes, on which causal assumptions may be predicted. However, because the cases in question are in a different context, the transformational leadership concepts might be somewhat dissimilar in their orientation, association and effects, from the western countries contexts where they were developed. These dissimilarities suggest more critical assessment and interpretations of new concepts that may emerge from the data generated in this context (Morrison 2012; Scott 2012).

Therefore, positivism was not incorporated into the epistemological approach of this study as the research did not make predictions about the transformational leadership models because they have rarely been applied in the study context; Rivers State, Nigeria.

Interpretivism

Epistemological assumptions embedded in interpretivism were employed in interpreting participants' statements and actions. The leadership practices and processes found in the case study schools were analysed and assessed, in line with interpretivism (Erikson 1986; Morrison 2012; Vrasidas 2001). The interpretivist paradigm has some relevance to this research because the opinions expressed by the participants were interpreted to link them to leadership concepts as understood in current, mainly western, literature. However, the main paradigm relevant to this research is pragmatism.

Pragmatism

As this research used a mixed-methods approach for this multiple case study design, and collated data from multiple sources, to investigate transformational leadership, linked to student outcomes, in an under-researched context, the theoretical framework for making choices regarding the combination of data sources and processes is based on pragmatism. This philosophy is often employed in research because it endorses pluralism in the quest for knowledge, making it possible to utilise whatever combination of data sources work best in the particular research context, and to answer the research questions (Hibbert and Johnson 2012). The logic also applies to the combination of data sources within the same research methods (Scott 2012). A pragmatic approach also provides support for epistemological 'justificatory status' (Hibbert and Johnson 2012: 124), which Dewey 1989: 161) termed 'warranted assertability'. Warranted assertability is a pragmatic concept, which supports the utilisation of information from multiple sources (Scott 2012:125). Collating data from the individual case should be approached systematically to avoid unwarranted replication of concepts and multiplication of case weaknesses (Gustafsson 2017; Stake 2013).

A pragmatic approach is also useful in making choices regarding the epistemological and ontological framework, and the philosophical strategy, to employ in generating and analysing research data, according to Scott (2012: 125).

This research utilised a mixed- methods approach; integrating information gathered from multiple sources to generate comprehensive data on contextual transformational leadership attributes and their impact on academic performance. It combined data from multiple cases; from partly structured interview responses, expressing opinions about principal leadership, with data from structured, time scheduled observations and documentary analysis of performance data to reach conclusions about principals' leadership styles and practices, and access their impact on academic performance. Gathering and analyzing data from multiple sources, to provide 'warranted assertability' (Hibbert and Johnson 2012), required a pragmatic approach. Warranted assertability is a pragmatic concept, which supports the utilisation of information from multiple sources in scientific research and the combination of logics and methods in mixed-methods research (Scott 2012:125).

Research Approach

To investigate whether and how transformational leadership is linked to school performance in Rivers State, the research adopts a mixed-methods approach through case study. Using a mixed-

methods approach allows the researcher to combine both quantitative and qualitative data to investigate and compare school academic performance trends for categorisation and ranking purposes and to explore leadership practices to see whether and how they link to student outcomes. Adopting mixed- methods is an inclusive approach to research study, offering the possibility of integrating quantitative and qualitative approaches (Bryman 2007; Creswell et al. 2003), This integrative method is also helpful for triangulation and internal validity (Bush 2012). The approach also provides the benefit of comparative evidence from different sources. Mixed-methods allow exploration of the different relationships between the concepts in question, as demonstrated by Day et al. (2009). Although it does not necessarily provide triangulation in all cases, it does provide different perspectives on the same phenomenon (Denzin, 2010). Although the process of combining the qualitative and quantitative data can be challenging, it does provide analytical power (Bryman 2007; Onwuegbuzie and Leech 2006; Sandelowski 2000). Using mixed-methods enabled a fuller exploration of leadership styles than a single approach, and served to identify links between leadership practices and learners' achievements, in a more rounded way than either a quantitative or qualitative approach. A mixed-methods approach also provides the potential to extract more meaning from the data generated (Onwuegbuzie and Teddlie 2003).

This study draws on Day et al.'s (2009), and Kearney et al.'s (2013), approaches because of the similarities between their research subjects and concepts, and those of this study, as noted earlier. Kearney et al.'s (2013) research utilised mixed-methods to explore the impact of principals' effectiveness on students' outcomes and used semi-structured interviews to provide qualitative data.

The author adopted an exploratory case study approach because this phenomenon has rarely been studied in Rivers' State, Nigeria. A case study is an in-depth enquiry into a specific situation or phenomenon (Bassey 2012). A case study approach was adopted because it is effective in the study of events in real contexts, and context is a powerful tool in establishing cause and effect (Bassey 2012; Firestone 1993; Merriam 1995; Yin 2011). It is effective in studies that are time bound and have to be completed within a stipulated period. Case study is also useful for situations where researchers have little control over events (Cohen, Manion and Morrison 2011; Yin 1999; 2009; 2011). Case study is an appropriate approach for this research because the study seeks to examine whether there are links between leadership styles and practices, and students' academic performance. Case study is also helpful for this investigation because the approach is not restricted to any particular type of evidence. Both quantitative and qualitative findings, as well as various other sources of data, such as verbal reports, fieldwork, documentary records, interviews, and observation, can be used as evidence in a case study (Johnson 1994; Yin 1981: 58), as utilised in

this explorative study. Unlike surveys, which mainly provide closed responses, case study offers the potential to generate in-depth data related to the phenomenon (Bassey 2012; Yin 2011). The researcher examined five cases, a multiple case study approach.

A multiple case study design is different from a single case study because it involves coordinating several cases, five in the current research. Using a multiple case study approach is appropriate for this exploratory inquiry because it provides the opportunity to broaden the research beyond what might be an atypical single case. Multiple case-study designs are often built on including similar cases (Stake 1995; 2013), although an atypical case can also be used in a collective case study approach (Stake 1995) to contrast with the representative cases (Gustafsson 2017; Stake 1995; 2013).

The study includes four similar cases, comprising principals who are reputed to be transformational leaders, and an atypical case reputed to be less transformational (see table 3.2 for case categorisation). The five case study schools also have a number of similarities; they are all state government run schools, and their communities have a similar socio-economic status, although their locations include urban, suburban, rural and riverine contexts.

A multiple case study design is helpful to gain insight and depth about a phenomenon that is under researched, as in this study of transformational leadership in Rivers State, Nigeria. The collation and cross-case analysis of date from the five case studies provides a holistic and rounded view. It also offers replicability of the case study approach and provides the potential for analytical generalisation, although Seale (1999) postulated that generalisation should not be the focus of qualitative research.

Other researchers have noted that it is difficult to make generalisation claims, or to extend claims from a single case to another (Firestone 2010; Lewis and Ritchie 2003; Myers 2000; Seale 1999). Stake (1995: 7-8) argued more for 'particularization', rather than generalisation, when cases are used in research. However, Firestone (2010) noted that analytical generalisation is appropriate and helpful in this type of investigation while Yin (1994) postulated that case studies could lead to analytical generalisations, as opposed to statistical generalisation. Cronbach (1975) warned that reflexivity statements should be taken into consideration in making generalisation claims in qualitative inquiry. However, Bassey (1998) cautioned against making any form of generalisation from a single case, citing non-generalisability as a disadvantage of single case studies. In contrast, a

multiple case study design does provide grounds for analytical generalisation. As this inquiry involves five cases, analytical generalisability is possible.

Research Methods

As noted above, the research adopts a mixed-method approach to a multiple case-study design, to gather in-depth data for this case study research, and to provide methodological triangulation, similar to Day et al.'s (2009; 2007) and Kearney et al.'s (2013) approaches. Kearney et al.'s (2013) research is an analytical study that utilised mixed-methods to explore the impact of principals' effectiveness on students' outcomes. The study aimed to establish the relationship between principal mindfulness and student success and how the principals of highly mindful schools obtained their success. The researchers used a survey questionnaire for all 149 public schools in one US district to gather data on teachers' ratings of principals' mindfulness and utilised the results of this quantitative analysis, which yielded 15 top performing schools to select cases for semi-structured interviews to provide qualitative data. This study also used partly structured interviews with a pre-set number of teachers in the selected case study schools to provide qualitative data. Although this research is investigating a similar concept, the impact of leadership style and practices, particularly those of transformational leaders, on learners' performance, it is set in a different context, and cases were not selected through questionnaire responses, but via purposive sampling, which is also effective in identifying target subjects, to select cases.

Day et al.'s (2009) study was an extensive three-year project about effective leadership and pupil outcomes, one of the largest school leadership projects conducted in England. It involved a large sample of school heads and key staff. The researchers adopted a mixed-methods approach, using documentary analysis, questionnaire survey, interviews and prolonged observation (three visits per year for two years), to investigate the variations in pupils' outcomes that are linked to leadership qualities, strategies and skills.

Although the present research adopted a similar approach, using a multiple case study design, through interviews and observation and documentary analysis, it did not include a questionnaire survey because of the extensive interviews already involved. Also, it was not possible to adopt prolonged observation, due to time constraints. Unlike Day et al.'s (2009) research, the present study involved a small number of schools because it was carried out by a solo researcher.

The methods utilised were structured observation, interviews with multiple participants in all five schools, and documentary analysis of examination results to establish learners' performance levels.

Observation (shadowing) of principals

Observation is a research method associated with behavioural studies. Researchers may approach observation in various ways, including naturalistic, participative and structured approaches, depending on the phenomena under investigation. The researcher adopted a structured observation approach, carried out using a structured framework, to identify the characteristics being investigated, and the use of time-schedules to capture the events and behaviour under investigation (Bryman 2008; McLeod 2015). The behaviour or events were captured using time intervals. The research adopted structured observation with codified behaviour and a time schedule because it is easy to test for reliability, and to replicate, and several observations can be recorded in the scheduled time (McLeod 2015). It is also easier to analyse compared to naturalistic observation.

Each principal was shadowed in their natural working context for two days, using a non-participatory approach, to generate ethnographic accounts of their leadership styles. This process of observation is useful in gathering first-hand information about practices, and for triangulating the self–reported data from their interviews (Bush 2012). The observation process includes close monitoring of their routine conversations (Gillham 2000: 45; Hobson 2006). Observation is useful in reducing possible distortions and any misunderstanding of what is reported during interviews. Observation preceded interviews to enable the researcher to ask questions concerning unclear observed actions, and to reduce any misunderstandings about what was observed.

Interviews

Interview is one of the major ways of data generation in qualitative research (Cohen, Manion and Morrison 2000; Kvale 2007). There are different approaches to interviewing depending on the epistemological and theoretical framework approach the study adopts, the pragmatic implications of the approach, the ethical considerations and other pertinent issues (Kvale 2007). In this study, the researcher used a partly structured interview, with pre-set questions, to generate in-depth information and create opportunities for the interviewer to probe deeper for clarification (Coleman 2012). Using partly structured interviews facilitates comparisons within and between case studies. These interviews form part of the triangulation process, to gain insight into the events and practices observed during shadowing and self-reports from the principals.

As this is an explorative study of transformational leadership in an under-researched context, including interviews to gather data is appropriate. This method is often used to gain in-depth

insights within qualitative research (Hoyle, Harris and Judd 2002; Gray 2004).

The study adopts a partly structured interview approach because it utilises pre-set questions to evaluate key issues and themes, and provides the opportunity to ask follow-up questions on an individual basis (David and Sutton 2004). The use of follow-up questions in semi-structured interviews is helpful because it gathers in-depth information and is not confined to the initial ideas expressed in response to the questions, and can lead to more data through probing (Gray 2004).

The conversational approach, which allows explanation of questions through probes, in partly structured interviews, also ensures greater clarity than can be achieved in structured interviews presented in a standardised manner to all participants (Bryman 2001 Gray 2004). Partly structured interviews ensure the researcher has control over the inquiry while leaving room for participants to develop their ideas in greater depth.

This interview approach also offers a measure of flexibility with the sequencing of questions, which is left to the interviewer's discretion. This flexibility gives the opportunity to rephrase questions to ensure clarity, to probe and to explore the themes or issues under investigation for more detail and richer data (Kajornboon 2005; Patton 2002). This is especially useful in an explorative study where less is known about the topic in the research context, as in the present study of transformational leadership in Nigeria.

Documentary data

Documentary data are commonly used to assess school performance (McCaffrey, Sass and Lockwood 2009). Documents can provide insights into the operations and values that guide organisational practices and performance. This research evaluated documentary records to assess the schools' academic performance trends.

Performance data on students' standardised scores in WASSC and SSC examinations were collected from archives, over a five-year period, using a documentary approach. The WAEC results used were the primary data provided by the examination body, which have not been subjected to any analysis or interpretation for the credibility of the criteria used to rank the schools. Using a primary documentary source reduces subjectivity and bias, if the document is thoroughly examined (Bowen 2009; O'Leary 2014), because it is non-secondary data, which has not been interpreted or processed (Fitzgerald 2012). It also provides credibility because existing documented data is a 'non

reactive' source (Bowen 2009: 31). The performance data on learners were obtained using content analysis of the examination results and official reports and ranking of school performance. According to O'Leary (2014), documentary records can be graded, using scores and rubrics. Therefore, this study utilised the results of the analysed WAEC records to rank the schools and place them in performance categories.

Sampling

Selecting a case is dependent on the nature of the inquiry and the factors being investigated (Gerring 2004; Stake 1995). Stake (1995: 3-5) outlined three forms of case selection; intrinsic, instrumental and collective. He described an intrinsic form of case study as evaluative or studying of agency, 'a need to learn about that particular case' (Ibid: 3), and not necessarily to have an interest in other general issues. A collective case approach uses representation, choosing several typical cases, to further strengthen intrinsic enquiry (Ibid: 5). As noted earlier, one of the criteria for selecting cases in this inquiry was purposive reputational sampling, based on the reputation for possessing transformational leadership traits, which is expected to form a common representative trait through all the cases.

Cases one (B), two (P), three (Y) and five (G) were typical cases, because they were all reputed to be transformational leaders, while case four (R), which was nominated by a local administrator who was not very confident about categorising the principal as transformational, turned out to be atypical. However, the researcher decided that it was worth exploring as a contrast to the four (B, P, Y and G) principals reputed to be transformational. This choice is underpinned by Stake's (1995) claim that an atypical case may provide other forms of insight into a study when used in a collective case study, as noted earlier.

As this research explores the influence of school leadership on learners' performance, stratified sampling was also employed, to ensure that the cases selected included schools that are in the intended performance and socio-economic categories. The two categories comprise: poor performing and high performing schools, and rural and urban schools respectively.

The state government run schools in River State were assigned to one of the six categories including two emergent ones, using school performance data (see table 3.2). A suburban location with its performance category was included (see tables 3. 1 and 3.2). As the cases comprise five secondary schools only, purposive sampling, based on the leaders' reputational recommendation,

followed by a pre-assessment, was used in selecting schools for each category. This was to ensure that the schools chosen have a probability of having a transformational principal. To establish the reputation of nominee principals as transformational leaders, the researcher approached the local government, educationists and community members (i.e. my hosts and other contacts) to ask about the principals in their locality and requested nominations of principals perceived to possess transformational leadership attributes. The six attributes used to measure transformational leadership in this inquiry were explained to the chosen nominators.

The cases comprise five senior secondary schools, two from urban, two riverine and one from suburban local government areas (LGA) of Rivers State, to enable comparison between urban and rural contexts. The riverine locations are all rural. Tables 3.1 show the categories, and locations, while table 3.2 shows the assignment of the schools to location and academic performance categories based on reputation.

Categories	High performing	Poor performing
Rural/riverine	High performing rural school (HPRS)	Poor performing rural school (PPRS)
Urban	High performing urban school (HPUS)	Poor performing urban school (PPUS)
Suburban	High performing urban school (HPUS)	Poor performing urban school (PPUS)

Table 3.1: *Case categorisation criteria*

Categories	High performing	Poor performing
Rural/riverine	Case 1 (B)	
Rural/riverine	Case 3 (Y)	
Urban	Case 5 (R)	Case 4 (G)
Suburban		Case 2 (P)

Table 3.2: *Cases based on location and reputational academic performance*

The schools, which were reported by the nominators to have leaders with transformational qualities, were selected based on their perceived reputation for possessing the six transformational leadership attributes, to increase the chances of finding those traits.

Purposive selection, a non-random approach, is an efficient and robust method of selecting cases based on pre-set criteria that are relevant in addressing the research questions (Tongco 2007), as noted earlier. Purposive sampling was underpinned by theories relating to western contextual leadership because the study employed both framework-dependent and adapted grounded theory as starting points (Leithwood and Duke 1998). I also adopted; consultation, a similar approach used in selecting cases, for the provisional academic performance ranking of the schools. I engaged the community and local government to determine schools' performance reputation. The researcher requested nominators' opinions about school performance status. School performance was later evaluated to determine the final performance categories (Welman and Kruger 1999; Erickson 1986).

Population sampling

Participants for the interviews were chosen based on stratified and quota sampling, linked to the roles they played within the organisation, including subject focus and positions held within the school. Figure 3.1 gives details of the people sampled for this study.

English and mathematics teachers were chosen because these subjects form part of literacy and numeracy evaluation respectively, in all countries (CIA Factbook, PISA) and they are common compulsory subjects taken by all students, School counsellors or chaplains were also interviewed, where available, because they may have more insight into students' issues and school practices. SLT members were also chosen to include colleagues who work more closely with the principal. Other teachers not in the SLT and subject categories were approached in the designated staff rooms, using stratified convenience sampling approaches, to request their participation. This is to ensure representation of the various subject groups in the sample. The researcher visited the different subject staff room divisions, using stratified convenience sampling (Muijs 2012), and approached prospective participants. Table 3.3 shows the distribution of participants by school and position while table 3.4 shows the profiles of the participating principals. A total of 60 staff were interviewed, twelve from each of the participating schools, comprising 22 SLT members, fourteen middle leaders, nineteen subject teachers, plus the five principals.

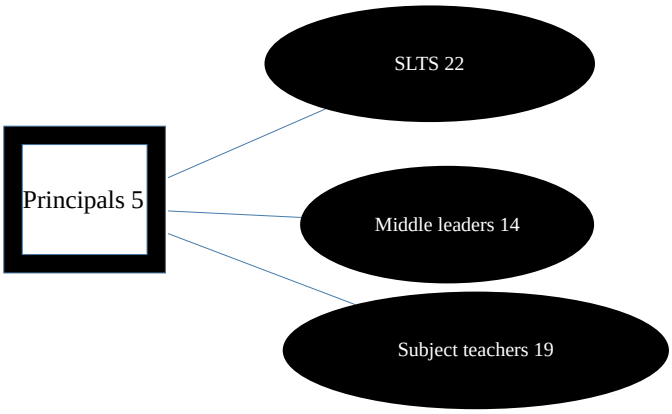


Figure 3.1: *Characteristics of the participants*

Cases	Representation	Categories	Principals	SLT's	Middle leaders	Subject teachers
Case 1	School Blue- B:	Rural/riverine	1	3	3	5
Case 2	School Pink - P	Suburban	1	5	2	4
Case 3	School Yellow- Y	Rural/riverine	1	4	3	4
Case 4	School Green- G	Urban	1	5	3	3
Case 5	School Red- R	Urban	1	5	3	3

Table 3.3: *Participants' designation and distribution*

Cases	Gender	Teaching experience (years)	with current school (years)	Years as principal in current post
Case 1B	Male	25	12	2
Case 2P	Female	35	8	2
Case 3Y	Male	31	10	10
Case 4R	Male	35	9	9
Case 5G	Male	30	19	2

Table 3.4: *Principals' profiles*

Research Instruments

Structured observation construct

A time-schedule observation framework was adopted. The duration of each of the principals' actions and routine activities, which were coded into categories, were recorded on a time line. Table 3.5 provides a partial example of the schedule and appendix 3 shows the full observation framework.

Day 1	Activities	Duration
07:30-07:45		
07:45-08:00		
08:00- 08:15		

Table 3.5: *Sample observation time schedule*

The observation of principals at work provides triangulation for self -reported principal data. The shadowing, and the findings from interviews with teachers and members of the SLT, were particularly helpful in controlling for accuracy and reducing the bias of 'self report', including the likelihood of principals over-rating their own achievements and under-reporting failures (Cohen et al. 2011).

Interview constructs

Two semi-structured interview guides (one for principals and one for other participants) (Patton 1990) were constructed. The questions were designed to prompt the interviewee to provide information about the school's leadership practices, and their impact on learners' outcomes, and to elucidate responses that were helpful in answering the research questions. For example, Q1 'How would you describe the principal's style of leadership?' was used to ascertain the principals' leadership style (see appendix 5). Probes were used to provide additional information. The interviewer suggested models such as 'distributed, managerial, transformational, authoritarian, instructional, participative' and offered explanations to clarify their corresponding attributes. I also asked other questions to evaluate the presence or lack of each of the six transformational attributes in the principals. For example, one of the five questions (7, 8, 9, 14 and 15) used to evaluate principal inspirational attribute is Q7 'Does the principal motivate you to put in extra effort to achieve the school's vision and objectives? If yes, how?'. Interview questions also included items to establish participants' perceptions about the school's performance trend, to compare with performance data. See appendix 5 for the interview guides.

Pilot study

To establish the accuracy and validity of the instruments, a pilot case study was carried out using all the data collection methods. The pilot case study was carried out in a school situated in an urban context, for convenience. A pilot study is useful in ensuring understanding, testing assumptions, relevance and interpretation of questions, and to check and set the length of interviews and the number and phrasing of questions (Bush 2012).

The data generated from the pilot were excluded from the final analysis because only four participants were included in the study, not twelve as in the other cases, and the principal observed was less than two months in office. However, the pilot study provided opportunities to review the interview questions.

The partly structured interview questions were tested for their internal validity using the pilot study, and adjustments were made before the main study field work was undertaken. For example, items were added to address intellectual stimulation and support, and principals' links to students' academic performance. See appendix 5 for the pilot and final version of the instrument.

The structured observation protocol was updated, as a result of the pilot study, to an open-time schedule instead of the fixed fifteen minute schedule pattern. This was to accommodate the short timed tasks, interruptions and other irregular activities observed with the pilot principal (see table 3.6 for an example and appendix 04).

Day 1	Activities	Duration
07:30-08:01	Assembly	31
08:01:08:55	Office to do register check	54
08:55:09:28	Supervision round classrooms	33

Table 3.6: *Revised structured observation- open time schedule*

Access and Ethical Issues

The researcher obtained ethical clearance from the University of Nottingham before commencing field work.

Ethical concerns were addressed through the design, execution and reporting phases of the study (Kvale 2007: 24). Ethical issues regarding participants' rights, informed consent, avoiding harm, confidentiality, maintaining anonymity, and avoiding interview-induced distress, were addressed. Participants were provided with information on what was expected of them, the duration of the study and their rights to withdraw from the study if necessary.

Participants were advised of their rights, research expectations, and ethical requirements, before each interview, using the University's participant information and consent forms (see appendices 1 and 2). Participants' consent was completed following the University's ethical protocols.

Informed consent

The researcher provided pre-research information to prospective schools and participants to ensure informed consent. Providing pre-research information allowed prospective participants the opportunity to evaluate the likely risks involved in participating in the project and helped them to make informed decisions about their involvement. Obtaining informed consent is important to avoid infringing participants' rights (Kvale 2007). To address these issues, in line with the University of Nottingham's research ethics protocols, the researcher introduced herself, and the University, explained participants' rights to anonymity and to decline participation, or to withdraw at any point during the research process. The researcher also assured the prospective participants that their identities would be protected and that responses would be coded to inhibit traceability.

The researcher informed participating principals that their school's documentary data would be treated with strict confidence, not be revealed to other parties, and used solely for the research and associated publication.

The researcher also explained the aims and nature of the research to these participants and what was expected of them, including the interview process and its estimated duration of between 30 and 60 minutes. The participants received the contact details of the supervisor, and the ethics department of the University of Nottingham, to contact should they have a problem with the research or the researcher's conduct. No such concerns were expressed. Participants who showed interest in the research were provided with an overall report, rather than individual school reports, to preserve confidentiality.

Power relations

As my research involves engaging schools in rural Africa, I addressed the issue of the power hierarchy that could be present and could influence interaction during and after research fieldwork (Wolf 1996) by addressing my position as a researcher, outlining the potential benefits my research can eventually deliver and informing the participants that they are assisting me in my quest to extend knowledge about school leadership.

Avoiding harm

Ethical respect for interview participants is important (Kvale 2007: 8). The interviewer should create an atmosphere that is conducive for the interviewee to talk safely, avoiding the risk of harm, both physical and psychological (Scott, 2008). The researcher reached an understanding with the

interviewee and used cues to discontinue the interview should the participant show any signs of distress. However, participants were happy to participate and did not report or show any signs of distress.

Confidentiality and anonymity

To maintain anonymity and confidentiality, identification data were precluded because the teachers were asked their opinions about the principal and other SLT members. Confidentiality was observed in handling all data (Bryman and Burgess 2002). During analysis and reporting of findings, the anonymity of all participants was ensured by coding, and by giving pseudonyms to participants and school locations, to make their data non- traceable for readers. The researcher utilised colour and numbering to distinguish participating schools, to protect their identities, and hierarchical descriptions to identify participants, to preserve their anonymity (Denzin and Lincoln 2005).

Access

Gaining access to schools proved to be a complicated and lengthy process because there was no clear policy for approving research in the state. The state schools' board was approached but, because there was no formal system for approval in the state, the researcher was asked to approach each school for them to decide whether to participate or not. The schools contacted agreed to participate.

Data Collection

Data collection schedule

The researcher planned to spend three weeks on each case study school: two weeks of data collection and one week to process the data before moving on to the next school. I planned to spend five days on interviews, two days shadowing a principal and three days on the documentary analysis.

Challenges with data collection

There were difficulties in arranging suitable time schedules for participating schools. The planned two weeks on site was compromised as I sometimes had to go to another school during the planned

data collection period. One school eventually refused to participate because another school had taken the schedule they wanted.
Accessing riverine areas, especial some of the offshore islands, was quite risky. The researcher had to obtain a space on a secured armoured boat because of the questionable safety practices of the local boat operators, and because of the danger from pirates who operate on those routes. The topography and safety issues made data collection challenging.

The political climate in Rivers State is quite volatile, particularly during pre-election periods (Imhonopi and Urim 2013b), and this was ongoing during my fieldwork period. There were reports of political protest and politically motivated crimes and assassinations. There was heightened tension, and potential for violent outbursts, as the election drew closer. At one point, I was advised by my hosts to leave town as the spate of violence increased.

A rather different problem was categorising the schools into performance groups, as there was no set standard, or professional body involved in ranking schools' performance. I also spent longer than I had anticipated on documentary analysis because I had to work with the WAEC raw data. Although analysing the performance documents was time consuming, it provided data to triangulate against school-level perceived performance and participants' views.

Appointments and schedules

Teachers' availability and convenience determined the interview schedules, and meant modifying the pre-planned field work schedule. I had allocated two weeks for each case study school, within which shadowing, documentary analysis and interviews was planned to occur. However, this was not possible in practice and flexibility was required, as noted earlier.

It was often challenging to arrange a quiet spot for interviews. Some interviews took place in an unconducive atmosphere with noise and interruptions. I also took opportunities to conduct spontaneous interviews when pre-arrangements were not possible.

Data Analysis

Qualitative data analysis is the process of evaluating non-numerical measurable data through application of logic to explain or interpret the qualities under investigation and present the data in an organised and concise form (Miles and Huberman 1994; Miller et al. 2012). This involves the

processing of data that are collected in interviews, texts, field notes and other non-numerical data to evaluate or confirm theoretical and epistemological assumptions (Miller et al. 2012).

Transforming data

Some of the issues with analysing qualitative data include dealing with texts from interview responses, notes and themes from observations, and handling the volume of data (Bryman and Burgess 1993; 2002; Yin 1981). To resolve these issues, data can be transformed using various methods appropriate for the study as there is no standard approved method of analysing qualitative data (Bryman and Burgess 1993; Creswell et al. 2006).

The data generated in this study consist of excerpt notes and recorded responses from observation notes, interview transcripts, and quantitative data from the WAEC results. It was necessary to reduce and transform the qualitative data to present a measurable concept in a logical and standard format and, subsequently, to enable comparisons.

The data were codified, following an evaluation that identified patterns (Creswell et al. 2006). The items with similar patterns were grouped under appropriate themes and assigned to already existing transformational leadership attributes' categories. Thereafter, further descriptive statistical analysis was carried out on these data to produce a composite of the principals' leadership styles and the extent to which they manifest those characteristics, if it all, as explained in the sub-sections below. An average of the contributing responses formed the level of evaluated attributes ascribed to each leader. Tables 4.6, 5.6, 6.6, 7.6 and 8.6 show the clusters used to examine the transformational leadership characteristics in each case study.

Observational data

The principals' activities were recorded on time-schedules. The observed activities were interpreted with regards to the attributes they are likely to represent, consistent with the interpretivist paradigm. The clusters were then grouped into codified themes to figure out those that belong to the six instruments used to measure transformational leadership, and the themes, which did not fit in were placed in new categories. The total time spent on activities in each category was calculated to determine how much time principals devote to each item. The results were represented in percentages to provide a standardised format for ease of comparison with other cases. The results were used to attribute time spent on observable transformational leadership characteristics.

Data from interviews

Qualitative data from interviews were analysed, and some aspects of these interview responses were transformed into quantitative data (Creswell et al. 2006). For example, the responses indicating the occurrence or absence of the attributes being measured were codified into the six attributes and transformed to quantify them (see table 3.6 and figure 2.2.).

First, I collated the questions into clusters, to address each attribute as mentioned above, to reduce the data. For example, questions 11, 13, 16, 17, and 19 formed a cluster whose theme addressed similar attributes. This cluster was used to evaluate principals' intellectual attributes. The other codes formed during the data reduction process were used to evaluate the other dimensions of transformational leadership. A few of the questions overlap to address more than one factor; for example, question 20 addresses both individualised consideration and transformational leadership support.

Data analysis also involved searching for word patterns in the interview responses and indexing the words and ideas into codes, because qualitative data analysis requires looking for patterns in the data (Merriam 1998; Miles Hubermann and Saldana 1984). The phrases addressing similar ideas were placed under the same codes, to form categories, as described above. For example, words such as motivating and encouraging were codified as inspirational because they express similar thoughts on transformational leadership's inspirational attributes. This sub-category was then used as one of the predictors of inspirational leadership. The author created six categories representing transformational leadership attributes. Categories from themes, which do not fit into the existing six transformational leadership attributes, were catalogued as emergent leadership styles. Table 3.7 shows some of the codified phrases that are assigned to the various transformational leadership categories.

Codes from words/phrases	Categories
	Visionary
Has vision/sets goals	
Shares goals and vision	
	Inspiration
Encourages	
Motivates	
Rewards	
Interacts	
	Individualised consideration
Listens	
Involves in decision making	
Mentors	
	Intellectual stimulation
Challenges to learn more	
plans educational programmes etc	
	Support
Supports	
Helps	
	Idealised influence
Listens	
Respects my opinion	

Table 3.7: *Coding and categorising interview responses*

Staff interviews

The responses to the questions, which were already grouped into the six transformational leadership categories, school performance and other leadership practices, were assigned to the appropriate categories as applicable. Teachers' perceptions of principals' transformational leadership attributes, which were grouped into the clusters described above, were quantified. The number of people who answered affirmatively to a specified attribute was calculated based on the number of participants. For example, where eight people of the eleven interviewed answered affirmative to a question categorised under the inspiration of teachers, the result was presented as 72.72% of the interviewees perceiving that the principal inspires teachers. An average of the all six categories evaluated was then calculated to determine the overall level of transformational leadership for each principal.

Principals' interviews

Principals' interviews were also recorded, and the audio files were evaluated in the same way as those of the teachers, to determine if the principals perceived themselves to be transformational and, if so, to what extent. Their self-reported views were also compared with observational data to see if principals spent time on the activities that can be related to transformational leadership dimensions. The principals' claims were also compared with the teachers' perceptions.

Documentary data analysis

The researcher chose five subjects, including English and mathematics, from the examination results' records to calculate the percentage of students who had credits in at least five subjects each year. The pass grades were also taken into consideration and calculated separately. For example, if 70% of the students who sat the examination had c and above in those five, I also calculated the percentages of those who scored A grades, as a measure of the attainment performance and to compare the pass grades with those from the other schools.

Mathematics and English pass rates were calculated separately also to gain insight into the school's numeracy and literacy performance. Because they are compulsory subjects, they also provide a standard performance measure across the case study schools. The results were expressed in percentages to establish a standardised record for easier comparison during cross-case analysis. I evaluated results from each school for five years, to show performance trends over that period, and to ascertain if there was any difference in academic attainment before and after the current principals took office. The differences in student outcomes, linked to principals' tenure provided the impact index measurement, although it is acknowledged that other factors may also have influenced the scores.

Documentary analysis and performance categorisation ranking

The attributed average impact of the current principals was derived from the average of the WAEC results during the principals' tenure (see table 9.9 for the actual values). Differentiated impact was derived by subtracting the school's average performance scores in the absence of the current principal from the average performance scores when the current principal was in position.

Each school's average test scores in the absence of the current principals were compared to average test scores during the principal's tenure. However, for ranking purposes, the differentiated impact was derived by subtracting the school's lowest performance in the absence of the current principal from the highest performance when the current principal was in position, as discussed in chapter nine.

Validity and Reliability

As unreliable data are a potential threat to analytical inferences, validity and reliability checks on construct, external, internal, concurrent and ecological validities were done as well as controls to avoid researcher bias and to assure the quality of the findings (Bell, 1999:104; Cohen et al., 2011:

Yildrim 2010). According to Bush (2012: 75), the quality of research can be judged from the research methods employed, and from the researcher's approaches to validity, reliability and triangulation.

Internal validity

Internal validity and replicability checks were undertaken using triangulation, participants' perception verification, and peer examination (Bush 2012; Denzin 1970; Lewis and Ritchie, 2003: Merriam 1995; 1995), using multiple representative cases as checks. Using multiple cases provides plausibility of finding replication (Gustafsson 2017; Miles Hubermann and Saldana 2014). Gathering information using multiple sources, and the examination of replicated cases, enable triangulation for authentication of the data generated (Bush 2012; Merriam 1995), to provide both internal validity and reliability. Such multi-case studies provide the benefits of in-depth information generation and comparison of evidence from multiple sources and other cases (Gustafsson 2017), and Collating and cross analysing the multi-cases offer replicability are noted earlier. However, in some cases, scientific validation may be challenging to prove (Baškarada, 2014; Gustafsson 2017) and generalisation limited Yin (2003). The pilot data and teachers' interviews serve as sources of triangulation (Bush 2012).

Validity issues in observation: reflexivity and Hawthorne effects

An overt observation approach is vulnerable to Hawthorne effects, and reduced validity, due to participants acting differently because of the researcher's presence. To reduce the initial tension and 'acting' precipitated by the researcher's presence (the consciousness of being observed: the Hawthorne effect), a pre-observation dialogue was scheduled with each participant to reduce tension and put them at ease. The interviews were also employed to address the Hawthorne effect. For example, the participants were asked during interview if what happened during the observation was typical of their daily routine (Bryman 2005).

Participants acting up, or behaving unnaturally, as a result of the researcher's presence has implications for what is observable, which may not be a true representation of what they do. These Hawthorne effects could influence the data negatively as it may not portray an accurate picture of their 'normal behaviour'. The principal of school Blue appeared very comfortable with having an observer around. The school Pink principal seemed genuinely surprised that the school was recommended for the research project. However, she was busy

with other tasks and appeared oblivious to being observed. The principals of the other three schools, Yellow, Green and Blue, appeared to be uncomfortable with the notion of being under 'surveillance', but principal Y seemed to adjust quickly as he soon settled down to his busy schedule.

Construct validity and interviews

Constructs utilised were tested using the pilot study to ensure their appropriateness in addressing the research questions and the concepts they are assessing, and to examine how participants understood and interpreted those questions. Participants had the opportunity to agree or amend the researcher's interview records.

Testing of constructs also ensures both reliability and validity since a construct might be reliable but not valid if the construct is not measuring what it is purported to measure (Bell 1999:104).

Validity issues in documentary analysis

Validity issues such as incomplete documents, and secondary data source bias, associated with documentary analysis, were also addressed. Documents used may be incomplete in some cases and, if secondary data are used, they may have been analysed and subject to interpretations and the author's bias, or construed with data manipulation intentions (Bowen 2009; O'Leary 2014). However, the study evaluated data from a primary source, WAEC records, to ascertain data quality. This also reduced the risk of mis-interpretation and bias, associated with secondary data.

Overview

The author employed an exploratory case study approach for this project in an under-researched context. The research included multiple case-studies to enrich data and to create opportunities for cross-case comparisons and analytical generalisation. Adopting a case-study approach provided in-depth insights into leadership styles and transformational leadership practices across the five schools. Having a multiple case-study design provided replication and increased the confidence in the conclusions drawn about leadership styles and practices (Miles, Hubberman and Saldana 2014).

Adopting multiple research methods, through observation, interviews and documentary analysis, was helpful in this exploratory study because it provided opportunities for methodological triangulation. Transformational leadership attributes were assessed using field notes from time-scheduled codified behavioural observations obtained from shadowing the principal, and from the participating teachers' interview responses and the self reports from the principals' interviews. The

multiple methods approach provided rich data to explore transformational leadership in the case study contexts.

The five cases are in Rivers state, which has a rather challenging topography in its riparian communities, which are largely remote creeks and small islands situated on the Ocean. Three cases are selected from an urban location on the mainland and the other two from the suburban riverine area. The data generated from cases were processed and analysed individually to provide within case analysis, insight and in-depth information regarding each principal's leadership styles and practices. The next five chapters present the findings from each of the case study schools.

CHAPTER FOUR: FINDINGS- CASE STUDY 1 SCHOOL BLUE

Case Study Context

Given that a large proportion of Rivers State communities are largely riverine, situated in remote creeks and small islands lying on the ocean, case one, listed as school Blue (B) is situated in one of the small developing remote islands considered to be difficult terrain. Access to this island is challenging, as with the other islands in the state, and it is mainly reachable by boat from any of the surrounding mainland cities. However, the multinational energy organisations operating in the areas have flights operating between the mainland and the islands. It takes an average of 2 hours travelling by boat from Port Harcourt, the capital city of Rivers State, to the island. The main mode of transportation to and within the islands is by navigating the water; mostly using speedboats, ferry and local canoe. The journey connecting to the island could be treacherous due to the strong tidal waves which become more dangerous at specific times of the day and more so during certain seasons. It has become even riskier because of the possibility of running into pirates, who operate on the sea and in the Niger Delta area, as well as getting caught up in the unpredictable violent protests from the Niger Delta militants. Considering the questionable safety practices of the local boats operators, and more specifically the danger from pirates who operate on those routes, the researcher had to solicit for help to get a space on a secured armoured boat in getting to the islands. The topography and safety issues described above make the location an extremely challenging terrain.

The general shortage of staff in Rivers state was particularly severe in school B because of the challenging location. The school had been without adequate teaching staff for over ten years, because teachers refuse postings to these islands. Until 2013, there were only four staff for about 800 students because many teachers reject postings to remote and challenging terrains, and this island in particular, due to the Niger Delta militant activities. The four staff who ran the school for many years, before the mass employment of teachers that took place in the state two years ago, included the previous principal and the current principal who was then the vice principal administration (vpad). There are currently 38 staff in the school, four of whom are non academic staff.

<u>The principal</u>

The current principal of school B has been teaching for the past 25 years even though he was not originally trained as a teacher. He is the oldest staff member and has been in the school for twelve years. He was in school B as a teacher before he was appointed as vice principal and later as the

principal, two years ago. Principal B confirmed that, until two years ago, there were only four full time staff in the school with about 800 students. He described the period as extremely challenging for both the staff and students. The strategy the school leadership employed in ensuring good performance was to engage private part time teachers who were paid from the meagre levy they received from the students.

Transformational leadership

This research is focused on leadership and student outcomes and is exploring evidence of transformational leadership in selected school cases in Rivers State. Purposive sampling, based on reputational sample recommendation, followed by a pre-assessment, was used in selecting this school as a case study. The aim is to examine whether the principal possesses the characteristics attributed to transformational leaders, notably by Bass (1985), Burns (1978) and Leithwood (1994). The transformational leadership evidence will be examined through its associated attributes listed below.

1. Visionary and communication of goals
2. Inspirational
3. Intellectual stimulation
4. Support
5. Individualised consideration and affirmation/respect
6. Idealised influence

The perceived leadership style exhibited by the principal of school B will be explored to see if there is any evidence of perceived transformational leadership (TL) attributes. The results indicating the presence or absence of transformational leadership, and any other perceived leadership approaches exhibited by the principal, will be presented in the following sections.

Data Analysis: Performance Trends, Interviews and Observation

Eleven of the 34 academic staff were selected to participate in this inquiry, along with the principal B (see table 4.2). Five of the participants were selected using stratified sampling and the other six were selected using stratified convenience sampling, according to subject taught and level of motivation to participate. All twelve participants were interviewed, the principal was shadowed and the students' WAEC results were analysed. The teachers' perceptions of the principal's leadership

style, the principal's self reported practices, and the researcher's observations, were employed to gain insight into the principal's perceived leadership style and practices.

The participants were asked to describe principal B's style of leadership and they were asked specific questions regarding evidence of the attributes of transformational leadership. The interview responses will be discussed in the following sections (see also table 4.6). The responses to the questions, which are linked to certain attributes of transformational leadership, are discussed below, to establish the presence or absence of such attributes and to ascertain the extent of those attributes. The findings on these inquiries will be presented in subsequent sections of this chapter.

School B performance trends

School B's performance level was determined by evaluating its WAEC results, and checking 2010-2014 collated reports, to see the students' performance trend over five years (see figures 4.1 and 4.2, and table 4.1). The trend observed in the records will be used to place the school in an appropriate performance category as a high performing or poor performing school. It will also be used to explore the principal's influence on student outcomes, if any. The results will be presented in subsequent sections in this chapter.

Documentary analysis of school B performance related data over five years were evaluated (see figure 4.2). Even though the present principal has only occupied that position for two years, he had served as the vice principal (administration) and a teacher for more than eight years.
Five subject passes at A- C level were used as the benchmark for performance because that is the standard used to assess students' success at these examinations (Okpala 2013; The Advocate 2013; WAEC; Depart of Education Press Release; Office of Qualifications and Examination Regulation Ofqual 2012). Mathematics and English records for the same period of five years were specifically evaluated separately (see figure 4.1) because these subjects are compulsory for every learner at all levels in secondary schools and these two subjects are also used to determine literacy and numeracy levels worldwide (CIA World Fact book 2014).

Performance trend analysis

The school's WAEC results show a five year average pass rates of 73.2% (see table 4.1 and figure 4.2). Looking at the results from the previous five years, their achievements seem to peak at the 86.9% pass rate; with the lowest pass rate at 64.5% in 2014 and 67.3% in 2012.

The school seems to be doing well in English and exceptionally well in Mathematics, with mostly A-B pass grades in Mathematics. Of the 144 who passed mathematics in 2011, 127 (88.2%) of them achieved a pass at A-B grades, and 145 out of 147 (98.68%) achieved the same in 2012 whilst 147 (94.2%) achieved such a pass in 2013. Figure 4.1 shows the five year mathematics and English pass rates compared with the overall performance trend.

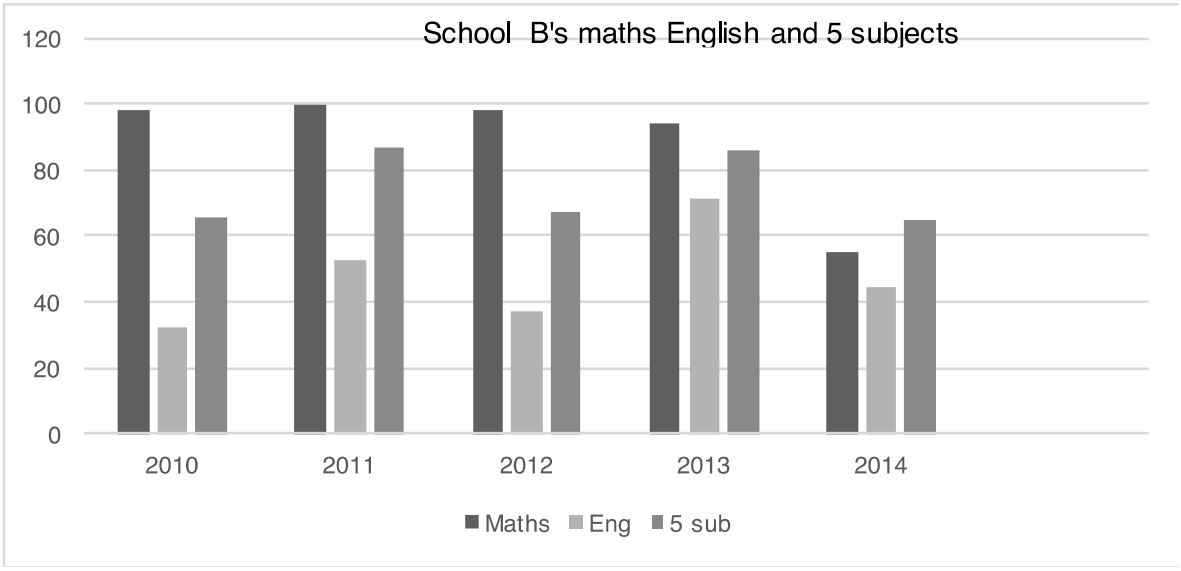


Figure 4.1: *Comparing Mathematics pass rates with English and overall pass rates*

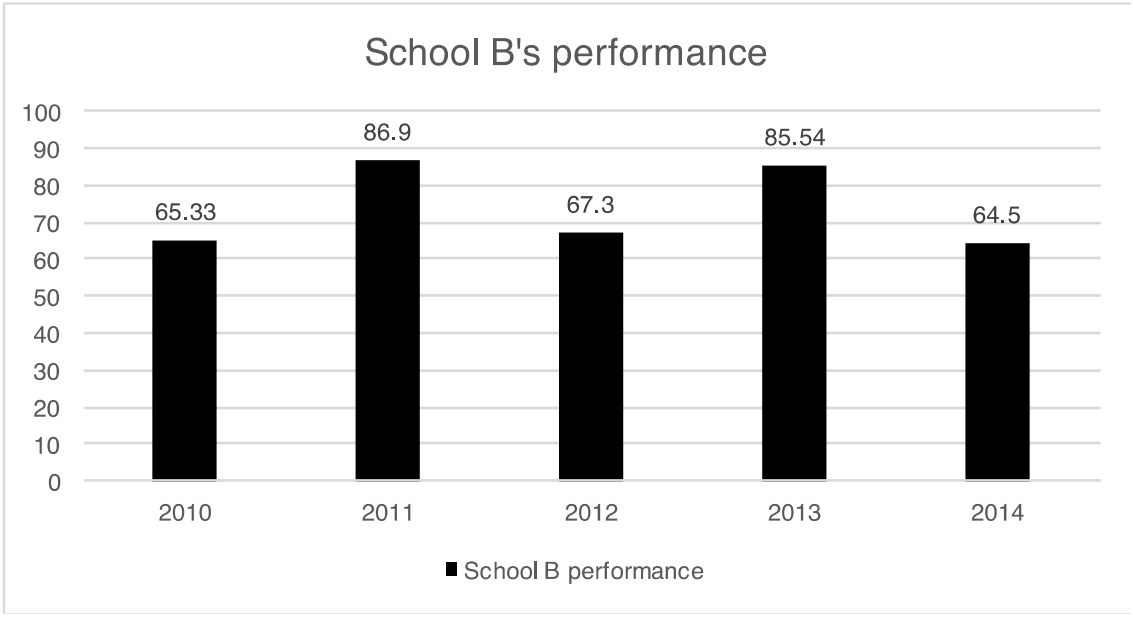


Figure 4.2: *School B five years performance comparison*

The decline in 2014 overall WAEC performance was attributed the decline in Mathematics pass rate that year that might perhaps be attributed to teacher's competence.

The five year report showed an average pass rate of 73.72%, a range of between 64% and 87%, based on achieving A-C passes in five subjects (see table 4.1).

Year	Percentage of students with A-C pass in 5 subjects
2010	65.33
2011	86.9.
2012	67.3
2013	85.54
2014	64.5
2010-2014 average	73.72

Table 4.1: *School B five years WAEC pass rates*

Leadership Perceptions

All participants were senior staff; consisting of personnel with at least a first degree at the University level, starting from job grade 7 because only personnel at senior level are allowed to teach in the senior secondary schools after the separation of junior (JSS) and senior secondary schools (SSS). Job grade 7 is the starting point for senior staff in the Nigerian civil service. The participants comprise those in the SLT team: vice principal administration (vpad), vice principal academic (vpac) and heads of departments (HoD's), and other teaching staff selected through stratified convenience sampling (see table 4.2). The teachers selected were grouped according to the subjects taught and were approached in the staff room to request their participation. Analyses of the interviews are used to produce a composite of teachers' perceptions of the principal's leadership style and influence, if any, on students' performance. The participating staff are listed in table 4.2.

Case 1 Blue B	Participants
P1B	SLT
P2B	Middle leader
P3B	Middle leader
P4B	SLT
P5B	Subject teacher
P6B	Subject teacher
P7B	Subject teacher
P8B	Middle leader
P9B	SLT
P10B	Subject teacher
P11B	Subject teacher
P12B	Principal

Table 4.2: *Participants' designation School B*

Leadership issues: evidence of transformational leadership

Research question two seeks to explore if there is any evidence of transformational leadership in the case study schools. Transformational leadership interview instruments were therefore constructed to elicit opinions as to whether the principal of school B is perceived as possessing those attributes. The term 'transformational leadership' is not common in the Nigerian school setting. To evaluate whether the followers perceive the principals as transformational in their approach to leadership, their responses to the interview questions which examined the six transformational leadership attributes, adapted from Bass's (1995) model, were evaluated. The records of the principal's self-report, as well as those from shadowing the principal, were also used in the leadership evaluation process.

Interaction and transformational leadership attributes

Principal B appears to interact to a significant extent as he spends an average of 55.9% of his working hours in interactive activities, according to the Principal observation data (see table 4.3 and 4.4). Interview responses also appear to support this view. All the participants (100%) stated that principal B often interacts. Participant P9B, an SLT, said that principal B knows everybody by name and recognises all teachers and students alike- He said: '…you will be shocked when he just stops you to ask where you have been, or asks for you by name, because he knows who has not been coming to school.' I witnessed this during the shadowing exercise; he spoke to teachers and students on various issues including home, parents, and challenges, and he calls each person by name too. Four of the 11 participants described the school community as a family unit, which they attribute to the principal's interaction and leadership approach. They claimed he is just like a father. The principal appears to be purposeful in his interaction with the staff and students. The principal spends an average of 64.1% of his interaction time with the teachers, individually and in groups; mentoring, inspiring and evaluating through a two-way feedback process.

Principal B also appears to interact directly with the students as well, spending an average of 20% of his interactive time addressing the students either during the assembly time or in one on one sessions (see table 4.4). All the interviewees attested that he attends the daily 30 minutes assembly with students, and that he, with the school counsellors, uses this forum to address the students thereby providing daily inspirational comments to keep them motivated. Results from shadowing (see table 4.5) indicate that he spends an average of 136.5 minutes of his total 8.13 office work hours (488 minutes) engaged in inspirational activities. Principal B spent an average of 103.5 hours

on programmes, 31 minutes on programme related paperwork and 15.5 minutes (3.17%) on administrative tasks (see tables 4.5 and 4.11).

Activities	Time in minutes	Time allotted tasks %
Total Interaction time	273	55.9
All paper work (evaluation, admin etc)	143	29.3
Others	72	14.8
Total work time	488	100

Table 4.3: *Principal time allotment*

Interactive Activities	Time in minutes	Total work time % 488	Interaction time %
Interaction teachers	175	35.9	64.1
Interaction students	54.5	11.1	20
Interaction others	43.5	8.9	15.9
Total interaction	273	55.9	100

Table 4.4: *Principal B interactive activities time allotment*

Inspiration

The questions asked to ascertain if there was any evidence of TRANSFORMATIONAL LEADERSHIP inspirational attributes include: 'Does the principal motivate you to put in extra effort to achieve the school's vision and objectives? If yes, how?' All participants (100%) answered positive to this question and some gave examples of the inspirational influence of principal B. They affirmed that principal B is passionate and inspires them to put in extra effort. Most (81.8%) of the participants claimed they work extra hours and they attributed this to the principal's influence and encouragement. Participant P11B, a subject teacher, said that:

> '…even though my daughter was ill and had an open day, I still felt obliged and motivated to come to school. Just because of the principal's way of interaction … I never saw teaching job as a job I could do ... He brings out the drive and passion in you.'

Participant 10B, a teacher, said: 'Yes, we are like family and you just feel like working without even considering monetary involvement or asking for overtime payments.' The principal is also perceived as a role model who upholds standards, shows a good example and is always in the

forefront. They claimed that he is hard working, approachable and available. Almost all of the participants (93%) perceived principal B as exemplary, inspiring and interactive.
As mentioned earlier, the principal spends more than a quarter of his work time on inspirational activities and a fifth of his interaction time is spent with students providing inspirational comments (see table 4.5).

Inspirational Activities	Time in minutes	Total work time % 488	Interaction time %	Interaction teachers %
Inspiration interaction with teachers	82	16.8	30	46.9
Inspiration interaction with students	54.5	11.1	20	
Total inspirational activities	136.5	28	50	

Table 4.5: *Principal B's inspirational activities time allotment*

Inspirational in terms of rewards

Almost three-quarters (71.4%) of the people polled on inspirational reward for students to keep them motivated (four missing values) reported that the principal rewards students for their achievements but two people claimed that the students are not rewarded enough. One of the two people gave an example of inter-house sport, where there are no gift items for winners, only commendations. He wondered how that is enough to keep them motivated and sustain their interest.

The question relating to rewarding the teachers drew a similar response with most (72.7%) affirming that the principal rewards the teachers for their effort and innovation (see table 4.6). However, all (100%) agreed that he personally acknowledges their inputs and says 'thank you'. They said that he appreciates them publicly too but that they do not really get enough financial and other incentives. However, principal B believes that he rewards them adequately, based on resources available to him, and he claimed he often buys gifts items from his own purse. More than half the interviewees (54.5%) suggested that lack of financing from the government, and limited resources, may be responsible for the limited gift items and financial rewards. Only a minority (18%) of the participants stated that principal B buys gifts items from his own purse. Table 4.6 shows the results of principal B's rating on inspirational influence and other transformational leadership attributes.

	Transformational leadership attributes	N responses	Percentage
1	Vision Q5	11	100
	Communication of goal Q6	11	100
2	Support Q20 & 21	22	100
3	Inspirational for teachers Q7	11	100
	Inspirational for students Q14 & 15	22	100
	Inspiration for reward teacher Q8	8	72.7
	Inspiration reward students Q9	5 /7* (4 missing values)	71.4
4	Intellectual for stimulation teachers Q17 & 19	22	100
	Intellectual for stimulation students Q13, 11 & 16	32/32 (1missing value)	100
5	Individualised consideration Affirmation/Respect/ Q3, 4 & 20	33	100
6	Idealised influence – Job satisfaction Q10	11	100
	Job satisfaction - likely to stay because of principal influence Q10b	9	81.8
	Job satisfaction -unlikely to stay regardless Q10c	2	18.2
	Unlikely to stay (other factors) Q10d	4	36.3

Table 4.6: *Teachers' perceptions of principal B's transformational leadership attributes*

Vision

Transformational leaders are reputed to set clear goals regarding the organisational mission, for their followers (Bass 1985; Koh, Steers and Terborg 1995). During the interviews, participants were asked if principal B sets goals for the school. All the participants (100%) confirmed that he sets goals at the beginning of each term and reiterates them during staff meetings. Phrases such as 'he sets clear goals' and 'yes, the objectives are clear' were used to explain how the participants view him and his sense of mission. Table 4.6 also shows principal B's visionary attributes rating.

Communicating vision

As transformational leaders are expected to communicate organisational objectives to their followers, and to convince them to pursue higher objectives on behalf of the organisation (Bass and Riggio 2006: 4; Riggio, Bass and Smith Orr 2004; Huen, Leithwood and Jantzi 2002; Leithwood and Seashore -Louis 2012), participants were asked whether principal B communicates the organisational goals to them. The participants reiterated principal B's self reported shared vision; they claimed that they are all on 'the same page' regarding the school's objectives. According to the participants, the goals and objectives for learning and discipline are made clear from time to time especially during the frequent staff meetings. All the participants said that most of the school

agenda, challenges, and the way forward, are discussed at this forum. The staff meeting platform is thus used to convey objectives, vision, and aims. Students' issues, challenges, and the vision to improve students' performance, are discussed often at these staff meetings and at the SLT forum too, according to the participants. All participants (100%) said that the principal communicates the school learning objectives to them on a regular basis (see table 4.6).

Individualised consideration

All participants said that principal B demonstrates a caring disposition towards all, he is also perceived as someone who gives personalised attention to people. They claim he cares about each person's needs and addresses their issues personally and that they could bring personal as well as professional issues to his attention and he would listen and address the problem. According to participant 10B, a teacher, '…he invites you to come discuss your point…' and P2B, a middle leader, 'he invites you to come back to explain your point and can apologise if he sees you have a point…' Almost half of them (45.5%) said that he also mentors them on an individual basis and assists them to set personalised targets. They all feel their opinions really matter and that the principal respects people and values them individually.

Intellectual stimulation

Participants reported that the principal creates opportunities for teachers to develop their capabilities and encourages individuals to research further into new developments in their area. They said that he sets targets and even incorporates research as part of a competition for which teachers may receive a recommendation and an award when they participate. All the participants claim that the principal is intellectually stimulating. However, a minority (27.3%) said they have their own inner drive and sense of achievement and that they set personal goals as well. The science teachers interviewed claim that he encourages students to do research and has set up an inter-class quiz competition, science clubs and library project to keep the students stimulated. Three of the participants claim he often uses the phrase, 'bring your fresh ideas.' Participant P6B, a subject teacher, said: '…you always hear him say "… How is this thing being done now?" He asks for the best innovative ways to move systems forward and to motivate the students.' Participant P10B said: 'he inspires everybody to want to participate and think up ideas'. They claim he reasons with them as a way of understanding their views and strategies apart from challenging them to keep abreast of innovation and new developments in the areas of their specialisation. Participant P6B, also said that

they are so inspired and challenged that they even buy textbooks from their own purse just to add value and gain more knowledge to pass on to the students. She said:

> 'you even go to buy textbooks …with your own money so the children will not say it's because they went to a government school that they did not perform well. They should have the same level of outcomes as those who went to private schools.'

Participant P2B, a middle leader, described principal B as 'Jack of all trades, master of all' because he seems to possess a vast wealth of knowledge and expertise and would challenge you intellectually. All the participants said the principal guides them through difficult tasks and almost half of them (45.5%) confirmed that he mentors them one on one and sets personalised targets.

Intellectual stimulation of students

The principal was reported to have solicited books from private organisations that also sponsored the building of a new library complex. He has now incorporated library time into the students' school agenda to encourage them to read.

All participants affirmed that principal B stimulates them intellectually, whilst the great majority (95.5%) said that he has programmes and innovations in place to directly stimulate the students as well. He appeared to spend about a fifth of his work time (21.2%) on programme planning and implementation. A quarter of the time (25.6%) allotted to programmes is spent on projects directed at intellectually stimulating the students (see table 4.11 in the programmes sub-section).

Support

Principal B appeared to demonstrate a caring disposition towards all, judging from the way he interacted and asked after people's welfare. He stopped in the hallway to talk to people and ask about their welfare. The people seemed to expect him to do so, which makes it seem plausible that this is his usual way of relating with them. The interview responses made it apparent that the teachers perceive him as a caring and supportive individual who is interested in both their professional development and personal welfare. All the participants stated that he is supportive of them and some described him as a welcoming, accommodating leader who helps them to settle in and coaches them on the job. Most (63:3%) said that he assists them professionally and he shows them what to do. They claimed he is patient and assists with completing challenging tasks whilst you are learning, that he shows them better ways to get tasks accomplished. Some described him as a father who is caring, accepting, forgiving, but is also firm. About a third of them (36.3 %) stated

that he supports all of them equally and does not show favouritism. They said his support has had an influence on their career choice and personal development.

Idealised influence and job satisfaction

Morale seemed to be high amongst the teachers and that was reflected in the interview responses, as all the participating teachers expressed satisfaction with their working relationship with the principal. Most (81.8%) expressed their intention to remain with the school if the principal's influence was the only factor to consider. The remainder (18:2%) would like to have a new experience and, anyway, there is also a government policy to reassign teachers to different schools every five years (see table 4.6). More than a third (36.4%) would not remain with the school in spite of the good relationship they enjoy with the principal due to personal goals and family issues. The majority (72.7%) expressed their commitment to stay, because of the principal's influence, if other conditions, such as pay and government policy were better. All the participants indicated that he has had a positive influence on their career.

All the participants described the principal as a transformational leader. He is perceived as a leader who possesses all the six attributes ascribed to transformational leadership (see table 4.6). Although he scored very highly on transformational leadership attributes, he was also described as adopting other approaches to leading, as discussed below.

Administrative Paper Work

The principal appears to spend very little time on administrative paper work, as only 3.17% of his work hours are spent doing this (see table 4.7). This could be because there is a vice principal (vpad), who is solely in charge of school administration, as well as the vice principal academic (vpac). As principals in the Nigerian schools now have senior administrative assistants (vpads), this may be helpful in changing their roles from managerial leadership. Having assistance with the administrative paper work appears to have created more discretionary time for the principal who spends more than half (55.9%) of his work time interacting and networking with people on various levels, and implementing programmes (see tables 4.4. and 4.11).

Administrative Activities	Time in minutes	Total work time % 488	Admin work time %
Supervision evaluation	96.5	19.8	67.5
Admin paper work	15.5	3.17	10.84
Programme paper work	31	6.35	21.67
All paper work	143	29.3	100

Table 4.7: *Principal B's administrative activities time allotment*

Emerging Leadership Styles

Principal B is perceived as exhibiting other leadership styles beside transformational (see tables 4.9 and 4.10). These other emergent leadership styles are:

1. Contingency
2. Instructional
3. Consultative
4. Collegiality

Leadership perception	Transformational leadership	Contingency	Instructional	Consultative	Collegiality
Teachers	100%	100%	100%	100%	27.30%

Table 4.8: *Emergent leadership style in school B teachers' perception only*

Contingency

Apart from the transformational leadership traits that the participants attributed to principal B, other perceived leadership approaches exhibited by the principal also emerged during the course of the interviews (see table 4.8). All participants, when first asked to describe the principal's style of leadership, said he adopts different approaches to leading depending on the situation. Some of the phrases used to describe their sense of his leadership style include: "it depends", "mixed-methods", "he is a mixture of everything", "accommodating yet very firm" "decisive and yet democratic". A minority (18.2%) said he sometimes takes a vote in the staff room. They viewed him as a paradox. They claimed he comes across differently depending on what the situation is. The participating teachers seem to associate the principal's leadership practice with Fiedler's (1969) contingency approach to leading as they all seem to view him as a transformational leader who uses different approaches in different situations.

Instructional leadership

Almost two thirds (63.3%) of the participants said that the principal spends time on guiding them on work related activities. Almost half (45.5%) claimed that he mentors them individually. The shadowing seemed to indicate that he spent an average of 64.1% of his interaction time with the teachers and slightly over half of that time (53.1%) is spent in supervisory interaction (see table 4.9). All participants reported that he plays an active role in regular classroom supervision, and cross checks lesson notes after the HoDs and vice principal academic have done so. Principal B also teaches mathematics.

The principal also appeared to spend almost one fifth (19.8%) of his total work time doing the teachers' work evaluation mentioned by participants. Shadowing data indicated that he spent slightly more than a third (38.83%) of his total work time on classroom supervision and evaluating teachers' work (see table 4.9). His direct classroom supervision and lesson evaluation suggest that principal B adopts an instructional approach as well as exhibiting transformational leadership behaviours.

Supervisory activities	Time in minutes	Total work time % 488	Interaction time %	Supervisory time %
Supervisory interaction	93	19.01	53.1	49.1
Supervisory evaluation	96.5	19.8		50.9
Total supervision: admin +interaction	189.5	38.83		

Table 4.9: *Principal B's supervisory activities time allotment*

Consultative

All participants described principal B as a leader who involves his followers in decision making because he considers their inputs before taking his decision (see tables 4.8 and 4.7). Most (83.3%) said they feel involved and believe they have a strong say in the decision making process, although the principal makes the final decision. They reported that principal B welcomes new ideas to move the school forward and that he gives the staff the opportunity to share their thoughts. They claimed he is quite open–minded, considers opinions and responds positively to suggestions brought forward by people. Participant P6B said: '…at staff meetings, everybody deliberates, and then he discusses with the SLT …' Participants P2B said, '…he considers and implements ideas from teachers.' Participant P2B gave an example of how principal B implemented her suggestion: 'when I suggested the number of subjects students in SS1 (Year 10) choose be reduced from eighteen, the principal asked for justification and how to make it work and he implemented it.'

Participant P11B, a subject teacher, reported that the principal also acknowledged and implemented a new curriculum and its practical components for farming and fishery at their suggestion and justification. More than half (54.5%) said that, if their suggestion did not make it to the final decision, they would still feel satisfied that their opinion had been considered. All the participants described him as a leader who values his followers' opinions.

Collegiality

Principal B is perceived as an encouraging leader who provides opportunities for teachers to develop their leadership capabilities on the job, by encouraging them to contribute to the decision making process. A minority (27.3%) of the participants said that there are times when he employs consensus in decision making, when they all jointly deliberate on issues. At other times, he takes a vote to come to a decision during their deliberations. He is perceived as a leader who views everyone as important and who respects all.

Leadership perception	Transformational leadership	Contingency	Instructional	Consultative	Collegiality
Teachers	11	11	11	11	3
Principal- Self report	1	1	1	1	1
Observation	1	1	1	1	0
Overall perception	13	13	13	13/13	4/13
Percentage	100	100	100	100	30.77

Table 4.10: *Emergent leadership style in school B: teachers' perception, self report and shadowing*

Table 4.10 shows the aggregated perception of principal B's leadership style, combining teachers' perceptions with self report and analysed shadowing data. All the participants corroborated the principal's self report on all five leadership practices he claimed he uses. However, the researcher did not witness him practising collegiality.

The influence of the principal's leadership style and practices on students' academic performance was also evaluated using responses from interview questions and documentary analysis of WAEC results. This is discussed below.

Leadership Styles and Students' Academic Performance

The responses from the interview questions linked to leadership styles and students' performances, and transformational leadership influence on students' performances, have been evaluated to see if any such links exist.

Transformational leadership, programmes and policies

The interview responses reveal that principal B is perceived as a dynamic leader who has plans and policies in place to improve students' academic performance.

Programmes

All the participants said that there are various programmes in place (see table 4.12) but P8B said that more needs to be done for the arts students because most of the programmes are science oriented. Some of the student- oriented programmes attributed to the principal include the extramural classes, the campaign to foster a reading culture (a new library and books from donors solicited by the principal are now being set up), inter class and inter schools' quizzes, a students' research initiative and the ICT project. The teacher- oriented ones listed include: teachers' competition and evaluation. Ten programmes were mentioned and nine of them were attributed to the principal (see table 4.12).

Principal B has ongoing library projects he set up to encourage a reading culture amongst students. He spends time designing a reading plan for each year group and works with the vpac to include the reading programme as part of school lesson timetable. Participants P3B, a middle leader, PB6, a teacher, and PB9, an SLT, mentioned the ICT and science exhibition projects he is currently implementing. Participant P3B also mentioned the new interactive learning method; a student centred learning project, the principal currently initiated. The principal was seen working on some of the programmes mentioned by the interviewees during principal shadowing. Principal B said that, even though it was their inter-house sports' week and he was spending more time overseeing the activities, he still had to make time to make sure that intellectual programmes, such as the library project, were ongoing. The researcher observed his strategy meeting with the librarian on cataloguing and shelving of the new library resources' donation the school had recently received and his meeting with the sport house leaders regarding the yearly sport programmes. He spent an average of 23.5 minutes on the field liaising with the planners and students and, another 34 minutes with the physical education (PE) teachers and form tutors in planning the inter house sports for the year. Principal B spent an average of 103.5 hours on programmes and 26.5 minutes of the 103.5 minutes allotted to programmes was spent on programmes directed at intellectually stimulating the students (see table 4.11).

Programmes	Time in minutes	Total work time % 488	Programmes %
Programmes	103.5	21.2	
Intellectual programmes	26.5		25.6

Table 4.11: *Principal B's programmes time allotment*

Policies

All the participants claimed there are policies in place and most (71.4%) attributed the new policies to the principal (see table 4.12). The new policies attributable to the principal include stringent monitoring of the students' school and lesson attendance and supervision of teachers. For example, teachers are put on duty to oversee students' punctuality and compliance with school regulations whilst the principal makes impromptu classroom visits, weekly checks on lesson notes, first instance and nominal register marking and cross checks. Only the first instance record, which is a register used to monitor lesson attendance and curriculum delivery progress, is attributed to government policies.

Innovation

The participants considered some of the programmes and policies listed as innovative. The visible changes that most of the participants described relate to the on-going renovation of the school. As most of the participants have not been in the school for more than two years, they could not say much about changes and innovation. However, most (90.9 %) spoke about the change in the school agenda, to include library time, as a great innovation. They listed the after school hour extra laboratory time, the introduction of practical lessons in farming and fishery, the in- house student research, and research into better teaching methods, as some of the innovations they had witnessed. They attributed four of these five innovations to the principal's initiative (see table 4.12). The programmes, policies and innovation evaluated are those that can potentially contribute to, or improve, students' academic performance.

Innovations	Participants: yes	Percentage of the innovations attributable to principal
Programmes (10)	100	90
Policies (14)	100	71.4
Innovation -practices (5)	90.9	80

Table 4.12: *School B's principal attributed programme, policies and innovation*

Transformational leadership and students' performance

Interviewees were asked if they had witnessed any improvement in the students' academic performance. A minority (27.3%) of participants said they are yet to witness any academic improvement because the WAEC results have not shown any improvement (see tables 4.13 and 4.1). Almost three quarters (72.7%) of the participating teachers (see table 4.13) claimed they had witnessed some form of improvement in students' academic performance, which has not yet reflected in the WAEC results, as more time is required for such an impact to become measurable at that level.

Academic performance	Percentage	Percentage
Poor WAEC academic performance	0	
Good WAEC academic performance	100	
No Improvement in WAEC academic performance		27.3
Improvement in academic performance generally		72.7

Table 4.13: *Perceived improvement in students' academic performance*

Documentary analysis shows that on a five year average close to three quarters 73.2% of the students achieved a pass in five subjects. The standard deviation (σ) in WAEC performance level across the five years is of 10.09%.

Performance attribution

All the participants noted that although there is room for improvement, the school has a fairly good to very good WAEC academic performance. The Participants claimed that the lack of academic improvement in WAEC results is not attributable to the principal but relate to some of the prevalent challenges intrinsic to the public education system and their environment. They mentioned government policies, lack of teaching aids, students' disinterest, lack of parental support, the 'gap period' required for the new teachers' impact to become measurable at WAEC level, and other environmental factors, as probable causes. The participants, including the principal, claimed it is too soon to measure the impact of teachers on students' performance since most of the teachers (81.2%) have been with the school for less than two years.

The fluctuation in WAEC performance level across the five years evaluated is moderately significant (see table 4.1 and figure 4.2) with a standard deviation (σ) of 10.09. The reasons for the fluctuations in performance are not clear, although the principal and participant P1B, an SLT, noted that they did not have enough classroom teaching and leadership support because there were just the

three of them as the majority of their part time private teachers left in late 2009 for the new multinational energy companies. The principal also admitted to being distracted and tempted to leave that year. Most of them returned to the school during the following year because the employments were temporary short term contract work. However, this does not explain the 2012 decline in performance. The general decline in 2014 performance, especially that of mathematics, could be attributed to a change of subject teachers because this was the period where new teachers were employed and some of the new teachers did not have previous classroom experience. The current principal, who was reputed to be an effective classroom teacher, also stopped teaching mathematics in the 2013-2014 school year when new teachers were posted to the school. The decline in mathematics pass rate, which was attributed to teacher and teaching quality showing teacher competence and professional development is very central to students' academic performance (Cordingley et al. 2005; Stevenson 2007).

The subsequent poor performance in mathematics appears to be a significant contributor to the overall decline in the 2014 pass rate, although the interviewees claim that performance is now improving. They said that internal assessment results and the inter class quizzes (one of the principal's intellectual stimulation programmes) all indicate that students are getting better and their academic performance is improving and that this improvement is also reflected in the fact that the school won the inter schools quiz competition for the first time. Half (50%) of those who claimed there has been some form of improvement in students' academic performance attributed these improvements solely to the principal's transformational leadership efforts through inspiration of teachers and students (see table 4.14). A minority (12.5%) attributed it to principal's collaboration with teachers while the remainder (37.5%) linked it to joint efforts between the principal and government through policies as majority (81.82%) of the participating teachers were newly employed by the government. Table 4.14 shows the school performance attribution.

Improvement attribution	Percentage of positive participants	Percentage of total participants
Principal's effort (direct & indirect) through teachers inspiration	50	36.3
Principal & teachers collaboration	12.5	12.5
Principal & government joint efforts	37.5	23.9

Table 4.14: *Perceived improvement attribution*

Assessment of principal P's leadership style's impact on students' WAEC Performance

The current principal came into office when School B's WAEC pass rate was 67.3% and his influence was noticeable in raising the pass rate by 18.24% to 85.54% the following year 2013 (see table 4.1, figures 4.2; 4.3 and 4.4). It is notable that the high pass rates in mathematics, in the previous four years partly contributed to the school's overall performance, (see figures 4.1and 4.4).

The current principal had been the mathematics teacher from 2010 up till 2014. In 2010, the pass rate for mathematics was 97.92%, 2011 99.31%, 2012 98% and 2013 94% (see figures. 4.1 and 4.4). The mathematics result declined significantly by 39.18% from 94% to 54.82 after the current principal stopped teaching the subject in 2014, and the decline negatively impacted the school 2014 WAEC considering that the pass rates for English and other subjects remained fairly the same. Figure 4.4 shows the performance trend of English, mathematics and the overall pass rate.

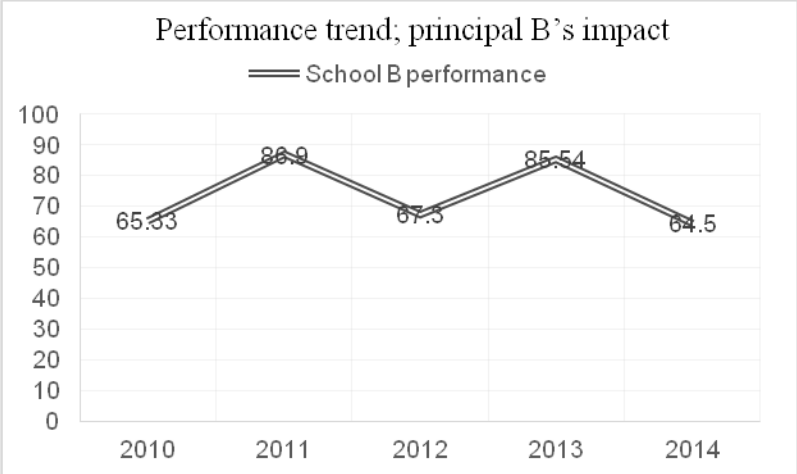


Figure 4.3: *WAEC Performance trend; principal B's impact*

The principal B assumed office 2012-2013 session and his influence is noticeable in the WAEC 2013. The sharp performance decline in 2014 when the principal stopped teaching Mathematics also depict teachers' competence also has an impact on students' performance.

The decline in 2014 performance clearly shows the effect of classroom practice on students' performance because immediately the principal, who is also reported to be an effective teacher and mentor, stopped teaching mathematics, the pass rate dropped significantly by 39.18% and negatively impacted the overall performance (see figure 4.2 and table 4.3 (see figure 4.4). However, the principal's influence on academic performance was still significant considering that mathematics pass rate declined significantly by 39.18%. and the school performance 64.5% only dropped by 20.5 compared to the previous year and by 0.83% from its lowest in the previous four years, a score that is higher than one standard deviation (σ) 63.63% below the five year means (73.72%) with (σ) 10.09 standard deviation. Also, considering that although mathematics pass rate was significantly high 98% in 2012, the overall pass rate was still 67.3% and in 2014, with the principal's leadership and programmes, the significant decline in mathematics did not result into

corresponding decline in the students' overall performance. Figure 4.4 and shows the five year pass rate trend for mathematics, English and the overall performance.

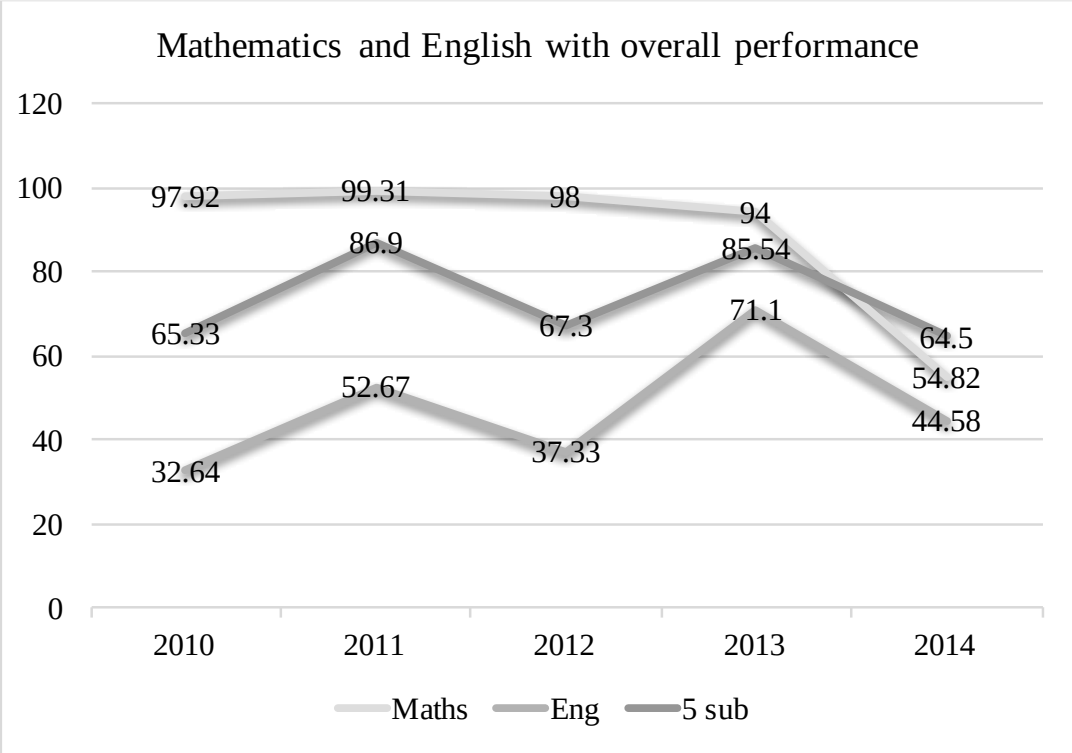


Figure 4. 4*: School B's pass rates interaction and trend for Mathematics, English and the overall performance*

School B's performance increased in 2013 showing principal B's influence. Also the buffeted decline in overall performance despite the significant decline in mathematics performance, perhaps shows principal's influence amongst other possible factors on academic performance. Students performance in school B exemplified that developing teacher's competence and maintaining an effective principal leadership and leadership styles are significant contributors to students' outcomes. The principal appeared to understand the importance of teachers' competence and contributed to teachers' professional development and job satisfaction as well. All these factors: motivation of students and teachers, intellectual stimulation of both students and teachers (developing teachers' competence) appeared to have inspired followers' cooperation with the school learning objective and impacted the students' performance in school B.

Overview of School B

School B's five year average performance at WAEC is very good. The school seemed to perform highest in mathematics. Principal B is described as a leader who possesses all the six attributes

ascribed to transformational leadership and was consistently rated highly on all six transformational leadership attributes, averaging 96.16%. He is also reported to adopt a contingent and instructional approach to leading.

The participants also claimed that he values his followers' opinions. Although only a minority (27.3%) view him as employing a consensus approach to decision making, he is perceived as a resourceful, hardworking mentor. The participants also claim that the principal has a major influence on their career decisions and professional development through his mentoring and intellectual programmes. Teachers' perception and shadowing data corroborated principal B's self report on his style and practices.

The highest improvement in academic performance during principal B's tenure was 18.24% in 2013, although pass rate declined the following year after the principal stopped teaching. One of the significant factors that appeared to have contributed to school B's performance has been the improved mathematics pass rates, the subject taught by the current principal, and the principal's support and mentoring for teachers, building on these activities from his previous role as the vpad (administration). The principal appeared to understand the importance of teachers' competence and professional development and how to inspire his followers to work towards the school's learning objectives.

The next chapter reports the findings from case two, school P.

CHAPTER FIVE: FINDINGS- CASE STUDY 2 SCHOOL PINK

Case Study Context

Case two, school pink (P), is a suburban school on the mainland. It is located in a village that has now merged with a city as a result of population growth and expansion. The school also serves the population from the surrounding local government areas in the densely populated capital city. Being on the mainland, school Pink (P) does not experience the challenges associated with difficult topography or a severe shortage of staff. However, it is situated in a politically tense region of a densely populated city and, as such, is prone to being affected by violence, with a negative impact on the student population and learning conditions.

The principal

The principal of case Pink has been a teacher for more than 35 years and was transferred to school P eight years ago. This principal served as vice principal administration (vpad) before becoming the principal two years ago. The school had about 400 students and 30 teaching staff when she became the principal. The student population has since grown to over 1200 and 44 teaching staff. Four of the participants (P1P, P4P and P9P) claim that principal P built confidence in the parents' population and possesses such charisma that led to increased student enrolments at the school.

Data Analysis: Performance Trends, Interviews and Observation

Eleven of the 44 academic staff were selected to participate in this inquiry along with the principal (see table 5.2). Four of the participants were selected using stratified sampling and the other seven were chosen using stratified convenience sampling, according to subject focus and level of motivation to participate. All twelve participants were interviewed, the principal was shadowed and the students' WAEC results were analysed. The teachers' perceptions of the principal's leadership style, the principal's self reported practices, and the researcher's observations, were employed to gain insight into the principal's perceived leadership style and practices.

The participants were asked to describe principal P's style of leadership and they were asked specific questions regarding evidence of the attributes of transformational leadership. The interview responses will be discussed in the following sections (see also table 5.6). The responses to the questions, which are linked to certain attributes of transformational leadership, are discussed below, to establish the presence or absence of such attributes and to ascertain the extent of those attributes. The findings will be presented in subsequent sections of this chapter.

School P performance trends

School P's performance level was determined by evaluating its WAEC results, and checking 2010-2014 collated reports, to see the students' performance trend over five years (see figures 5.1 and 5.2, and table 5.1). The trends observed in the records will be used to place the school in an appropriate performance category as a high performing or poor performing school. It will also be used to explore the principal's influence on student outcomes, if any. The results will be presented in subsequent sections in this chapter.

Documentary analysis of school P performance-related data over five years was undertaken (see figure 5.2). Even though the present principal has only occupied that position for two years, she had served as the vice principal administration, and as a teacher for six years before that.

As in the other case studies, five subject passes at A- C level were used as the benchmark for performance because that is the standard generally used to assess students' success in these examinations (Okpala 2013; The Advocate 2013; WAEC; Depart of Education Press Release; Office of Qualifications and Examination Regulation Ofqual 2012). Mathematics and English records for the same period of five years were evaluated separately (see figure 4.2.1) because these subjects are compulsory for every learner at all levels in secondary schools and these two subjects are also used to determine literacy and numeracy levels worldwide (CIA World Fact book 2015).

Performance trend analysis

The school's WAEC results show a five year average pass rate of 32.58 % (see table 5.1 and figure 5.2). The 2011 result was an estimated figure using only Mathematics and English because more than half (56.54 %) of the results from the other subjects were withheld and the summary sheet compilation of the results was missing.

The 2013 WAEC results were very high at 65.5%, and this was a deviation from the achievement levels achieved in the preceding three years (18.44% for 2010, 24.4% for 2011 and 2012 for 25.2%). This significant improvement was attributed to the programmes and policies implemented by current principal following her appointment in the previous year.

The school seems to have above average results in English in 2012 and 2013 (66.14% and 62.4% respectively) compared to those of 2010, 2011 and 2014. The English performance dropped sharply to 11.35% in 2014 in line with the general poor performance observed that year. School P performance at Mathematics was exceptionally poor, with no passes at A-C in 2014. Figure 5.1 and

table 5.1 show the five year mathematics and English pass rates compared with the overall performance trend. The poor results in 2014 principal coincided with principal P's absence from school, as explained in the performance attribution sub-section below.

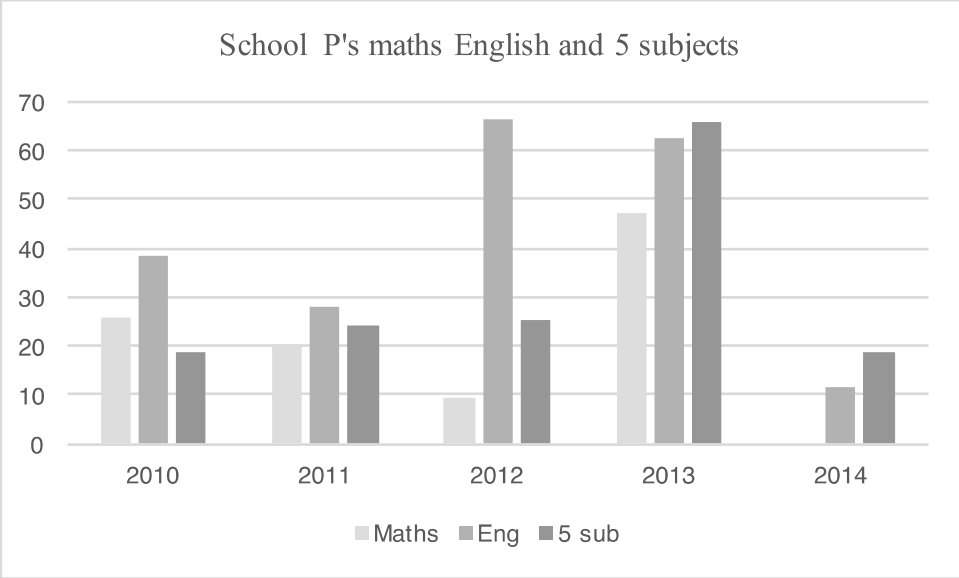


Figure 5.1: *Comparing Mathematics pass rates with English and overall pass rates school P*

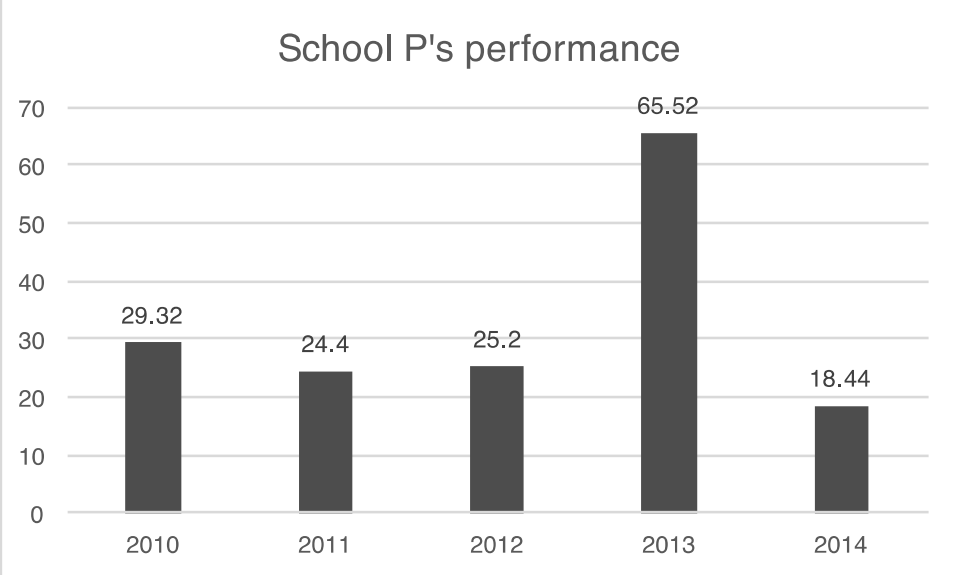


Figure 5.2: *School P five years WAEC pass rates*

The school showed a significant improvement in the 2013 overall WAEC performance, as shown in figure 5.2.

Year	Percentage of students with A-C pass in 5 subjects

2010	29.32
2011	24.4
2012	25.2
2013	65.52
2014	18.44
2010-2014 average	32.58

Table 5.1: *School P five years WAEC pass rates*

Leadership Perceptions

The participants comprise those in the SLT team, plus and heads of departments (HoDs), and other teaching staff selected through stratified convenience sampling. Analyses of the interviews were used to produce a composite of teachers' perceptions of the principal's leadership style and her influence, if any, on students' performance. The participating staff are listed in table 5.2.

Case 2 Pink P	Participants
P1P	Subject teacher
P2P	Middle leader
P3P	Subject teacher
P4P	SLT
P5P	SLT
P6P	Subject teacher
P7P	Subject teacher
P8P	SLT
P9P	SLT
P10P	SLT
P11P	Middle leader
P12P	Principal

Table 5.2 *Participants' designation school P*

Responses from participants, the principal's self-report, and shadowing records, were used in the leadership evaluation process.

Interaction and transformational leadership attributes

Principal P appears to interact to a significant extent as she spent an average of 374 minutes (57.3%) of her 653 minutes working hours in interactive activities, according to the principal

observation data (see table 5.3 and 5.4). Interview responses also appeared to support this view. All the participants (100%) stated that principal P often interacts. Participant P2P, a middle leader, said that principal P is personally involved with both staff and students and she takes their issues seriously. Another participant, P7P, an SLT, described her as a 'mother hen who broods over her chicks.'

During my shadowing, and other school visits, I noted that Principal P would have informal discussions with her staff, complimenting them on their work and even on their appearance. She also discussed challenges and personal goals with them.

All the participants described the school community as a family unit, which they attribute to the principal's leadership approach and policies. The principal spends an average of 265 minutes (70.86%) of her interaction time with the teachers, individually and in groups; mentoring, inspiring, evaluating and brain-storming with them.

In addition to informal interaction, principal P also appeared to engage in supervisory interaction. She attended lessons impromptu, evaluated lesson delivery (supervisory evaluation) and lesson notes and also held individual sessions with teachers to discuss their teaching evaluation and to give them feedback on lesson notes and classroom practices. The principal spent 397 minutes on supervision altogether (see table 5.8).
Principal P also appeared to interact directly with the students as well, spending an average 77 minutes of her 374 minutes interactive time addressing the students, either during assembly or individually (see table 5.4). All the interviewees attested that she attends the daily 30 minutes assembly with students, and that she brings in motivational guest speakers once a month. She uses the assembly forum to address the students, thereby providing daily inspirational opportunity to keep them motivated. Results from shadowing (see table 5.5) indicated that she spent about 126 minutes of her 10.88 office work hours (653 minutes) engaged in inspirational activities and 107 minutes on programmes (see table 5.11) She appeared to spend over a third (37.21%) of her work time on paperwork (see table 5.5).

Activities	Time in minutes 653	Time spent on task %
Total interaction time	374	57.3
All paper work (evaluation, admin etc)	243	37.21

Others	36	5.51
Total work time	653	100

Table 5.3: *Principal P time allotment*

Interactive Activities	Time in minutes	Total work time % 653	Interaction time %
Interaction with teachers	265	40.58	70.86
Interaction with students	77	11.79	20.59
Interaction with others	32	4.9	8.56
Total interaction	374	57.27	100

Table 5.4: *Principal P interactive activities time allotment*

Inspiration

As also noted in chapter four, the questions were asked to ascertain if there was any evidence of transformational leadership inspirational attributes included: 'Does the principal motivate you to put in extra effort to achieve the school's vision and objectives? If yes, how?' All participants answered 'yes' to this question and some gave examples of the inspirational influence of principal P. They affirmed that principal P is energetic and inspires them to put in extra effort.

As mentioned earlier, the principal spent a third (126 minutes) of her 374 minutes interaction time on inspirational activities and a fifth (77 minutes) of her 374 minutes interaction time is spent with students, providing inspirational comments (see table 5.5).

Inspirational Activities	Time in minutes	Total work time % 653	Interaction time % 374	Interaction teachers %
Inspirational interaction with teachers	43	6.6	11.5	47.55
Inspirational interaction with students	77	11.8	20.59	
Inspirational interaction with others	6	0.91	1.6	
Total inspirational activities	126	19.3	33.69	

Table 5.5: *Principal P's inspirational activities time allotment*

Inspirational in terms of rewards

Almost all participants (90.9%) reported that the principal rewards students for their performance. The exception, P6P, a subject teacher, said that she is not aware of student rewards as she is new to the school and had not witnessed any end of school year ceremony. All participants, however, affirmed that the principal rewards the teachers for their efforts (see table 5.6). They reported that she acknowledges staff with outstanding performance at staff meetings. Most (81.8%) said that

there were no financial incentives or gifts, as the school does not receive financial support from the government. The remaining two participants claimed that there were occasional books or cash gifts. Table 5.6 shows the results of principal P's rating on inspirational influence and other transformational leadership attributes.

	Transformational leadership attributes	N responses	Percentage
1	Vision Q5	10/11	90.9
	Communication of goal Q6	11	100
2	Support Q20 , 21	22	100
3	Inspirational teachers	11	100
	Inspirational students Q14 & 15	22	100
	Inspiration reward teacher Q8 (3 missing values)	08/8	100
	Inspiration reward students Q9	10/11	90.9
4	Intellectual stimulation teachers Q17 & 19	20/20	100
	Intellectual stimulation students Q13, 11 & 16	30/33	90.91
5	Individualised consideration Affirmation/Respect/ Q3, 4, 20	33	100
6	Idealised influence – Job satisfaction Q10	11	100
	Job satisfaction - likely to stay because of principal influence Q10b (1missing value)	10/10	100
	Job satisfaction -unlikely to stay regardless Q10c	0	
	Unlikely to stay (other factors) Q10d	02/11	18.2

Table 5.6: *Teachers' perception of principal B's transformational leadership attributes*

Vision

Participants were asked if principal P sets goals for the school. Almost all of them (90.9%) confirmed that she sets goals at the beginning of each term and reiterates them during staff meetings. However, one participant, P6P, a subject teacher, said that, even though goals are set, he was not sure if the school had its own goals or if the goals were from the principal or from the school board. Table 5.6 shows principal P's visionary attributes rating.

Communicating vision

The participants were asked whether principal P communicates the organisational goals to them. According to the participants, the goals and objectives for learning and discipline are reiterated, especially during the frequent staff meetings. The staff meeting platform is thus used to convey objectives, vision, and aims, as are other occasions. All participants said that the principal communicates the school learning objectives to them on a regular basis (see table 5.6).

Individualised consideration

All participants said that principal P demonstrates a caring disposition towards staff and students; she is also perceived as someone who gets personally involved in addressing needs and welfare cases. Participant P5P, an SLT said that 'she actually reasons with you to understand your point of view.' He also noted that 'she listens, advises and searches for solution if the issue is more than what she can handle'. All participants claim that she is flexible and accommodates each person. Four of the eleven staff reported that she had rearranged the school timetable to accommodate their personal requests, when they had to go for further training. They all feel their opinions really matter, that the principal respects people and values them individually. More than a third (36.4%) of the participants claimed that the principal mentors them and almost half (45.5%) said that she offers help with how to complete tasks or how to improve on what they have done.

Intellectual stimulation

All participants polled (2 missing values) claimed that they are intellectually stimulated by principal P (see table 5.6) because, instead of providing all the answers, she asks them for solutions and values their input. They find this approach intellectually stimulating because they are encouraged to seek answers and search for solutions.

Two thirds of those who responded feel intellectually challenged to improve on learning methods and to improve on the quality of lessons delivered to the students, especially because principal P also tests the knowledge they claimed they transfer to the students. She uses the curriculum, and the teachers' lesson plans and learning objectives, to gauge their delivery. They claimed that her methods of testing knowledge transferred to the students also makes them think critically about their approach to teaching and learning because they know she compares teachers' lesson notes with randomly chosen students, and reviews the tests and exam questions. Participant P9P, an SLT, said that 'you are challenged to find a way to deliver quality lessons to the students because you know she will check your learning objectives and cross-check with what the students have learnt using their notes to evaluate.'

Most (66.67%) of participants claimed they are intellectually stimulated by the learning checks and all of these reported that those checks challenge them to review their work content, do more research, and help them add value to learning.

Intellectual stimulation of students

The principal appeared to spend 107 minutes (28.6%) of her 374 minutes interaction time, which is 16.4% of her work time, on programmes. Eleven (83.33%) of the twelve programmes she works on are intellectually stimulating activities directed at both the teachers and students (see table 5.11). Principal P seemed to engage the teachers, and plan with them, whilst encouraging them to also engage and challenge the students intellectually. She collaborated with teachers regarding student-directed intellectual programmes at the strategic planning meeting she holds before the general assembly time. Three quarters (75%) of the programmes listed by the participants are directly linked to intellectually stimulating the students and most (88.89%) of the intellectually stimulating programmes are attributed to the principal.

Support

The welfare of students and staff is very important to the principal. All the participants reported that principal P is very considerate and supportive (see table 5.6). They claimed that she is interested in their welfare as well as in their professional and personal development. Participant P9P, an SLT, said that 'she provides resources to make the work move on.' More than a third (36.4%) of the participants said she offers help with how to complete, and improve on, challenging tasks.

Almost half (45.5%) of the participants referred to principal P as a team builder who encourages cooperation between staff members and has policies that foster cohesion. All the participants claimed that she supports the teachers and also encourages them to support one another including during social functions, such as weddings and funerals. P4P, an SLT, noted that teachers are encouraged to attend social functions of colleagues and be available as a family support unit for them.

All the participants reported that she initiated a system of staff welfare, an informal savings scheme, where staff members make refundable contributions that are cashed using a rotation roster or on request. This common purse is used to generally assist teachers to have access to a large sum of money when needed and to assist with finances on compassionate grounds.

The majority (90.9%) of the participants reported that the principal also supports students in terms of learning, giving inspirational support, planning intellectual programmes, and caring about their personal welfare, although one participant (P6P), a subject teacher, claims he is not aware of

students' welfare or innovation programmes because he has spent less than 4 months at this school. Participants P2P, a middle leader, and two SLTs, P5P and P9P, cited examples where principal P raised money to assist a student whose family home was burnt, and how she discusses payment plans with students whose families have financial challenges. All the participants also claim the principal has had a positive influence on their career.

Idealised influence and job satisfaction

All the participants were satisfied with their working relationship with principal P (see table 5.6). They said that she is professional and easy going. Two of the more than 30 teachers: P10P, an SLT and P11P, a middle leader, who were transferred to other schools, were visibly upset about leaving the school. Three other participants, P7P, a middle leader, and two SLTs, P4P and P9P, said they were very happy that principal P's appeal to the school's board to retain them was successful. All the participants polled (1 missing value) expressed their intention to remain in the school as long as principal P remains as the head (see table 5.6). However, two participants, P6P, a subject teacher and P9P, an SLT, complained about the government salary scale and would want to go where they could get better pay if they had such opportunity.

All the participants rated principal P very high on all transformational leadership attributes, suggesting that the participants perceived her as exhibiting transformational leadership traits, which is the main reason they would like to continue to work with her. Although she scored very highly on transformational leadership attributes (98.12%), she was also described as adopting other approaches to leading, as discussed below.

Administrative Paper Work

The principal P appeared to spend more than a third (243 minutes) of her 653 minutes work time (37.21%) on paper work and a third of this time (34.16%) was spent on administrative paper work with the rest spent on evaluating teachers' work. (see tables 5.7 and 5.8).

Administrative Activities	Time in minutes	Total work time % 653	Admin work time %
Supervision evaluation	160	24.5	65.84
Admin paper work	83	12.71	34.16

All paper work	243	37.21	100

Table 5.7: *Principal P's administrative activities time allotment*

Perhaps the principal spent a lot of time on administrative duties because she does not have an a vice principal admin (vpad), who should be in charge of such tasks. This person was transferred from the school and had not been replaced at the time of the field work. However, despite the paperwork, principal P still spent more than half her work time interacting and a third of her interaction time is spent on inspirational activities (see tables 5.3 and 5.6).

Emerging Leadership Styles

Principal P is also perceived to exhibit other leadership styles beside transformational (see table 5.8). These other emergent leadership styles are:

1 Contingency

2 Instructional

3. Consultative

4. Allocative distributed leadership

Leadership perception	Transformational leadership	Contingency	Instructional	Consultative	Allocated distributed leadership
Teachers	100	63.6	100	100	44.4

Table 5.8: *Emergent leadership styles in school P: teachers' perception only*

Contingency

Apart from the transformational leadership traits that the participants attributed to principal P, other perceived leadership approaches exhibited by the principal also emerged during the course of the interviews (see table 5.8). Close to two thirds (63.6%) of the participants, when first asked to describe the principal's style of leadership, said that she adopts different approaches to leading depending on the situation. Some of the phrases used to describe their sense of her leadership style include: 'flexible,' 'depends on situation,' 'can give orders and yet delegates decision making.' They claimed she comes across differently depending on the situation. For example, participant P1P, a subject teacher, said that 'she is accommodating yet very firm'. 'She gives you the opportunity to do things your own way but, if you want to play around, she changes her approach to you.' The majority (63.6%), who described her as employing mixed methods to leading, seem to

associate the principal's leadership practice with Fiedler's (1969) contingency approach as they all seem to view her as a transformational leader who uses different approaches in different situations.

Instructional leadership

All the participants said that the principal spends time on supervision and evaluation, and more than a third (36.4%) reported that she spends time on guiding them on work related activities. The shadowing seemed to indicate that she spends an average of 265 minutes of her 374 minutes interaction time with the teachers and about two thirds (237 minutes) of that time (63.4%) is spent attending classes and on other supervisory interaction. She seemed to spend almost a quarter 160 minutes (24.5%) of her 653 minutes work time doing teachers' evaluation reviews, sorting through teachers' delivery and performance rating (see table 5.4 and figure 5.9). All participants reported that she plays an active role in regular classroom supervision, and cross checks lesson notes after the HoDs have done so and cross checks with at least three students' notes thereafter.

Shadowing data indicated that she spent an average of 397 minutes 60.79% of her total 653 minutes work time on supervisory activities and evaluating teachers' work (see table 5.9). Her direct classroom supervision and lesson evaluations suggest that principal P adopts an instructional approach as well as exhibiting transformational leadership.

Supervisory Activities	Time in minutes	Total work time % 653	Interaction time teacher %	Supervisory time %
Supervisory interaction	237	36.29	63.4	59.7
Supervisory evaluation	160	24.5		
Total supervision: admin +interact	397	60.79		

Table 5.9: *Principal P's supervisory activities time allotment*

Consultative

All the participants (100%) perceive Principal P as a leader who listens and encourages her staff to contribute to the decision making process. Almost two thirds (63.6%) claimed that she has an open door policy and considers others' opinions before making her decisions. Participant P9P, an SLT said: 'she listens because she knows she doesn't know everything so she takes advice'. Another SLT participant, P10P, said that the principal considers inputs and gave an example of when she suggested a curriculum update for English language to improve students' learning and grades, that the principal consented and asked her to follow up on it. They all said issues are discussed in the staff meetings, she carries them along, does not impose anything on them and values their contributions.

Allocative distributed leadership

Principal P appears to practice allocative distributed leadership to some degree. The principal claimed that she delegates decision making to sectional heads and almost half of the participants (44.4%) (2 missing values) corroborated this claim (see Tables 5.8 and 5.10). They reported that principal P delegates decision making to the sectional heads and respects their decisions because they are the ones directly involved with the situations and have first hand information and experience. One participant, P9P, an SLT, said that:

> '…she just has to take my decisions because she doesn't know what is happening in the field when I go out to liaise with other school officials. So she depends on my report and sense of judgment and she actually trusts me to make those decisions. She values my contribution that is why she appealed for me to be retained when I was put on the recent transfer list. …'

Principal P is perceived to accept the opinions and decisions of her colleagues because she acknowledges that she doesn't know everything. She trusts the decisions of those who head those departments.

Leadership perception	Transformational leadership	Contingency	Instructional	Consultative	Allocative distributed leadership
Teachers	11	7	11	11	4/9
Principal- Self report	1	1	1	1	1
Observation	1	1	1	0	1
Total	13	9	13	12	6
Percentage	100	69.23	100	92.23	54.45

Table 5.10: *Emergent leadership styles in school P: teachers' perceptions, self report and shadowing*

Table 5.10 shows the aggregated perceptions of principal P's leadership style, combining teachers' perceptions with self report and analysed shadowing data. All the participants corroborated the principal's self-report on three (instructional, consultative and transformational) of the five leadership styles PP claimed by the principal. Almost two-thirds confirmed that she uses the contingency approach. Those participants (44.4%) who claimed that the principal practises allocative distributed leadership were SLTs to whom she delegates.

The influence of the principal's leadership style and practices on students' academic performance was also evaluated using responses from interview questions and documentary analysis of WAEC results (see below).

Leadership Styles and Students' Academic Performance

The responses from the interview questions linked to leadership styles and student performance, and the impact of transformational leadership on student outcomes, have been evaluated to see if any such links exist.

Transformational leadership, programmes and policies

The interview responses also revealed that principal P is perceived as a leader who is interested in improving learning and school conditions, and that she has programmes and policies in place to improve students' academic performance.

Programmes

All the participants said that there are various programmes in place (see table 5.12). The student- oriented programmes attributed to the principal include the extramural classes, ICT project, counselling, student parliament, extra-curricular clubs, cross checking students' notes, and stringent monitoring of the students' school and lesson attendance using patrol teams. For example, teachers are put on duty to oversee students' punctuality and compliance with school regulations. The teacher-oriented programmes include impromptu supervision, exam questions' review, the punctuality register for teachers, and teaching evaluation. A total of twelve programmes were mentioned and eleven (91.67%) of them were attributed to the principal.
All participants mentioned that the principal has an intellectual oriented students' parliament and an inspirational student representatives' programme. Principal P spent fifteen minutes daily with various student representatives in her office immediately after the general assembly, discussing and getting feedback from the students.

During the interview with principal P, she spoke fondly about the 'students' parliament', one of the programmes she initiated. She said the programme is designed to engage the students with the school, keep them learning and intellectually stimulated. The principal said that she also observes that the students are quite excited about having a voice and that they seem to enjoy the activities and freedom the parliament forum affords them. This forum also helps her to understand students' challenges and to support them better. She claims that she attends the students' parliament meetings after office hours, once a month.
Participant P8P, an SLT, noted that:

> ‘the students’ parliament really encourages productivity because the students are encouraged to gather news around the world, locally and within the school. They reported that these students are also given an opportunity to discuss students’ and school issues with the SLT.’

Principal P spent 100 minutes (93.5%) of the 107 minutes allotted to programmes on those directed at intellectually stimulating the students (see table 5.11).

Table 5.12 shows the percentage of programmes and policies attribution.

Programmes	Time in minutes	Total work time % 653	Programmes %
Programmes	107	16.4	
Intellectual programmes	100		93.5

Table 5.11: *Principal P’s programmes time allotment*

Policies

All the participants claimed there are several policies in place and most (81.2%) attributed the majority (87.5%) of the new policies to the principal (see table 5.12). The new policies attributable to the principal include cross checking students’ notes with teachers’ notes, exam questions review, supervision of teachers, the principal making impromptu classroom visits and reviewing the first instance register, which is a register used to monitor lesson attendance and curriculum delivery progress. These participants also mentioned the welfare package for teacher and welfare cooperative, which is a local banking system; teachers are encouraged to save with the cooperative and they are provided with loans without interest. Only one of the eight policies listed was attributed to government. The participants claimed that the principal is committed to putting policies in place to supports students’ performance (see table 5.12).

Innovation

The participants considered some of the programmes and policies to be innovative. All of them reported there had been some innovation since principal P took office. She stopped cult activities, vandalism and loitering, using the patrol teams, and introduced motivational guest speakers. The introduction of ICT into the school curriculum, and the building and furnishing of the ICT laboratory, were two of the innovations cited by the participants.

They also listed involving the parents- teacher association (PTA) in the school improvement process, initiating students' counselling, teacher support, spiritual and emotional inspiration sessions, the founding of the students' parliament, cross checking teachers' notes with students' notes, and exam review, as new innovations. Impromptu supervision, enforcing teachers' punctuality and first instance register were also listed. They attributed nine of the ten innovations to the principal's initiative (see table 5.12). Some of the programmes, policies and innovations can potentially contribute to, or improve, students' academic performance.

Innovations	Percentage of participants: yes	Percentage of the innovations attributable to principal
Programmes (12)	100	91.67
Policies (8)	100	87.5
Innovation -practices (10)	100	90

Table 5.12: *School P's principal attributed programmes, policies and innovation*

Transformational leadership and students' performance

Interviewees were asked if they had witnessed any improvement in the students' academic performance. The majority (81.8%) said that the academic performance is quite poor. However, slightly above half (54.5%) of the participants thought that the performance, though poor, is gradually improving, citing the 2013 WAEC performance as an example (see table 5.1 and 5.13, and figures 5.1 and 5.2).

The 2014 WAEC performance was rather poor compared to the other four years. The standard deviation (σ) between year 2013 and 2014 is quite significant at 25.34 considering there were no visible changes in the school administration, except for the principal's absence (see below). The pass rates for the three years before 2013 averaged 26.31%, with a relatively low variance of 4.65 and standard deviation (σ) of 2.15. The 2013 pass rate was significantly higher at 65.52%, a 1083.73 variance from the five year mean average. The 2013 pass rate contributed to a high five year variance (283.13), and the standard deviation (σ) (16.83) values for the five years evaluated. This seems to yield evidence of performance improvement but does not explain the 2014 decline, which was attributed to the principal's absence, as discussed below.

Academic performance	Percentage	Percentage

Poor WAEC academic performance	81.8	
Good WAEC academic performance	19.9	
No improvement in WAEC academic performance		44.45
Poor and improving in academic performance generally		55.5

Table 5.13: *Perceived improvement in students' academic performance school P*

Performance attribution

All the participants (100%), who claimed the performance trend is improving in some way, attributed the improvement to the principal's style of leadership, and her influence on students and teachers. Although the unusually high 2013 WAEC pass was attributed to the principal, the sharp decline in 2014 did not support their claim. The principal attributed the 2014 poor performance partly to the school closure for three weeks during the Ebola epidemic and to her absence.

The participants, however, attributed the poor WAEC 2014 performance mostly to the principal's extended absence from the school that year. Two participants, P1P, a subject teacher, and P9P, an SLT, explained that the performance was negatively impacted because the principal lost her spouse and was not in school for an extended period. Consequently, the programmes and policies to ensure teaching quality, lesson delivery, and students' classroom attendance, were not enforced. Also, the teachers' support she offers was missing and the intellectual and inspirational support for students was also missing.

All the participants claimed that the general poor academic performance in WAEC results was not attributable to the current principal, or the teachers, except for the extended absence of the principal in 2014. They cited the prevalent challenges intrinsic to the public education system, the environmental influence, the socio-economic background of the students, lack of teaching aids, student disinterest, lack of parental support, and government policies, as probable causes. None of the participants accepted responsibility, or blamed the principal for the decline in academic performance, although they claim responsibility for performance improvement. This behaviour shows that it is commonplace to externalise blame rather than to accept responsibility.

More than a third (36.4%) of those who claim that poor performance is not attributable to the principal or the teachers admit that lack of teacher supervision, linked to the principal's absence, and lack of professional training and development for teachers due to government policies, also play roles in weaker student outcomes (see tables 5.13 and 5.14). Three participants, P2P, a middle leader, P4P, and SLT and P7P, a subject teacher, also noted that supervision of teachers,

teaching practice, and teachers' competence, which is linked to professional development, are probable significant contributors to students' general poor performance.

As mentioned earlier, of those who claimed there has been some improvement in students' academic performance, five of nine participants (55.5%) attributed these improvements solely to the principal's direct and indirect efforts, including her transformational leadership influence through intellectual stimulation and inspiration of teachers and students (see tables 5.13 and 5.14) Four of these five participants (80%) explained that a significant factor is the principal's indirect influence: collaboration with teachers through her transformational leadership and instructional approach to leading. They claimed that the extra effort she puts into classroom supervision, policies that ensure a better quality of lesson delivery, more classroom teaching, and the introduction of student supervision to ensure lesson attendance, all play major roles in the 2013 performance improvement. According to participant P1P, a subject teacher:

> 'More teaching is going on in this school, unlike a government school. The principal has made that happen. She makes sure you come to school on time and go to class. You cannot stay here if you do not want to work … the principal has programmes and policies that enforce quality classroom delivery considering government teachers cannot really be made to do or exceed their intended contribution unlike in the private school.'

None linked the perceived improvement to joint efforts between the principal and government through policies (see table 5.14).

Improvement attribution	Percentage of positive participants	Percentage of total participants
Principal's effort (direct & indirect) through teachers' inspiration	100	55.5
Principal & teachers collaboration	60	36.4
Principal & government joint efforts	0	

Table 5.14: *Perceived improvement attribution*

Assessment of principal P's leadership style's impact on students' WAEC Performance

Documentary analysis of the WAEC results indicated that the WAEC performance pass rate increased from 25.2% in 2012 to 65.52% in 2013, when principal P came into office; a 40.32% increase (see tables 5.1 and 5.15 and figures 5.2. and 5.4). However, performance declined by 47.08% in 2014.

All the participants attributed the 2014 decline in WAEC performance to principal P's extended absence from school when she was not available to continue with implementation of her policies

and programmes to ensure classroom attendance and quality lesson delivery. There appears to be a link between the principal P's leadership styles (transformational, consultative and instructional approaches), her policies and programmes, and student performance, considering the performance trend. The pass rates in the previous three years before she assumed office averaged 26.31; ranging from 29.32% in 2010, 24.4% in 2011 and 25.2% in 2012 (see table 5.1 and figure 5.4). However, in 2013, there was a significant improvement in WAEC performance, the session principal P came in to office and introduced the new policies and programmes, and a significant decline in performance following her absence in 2014, as noted above, (see figure 5.4). Most (81.8%) of the participants alluded that the principal's influence made a significant impact on students' outcomes whilst more than half (55.5%) of these attributed her influence, both direct and indirectly through the teachers, as the sole contributing factor to performance improvement (see table 5.14). However, more than a third (36.4%) of the participating teachers claimed that the improvement in students' academic performance was as a result of collaboration between teachers and principal, as mentioned earlier. However, when the principal was away due to bereavement, the pass rate declined significantly, as depicted in figure 5.4 and they all attributed the decline to her absence.

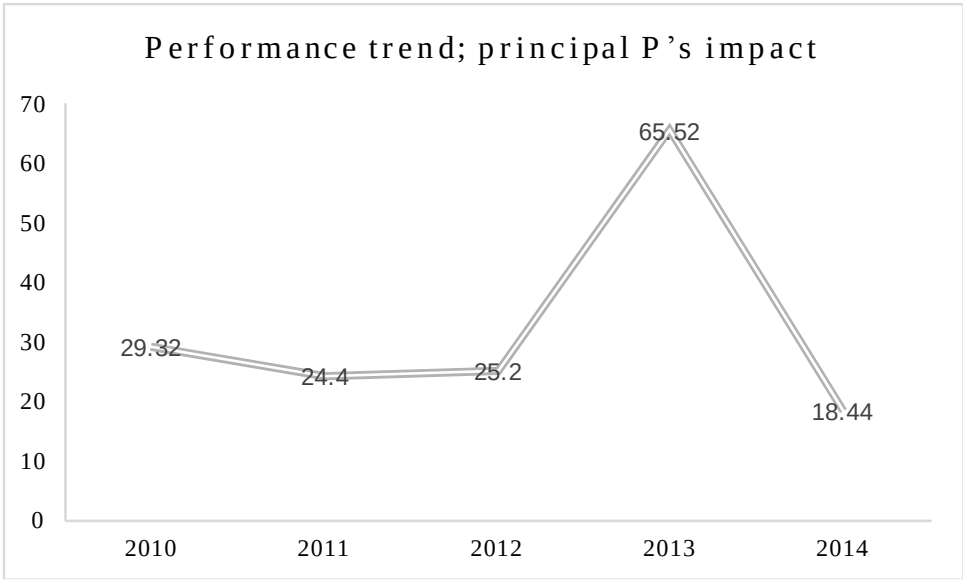


Figure 5.3: *WAEC Performance trend; principal P's impact*

The principal P assumed office in the 2012-2013 session and her influence is noticeable in the WAEC results for 2013. Her absence in 2014 for extended periods was also noticeable in the sharp decline in performance.

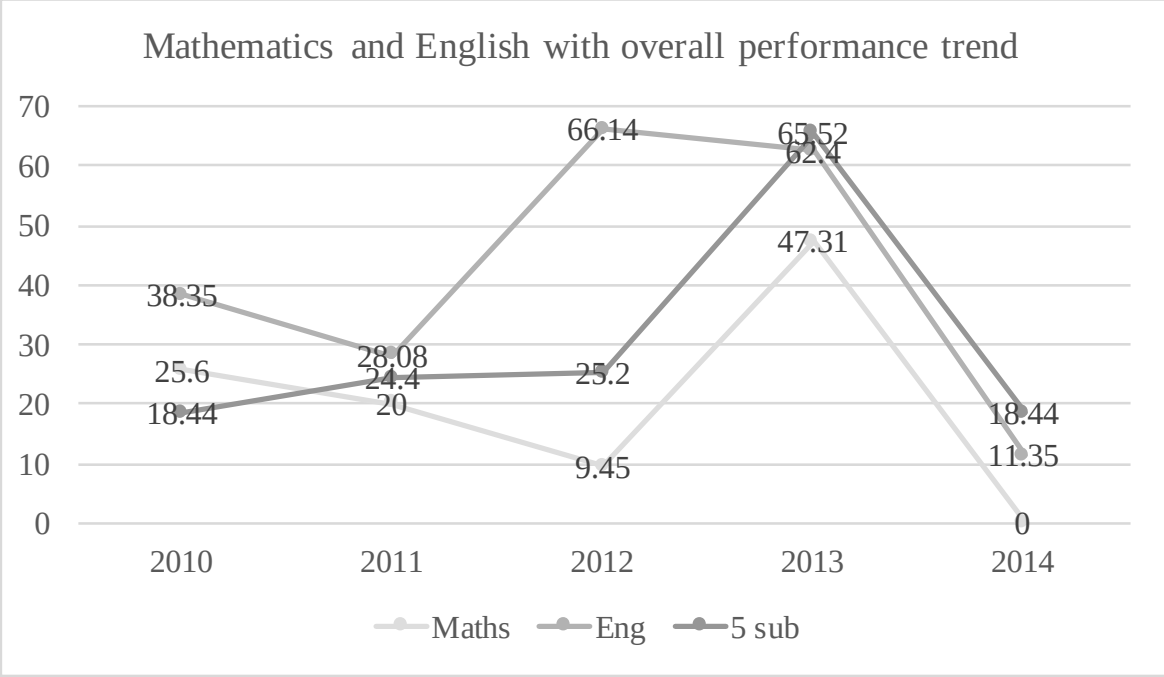


Figure 5. 4: *School P's pass rates interaction and trend for Mathematics, English and the overall performance*

Overview of School P

School P's WAEC pass rates were generally low except in 2013. The participants perceive principal P as a leader who possesses all the six attributes ascribed to transformational leadership and was consistently rated highly on all six transformational leadership attributes, averaging 98.12%. They also reported that she adopts an instructional and a contingency approach to leading. Almost half the participants reported that the principal delegates, using an allocative distributional leadership (ADL) approach. Principal P is described as motherly, professional, firm and a strategic leader who pays attention to detail and is dedicated to improving learning conditions and student outcomes.

The principal successfully implemented projects and programmes, described as innovative and effective, to make the school safe, create a conducive atmosphere for learning, ensure class attendance and improve academic performance. For example, the safety and security policy called the 'patrol' was described as successful by the principal and all the participating teachers, who claimed that it led to enhanced learning. The students' representative council was described as inspirational and intellectual, as was the students parliament programme. Principal P also introduced exam questions review, and lesson content evaluation, to ensure quality lessons delivery. Principal P provided both teachers and students with inspirational comments to engage them to pursue the school's learning objectives. The improvements in school and student outcomes seem to

affirm that the principal could engage her followers to pursue shared organisational goals, leading to enhanced academic performance in 2013.

The next chapter provides the findings from case study three (yellow).

CHAPTER SIX: FINDINGS-CASE STUDY 3 SCHOOL YELLOW

Case Study Context

Case three, school yellow (Y), is situated in one of the small developing remote islands considered to be difficult terrain. Access to this island is challenging, as with the other islands in the state, and it is mainly reachable by boat from any of the surrounding mainland cities. However, the multinational energy organisations operating in the areas have flights operating between the mainland and the islands. It takes an average of two hours travelling by boat from Port Harcourt, the capital city of Rivers State, to the island. The main mode of transportation to and within the islands is by navigating the water; mostly using speedboats, ferry and local canoe. The journey connecting to the island could be treacherous due to the strong tidal waves which become more dangerous at specific times of the day and more so during certain seasons. It has become even riskier in recent years because of the possibility of running into pirates, who operate on the sea and in the Niger Delta area, as well as getting caught up in the unpredictable violent protests from the Niger Delta militants. Considering the questionable safety practices of the local boats operators, and more specifically the danger from pirates who operate on those routes, the researcher had to solicit help to get a space on a secure armoured boat in getting to the islands. The topography and safety issues described above make the location extremely challenging.

The general shortage of staff in Rivers state was particularly severe in school Y because of the challenging location. The school had been without adequate teaching staff for over ten years, because teachers refuse postings to these islands. Until 2013, there were only three staff for about 670 students because many teachers reject postings to remote and challenging terrains, and this island in particular, due to the Niger Delta militant activities. The three staff who ran the school for many years, before the mass employment of teachers that took place in the state two years ago, included the current principal. There are currently 35 staff in the school, 31 of whom are teachers.

The principal

The current principal of school Y is a trained educationist who came into the school system with a master's degree, which is higher than the bachelor's degree required for a senior teaching position. He was promoted to the rank of principal less than ten years after starting his teaching career, because of this qualification. Principal Y has been a teacher for more than 30 years and a principal for the past 21 years. He was transferred to his current school ten years ago. He described the period when he assumed office at this current school as challenging. He said that the school administration

was in disarray and he had only three teaching staff, including himself. Principal Y said he engaged part time teachers on a contract basis to support learning and improve students' performance.

Data Analysis: Performance Trends, Interviews and Observation

Eleven of the 31 academic staff were selected to participate in this inquiry, along with principal Y (see table 6.2). Five of the participants were selected using stratified sampling and the other six were selected using stratified convenience sampling. All twelve participants were interviewed, the principal was shadowed, and the students' WAEC results were analysed. The teachers' perceptions of the principal's leadership style, the principal's self reported practices, and the researcher's observations, were employed to gain insight into the principal's leadership style and practices.

The participants were asked to describe principal Y's style of leadership and they were asked specific questions regarding evidence of the attributes of transformational leadership. The interview responses will be discussed in the following sections (see also table 6.6). The responses to the questions, which are linked to certain attributes of transformational leadership, are discussed below, to establish the presence or absence of such attributes and to ascertain the extent of those attributes. The findings will be presented in subsequent sections of this chapter.

<u>School Y performance trend</u>

School Y's performance level was determined by evaluating its WAEC results, and checking 2008-2012 collated reports, to see the students' performance trend over 5 years (see figures 6.1 and 6.2, and table 6.1). The performance records for 2013 and 2014 were not available because the principal was following the new law, which states that schools can only receive the students' WAEC records after two years. It will also be used to explore the principal's influence on student outcomes, if any. The results will be presented in subsequent sections of this chapter.

Documentary analysis of school Y performance related data over five years were evaluated (see figure 6.2). Five subject passes at A- C level were used as the benchmark for performance because that is the standard used to assess students' success at these examinations (Okpala 2013; The Advocate 2013; WAEC; Depart of Education Press Release; Office of Qualifications and Examination Regulation Ofqual 2012). Mathematics and English records for the same period of five years were evaluated separately (see figure 6.1) because these subjects are compulsory for every

learner at all levels in secondary schools and these two subjects are also used to determine literacy and numeracy levels worldwide (CIA World Fact book 2015).

Performance trend analysis

The school's WAEC results show five year average pass rates of 48.47.2% (see table 6.1 and figure 6.1). Student enrolments at WAEC exams were particularly low in 2008; there were only 40 candidates, but performance was above average. They improved to 61 candidates in 2009. The 2010 WAEC results appear to be anomalous, compared to the other years. No student passed mathematics, and there was only a low pass rate of 5.7% in English, as the school did not have mathematics and English teachers that year, according to PY. In contrast, the school had high pass rates in English, in 2008 and 2009, with 90.2% and 70.5% pass rates respectively.

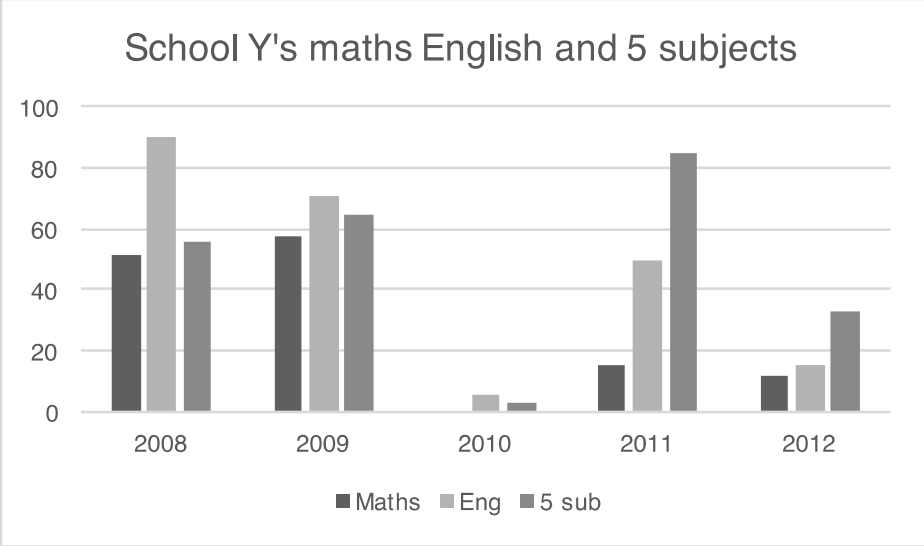


Figure 6.1: *Comparing Mathematics pass rates with English and overall pass rates school Y*

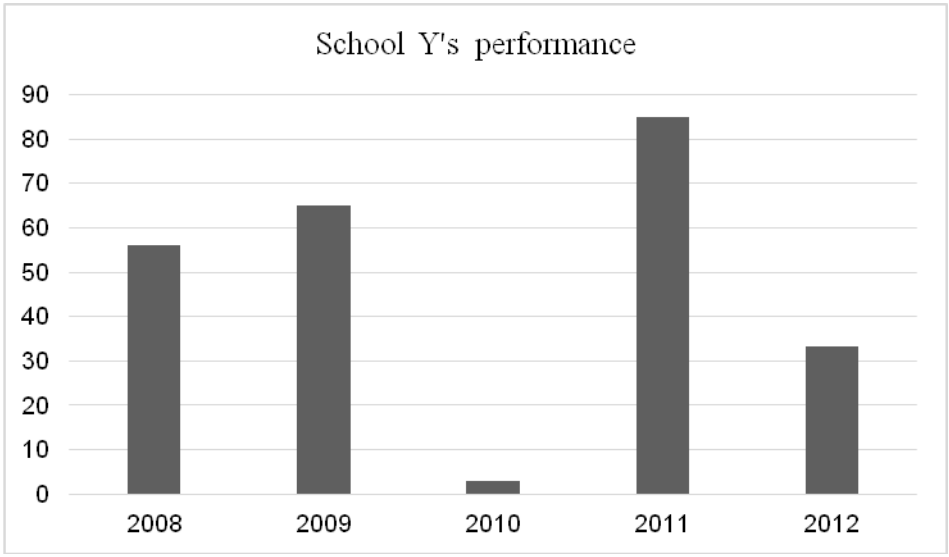


Figure 6.2: *School Y five years performance comparison*

The 2010 WAEC results were very poor (2.9%) due to the mass departure of students and teachers. The school showed a significant improvement in the 2011 with an excellent overall WAEC performance of 85%, when the students and teachers returned to school at the end of their temporary jobs with the multi-national energy company (see figure 6.2). However, performance declined sharply again in 2012 (see table 6.1 and figure 6.2). The participants, including the principal, attributed this to the harsh economic climate, which led to poor school attendance, because some students took up employment during term time, as discussed below.

Year	Percentage of students with A-C pass in 5 subjects
2008	56.1
2009	65
2010	2.9
2011	85
2012	33.33
2010-2014 average	48.47

Table 6.1: *School Y five years overall WAEC pass rates*

Leadership Perceptions

The participants comprise those in the SLT team, selected purposively; vice principal academic and heads of departments (HoD's), and other teaching staff selected through stratified convenience sampling (see table 6.2).

Case 3 Yellow Y	Participants
P1Y	Subject teacher
P2Y	Subject teacher
P3Y	SLT
P4Y	SLT
P5Y	Subject teacher
P6Y	SLT
P7Y	Middle leader
P8Y	Subject teacher
P9Y	SLT
P10Y	Middle leader
P11Y	Middle leader
P12Y	Principal

Table 6.2: *Participants' designation School Y*

Responses from participants, principal's self-report as well as records from shadowing the principal, were used in the leadership evaluation process.

Interaction and transformational leadership attributes

Principal Y appeared to interact to a significant extent. He spent an average of 276 minutes of his 492 minutes working hours in interactive activities, according to the Principal observation data (see table 6.3 and 6.11). Interview responses also appeared to support this view. All the participants (100%) stated that principal P often interacts. According to participant P5Y, a subject teacher, 'the principal interacts with staff, he seems to be very involved with encouraging the students, and comes to the daily assembly at the chapel.'

Results from shadowing indicated that principal Y spent an average of 195 minutes (70.65%) of his 276 minutes interaction time with the teachers, mentoring, supervising and inspiring them. He also appeared to spend 50 minutes (18.2%) of his interaction time on inspiring the students. All the participants seemed to corroborate the results from shadowing, which indicated that the principal spent time on inspirational activities with the students. He spent 90 minutes (18.3%) of his work time on student-related activities (see tables 6.6 and 6.4). He also spent more than a quarter of his work time performing administrative tasks (see tables 6.3 and 6.5).

Activities	Time in minutes	Time spent on task %
Total Interaction time	276	56.1
All paper work (evaluation, admin etc)	140	28.45
Others	76	15.45
Total work time	492	100

Table 6.3: *Principal Y's time allotment*

Interactive activities	Time in minutes	Total work time %	Interaction time %
Interaction teachers	195	39.6	70.65
Interaction students	50	10.16	18.12
Interaction others	31	6.3	11.23
Total interaction	276		100

Table 6.4: *Principal Y's interactive activities time allotment*

Inspiration

All participants were positive about the principal's inspirational qualities and some gave examples of his inspirational influence. They affirmed that principal Y is charismatic and motivating, and that he inspires them to put in extra effort. Participant P1Y, a subject teacher, said: 'Yes, he is inspiring and motivating; he makes you put in extra effort. I never intended to teach and didn't enjoy it. However, the principal's input has made me to start enjoying teaching now.' The principal is perceived as a strategic charismatic leader.

Inspirational Activities	Time in min	Over total work time %	Interaction time %	Interaction teachers %
Inspiration interaction with teachers	9	1.83	3.26	4.62
Inspiration interaction with students	50	10.16	18.1	
Others	31	6.3		
Total inspirational activities	90	18.3	32.61	

Table 6.5: *Principal Y's inspirational activities time allotment*

Inspirational in terms of rewards

All the participants reported that the principal rewards students for their performance. There is a commendation prize giving day at the end of the school year where students receive gifts for their

efforts. They all also affirmed that the principal rewards the teachers for their effort (see table 6.6). They said there were no financial incentives or gifts reward as the school does not receive financial support from the government. More than a quarter (27.3 %) of participants, however, noted that principal Y gives a relief package, consisting of groceries and other food items, during festive periods. Participant P1Y, a subject teacher, noted that, even though the principal has no financial power, he would often encourage and pray for the teachers. He noted that "he prays for you, saying 'God bless you, I can see what you are doing.'" He is perceived as an inspiring leader.
Table 6.6 shows the results of principal Y's rating on inspirational influence and other transformational leadership attributes.

	Transformational leadership attributes	N responses	Percentage
1	Vision Q5	11	100
	Communication of goal Q6	11	100
2	Support Q20 & 21	11	100
3	Inspirational for teachers Q7	11	100
	Inspirational for students Q14 & 15	22	100
	Inspiration for reward teacher Q8	11	100
	Inspiration reward students Q9	11	100
4	Intellectual for stimulation teachers Q17 & 19	18 / 22	81.8
	Intellectual for stimulation students Q13, 11 & 16	32/33	96.97
5	Individualised consideration Affirmation/Respect/ Q3, 4 20	30 / 33	90.9
6	Idealised influence – Job satisfaction Q10	11	100
	Job satisfaction - likely to stay because of principal influence Q10b	11	100
	Job satisfaction -unlikely to stay regardless Q10c	0	0
	Unlikely to stay (other factors) Q10d	0	0

Table 6.6: *Teachers' perceptions of principal Y's transformational leadership attributes*

Vision

Participants were asked if principal Y sets goals for the school. All the participants confirmed that he sets clear goals for the school. Table 6.6 also shows principal Y's rating for visionary attributes.

Communicating vision

The participants were asked whether principal Y communicates the organisational goals to them. All participants (100%) said that the principal communicates the school learning objectives to them on a regular basis and to the students during chapel time (see table 6.6). Participant P7Y, a middle

leader, claims that 'principal Y communicates school vision and learning objectives to staff at staff meetings and also during the chapel assembly.'

Individualised consideration

Almost all the participants (90.9%) described principal Y as a leader who is interested in individuals and their issues. He is perceived as a leader who thinks about a solution that is appropriate for the individual. According to participant P6Y, an SLT, PY is very supportive and helps with challenges. Participant P7Y, a middle leader, noted that principal Y offers personalised support. He said: 'the principal personally guides you through the operating systems to help you become more effective.' Participant P10Y, a middle leader, said: 'principal Y is a mentor.' The majority of the participants (72.7%) also claim that principal Y mentors them, helps guide them through challenging tasks, and comments on areas of their professional development that require improvement.

Intellectual stimulation

The majority of the participants (81.8%) claimed that they are intellectually stimulated by principal Y (see table 6.6). They said that the principal gives them room to perform, prove themselves and improve. He creates tasks that require some extra learning and thereby develops potential. Participant P9Y, an SLT, said: '… I am acting on a higher job group because he gave me the opportunity and a free hand. Although the job is intellectually challenging, it has stretched my capacity.' Participant P8Y, a subject teacher, said: 'You learn with him. You cannot be lazy when you work with him.' Almost all the participants (90.9%) said he attends classes often. They said that knowing the principal could come to your lesson unannounced acts as an additional impetus to better research your topic and add more value to learning.

Intellectual stimulation of students

The principal appeared to spend 108 minutes, which is more than a third (39%) of his 276 minutes interaction time, on programmes. All the programmes he works on are intellectually stimulating and directed at both the teachers and students (see table 6.11). Most (83.3%) of the intellectually stimulating programmes are attributed to the principal.

Support

All the participants (100%) reported that principal Y is supportive (see table 6.6). They claim he is interested in their professional development and personal welfare. According to participant P10Y, a

middle leader, 'He is a very caring and supportive leader, many times better than any other principal, he is helpful.' According to participant P5Y, a subject teacher, principal Y supports students as well. He noted that:

> '…the principal gets them jobs, helps with JAMB (joint admission and matriculation board, a national joint university entrance examination board), with registration and examinations preparation, and gets graduating students opportunities with the major multinational companies when he can.'

The majority (72.7 %) view him as helpful, especially considering the way he guides them through challenging tasks. He is perceived as a kind leader who wants the best for his followers.

Idealised influence and job satisfaction

All the participants were satisfied with their working relationship with principal Y (see table 6.6). They said that he has good interpersonal skills, is charismatic and professional in his approach. All the participants expressed that the principal's approach has influenced their decisions to remain in the school, although 18.2% of them also said that they are also self motivated whilst the principal's influence is another factor.

Although principal Y scored very highly on transformational leadership attributes (96.71%), he was also described as adopting other approaches to leading, as discussed below.

Administrative Paper Work

Principal Y appeared to spend more than a quarter 140 minutes (28:45%) of his 492 minutes total work time on paper work and close to half (49.3%) of that time was spent on administrative paper work (see table 6.7). School Y does not have an administrative vice-principal (vpad), as expected of government schools. This could be the reason the principal spends this amount of time on paper work.

Paper work	Time in minutes	Total work time % 492	Admin work time %
Supervision evaluation	71	14.43	50.7
admin paper work	69	14.02	49.3
All paper work	140	28.45	100

Table 6.7: *Principal Y's administrative activities time allotment*

Emerging Leadership Styles

Principal Y is also perceived as exhibiting other leadership styles beside transformational (see tables 6.8). These other emergent leadership styles are:

1 Contingency

2. Instructional

3. Consultative

4. Allocative distributed leadership (ADL)

Leadership perception	Transformational leadership	Contingency	Instructional	Consultative	Allocative distributed leadership
Teachers	100	72.76	90.9	100	18.2

Table 6.8: *Emergent leadership styles in school Y*

Contingency

Apart from the transformational leadership traits that the participants attributed to principal Y, other perceived leadership traits exhibited by the principal also emerged during the course of the interviews (see tables 6.9 and 6.10). Almost three quarters of the participants (72.76%) described him as adopting different approaches to leading depending on the situation. They describe him as 'a disciplinarian who is also easy going.' Principal Y described himself as a leader who adapts his approaches to situational demands. Participant P4Y, an SLT, corroborating principal Y's self perception, said that 'he is a pragmatic leader who adapts his approaches to what the situation requires or demands.' The participating teachers seemed to associate the principal's leadership practice with Fiedler's (1969) contingency approach to leading as they all seem to view him as a transformational leader who also uses different approaches in different situations.

Instructional leadership

Almost all the participants (90.9%) said that the principal spends time on supervision and evaluation, and most (72.2%) reported that he spends time in guiding them on work related activities. The shadowing seems to indicate that he spends 195 minutes (67.4%) of his 276 minutes interaction time with the teachers and most of that time 186 minutes (95.4%) is spent in supervisory interaction (see table 6.9).

He appeared to spend 71 minutes (14.43%) of his work time doing teachers' evaluations (supervisory evaluation); going through teachers notes, and evaluating lesson delivery (see table

6.9). All participants who claimed that he adopts an instructional approach to leading reported that he plays an active role in regular classroom supervision.

Supervisory Activities	Time in minutes	Total work time %	Interaction % 276	Supervisory time %	Interaction with teacher % 195
Supervision interaction	186	37.8	67.4	72.4	95.4
Supervision evaluation	71	14.43		27.6	
Total supervision: admin +interact	257	52		100	

Table 6.9: *Principal Y's supervisory activities time allotment*

Principal Y spent over half 257 minutes of his 492 minutes his work time on supervisory activities

Consultative

All the participants perceive principal P as a leader who listens and is open to contributions from staff. Principal Y appointed an acting vice principal (vpad) internally after the previous one was transferred and, after training, he gave her the autonomy to make decisions. The current acting vpad claims that principal Y respects her decisions and inputs.

Allocative distributed leadership (ADL)

Although 72.7% of the participants consider Principal Y as an open minded leader, who gives his followers a free hand to run their departments, only a minority (18.2%) actually described him as delegating decision making to them as experts. Participant P9Y, an SLT, said: 'yes, he encourages staff to participate in decision making. He does not run a one man show as in my previous school-.' Participant P1Y, a subject teacher, said: 'I initiated the dress code and the principal accepted the idea and asked me to implement it.' Most teachers (72.7%) consider him as an open minded leader who allocates responsibilities, including decision making, to his followers, and respects and accepts their decisions as experts.

Leadership perception	Transformational leadership	Contingency	Instructional	Consultative	Allocative distributed leadership
Teachers	11	8	10	11	2
Principal- Self report	1	1	1	1	1
Observation	1	1	1	0	0
Overall perception	13	10	12	12	3
Percentage	100	76.92	92.31	92.31	23.08

Table 6.10: *Emergent leadership styles in school Y: teachers' perception, self report and shadowing*

Table 6.10 shows the aggregated perception of principal Y's leadership style, combining, teachers' perceptions with the principal's self report and the analysed shadowing data.

Almost all (96.6%) the participants corroborated three of principal Y's self-reported leadership practices (instructional, consultative and transformational) except for one person who was not sure of his instructional approach. The majority (72.7%) confirmed that he adopts a contingency approach, which the researcher also witnessed. However, the majority (72.7%) could not corroborate that he practices allocative distributed leadership, and the researcher also could not confirm this practice during the shadowing.

The influence of the principal's leadership style and practices on students' academic performance was also evaluated using responses from interview questions and documentary analysis of WAEC results (see below).

Leadership Styles and Students' Academic Performance

The responses from the interview questions, linked to leadership styles, students' performances, and the perceived transformational leadership influence on students' performances, were evaluated to see if any such links exist.

Transformational leadership, programmes and policies

The interview responses revealed that principal Y is perceived as a leader who is interested in improving learning and student outcomes. He is reported to pursue policies and programmes that are oriented towards improving their academic performance.

Programmes

All the participants said that there are programmes in place (see table 6.12). Most of the programmes listed are attributed to the principal and are intended to be intellectually stimulating. However, such programmes have not yet led to sustainable improved WAEC performance because of the decline in the students' academic performance in 2012 following the extraordinary performance of 2011. A total of twelve programmes were mentioned and ten (83.3%) of them were attributed to the principal (see table 6.12). The programmes listed include the loan books scheme, weekend classes, extramural classes, external intense quiz competitions; winning nine cups in a row at the state inter-school academic competition, and the introduction of fishery and environmental studies.

Principal Y appeared to be involved with inter-schools' competitions. He works with the teachers to prepare the students for these competitions. The school won at least one tournament each year in one of the categories: science quiz, debate and science exhibition. Principal Y spent 23 minutes discussing the new library scheme with subject teachers and another 45 minutes liaising with the Ministry of Education (MoE) on the phone, discussing school projects and library upgrading plans, during the shadowing. Participant P3Y, an SLT, noted that:

> 'The principal spent a lot of time and effort in getting sponsors to build the new library, one of his programmes, and that he has put a library scheme in place to encourage students to use the library and also to loan books and other learning resources. The principal is very particular about the school's participation in inter-schools' quizzes, and other competitions, because he thinks the preparation process helps to improve the students' academic skills.'

The participants listed twelve programmes that the school currently runs. The principal spends all the time allotted to programmes (108 minutes) on intellectually stimulating ones (see table 6.11).

Programmes	Time in minutes	Over total work time %	Interaction time %
Programmes	108	22	
Intellectual programmes	108		100

Table 6.11: *Principal Y's programmes time allotment*

Policies

All the participants also said that seven (77.8%) of the nine policies introduced by the school are attributable to the principal (see table 6.12). The policies include punctuality policy, note checks, principal sitting in lessons, compelling students to write notes during lessons, the ban on the use of cell phones during lessons to reduce distractions with general and pornographic internet browsing during lessons, security measures to secure the school compound during school time to prevent vandalism, intimidation of students and teachers, and armed robbery carried out in the classes located close to the school fence.

Innovation

All the participants reported there have been several innovations. They considered that some of the programmes and policies are innovative, including involving the parent-teacher association (PTA) more in students' progress as well as school improvement processes, initiating student

counselling, and security patrol banning of cell phones. They attributed nine (81.82%) of the eleven innovations to the principal's initiative (see table 6.12).

Some of the programmes, policies and innovations are those that can potentially contribute to, or improve, students' academic performance but, as noted earlier, a sustainable impact is yet to be seen.

Innovations	Participants: yes	Percentage of the innovations attributable to principal
Programmes (12)	100	83.3
Policies (9)	100	77.8
Innovation- practices (11)	100	81.82

Table 6.12: *School Y's principal attributed programmes, policies and innovations*

Transformational leadership and students' performance

The interviewees were asked if they had witnessed any improvement in the students' academic performance. Although a minority (27.3%) state that students' performance has remained poor, the majority (72.7%) claim that the students' academic performance, though poor, is improving (see table 6.13 and figure 6.1).

Although the 2011 WAEC performance pass rate (85%) was exceptionally high, the 2010 WAEC results appeared to be anomalous, compared to the other years. As noted earlier, no student passed mathematics and there was a pass rate of 5.7% in English that year (see table 6.1 and figures 6.1 and 6.2). The exceptionally overall poor pass rate of 2.9% has the highest variance (45.57%) in the comparison of these five years. This performance is close to two standard deviations (σ) 1.62 below the average performance for the five years evaluated. The poor performance may be connected to the crisis reported by participants. The school experienced a severe student and teaching population crisis in the 2009/2010 session. As earlier mentioned, the school had been operating with only three teaching staff supplemented by part time teachers on contract. The majority of the ten part time contract teachers, and two of the teaching staff, left for better paying contract jobs with the multi-national energy companies, leaving the school with only two contract staff and one permanent teacher.

In addition, the student population for both junior and senior secondary classes was below two hundred, because more than half of the population went into full time contract employment with the new multi-national energy companies, even though they were still formally enrolled at school.

Those who came to school were very distracted because they were doing full or part time jobs and were unable to attend classes regularly. However, most of the teachers returned to school and the students started attending classes regularly during the following year because the energy company employment was temporary short term contract work.

Academic performance	Percentage	Percentage
Poor WAEC academic performance	27.3	
Good WAEC academic performance	72.7	
No improvement in WAEC academic performance		0
Poor and improving in academic performance generally		100

Table 6.13: *Perceived improvement in school Y's students' academic performance*

More than a quarter (27.30%) of the participating teachers maintained that students' academic performance is still poor whilst the rest claimed that performance is good. However, they all agreed that it is improving (see tables 6.13 and 6.14).

Performance attribution

Those participants (72.7%), who claimed that the performance trend is improving, attributed the improvement to the principal's style of leadership and his influence: extra effort at classroom supervision, policies that ensure a better quality of lesson delivery, and more classroom teaching. A third of those who believe performance is improving due to the principal's influence also claim that the improvement of lesson delivery has an impact on students' performance.

All the participants attributed the general poor academic performance partly to the government and their poor policies (see table 6.14). A majority (54.6%) also claimed that the prevailing environmental factors; educational culture- how the locals perceive education in terms of gender - and the effects of the presence of the multinational energy companies, contribute to poor academic performance. A minority (27.3%) attributed the general poor performance to socio-economic challenges, including poverty, as well as to government policies. Some teachers (27.3%) argued that poverty is not necessarily responsible for poor performance, it is rather misplaced priorities. They gave an example of students who buy cell phones in place of textbooks, due to their not valuing education.

Improvement attribution	Percentage of positive participants	Percentage of total participants
Principal's effort (direct & indirect) through teachers inspiration	100	72.7
Principal & teachers collaboration	33.33	27.3
Principal & government joint efforts	0	0

Table 6.14: *Perceived improvement attribution case Y*

None of the participating teachers, including those (27.3%) who left for the multi-national energy companies, cited demotivation or their temporary departure as likely contributors to students' academic poor performance. However, more than a quarter (27.3%) of the participating teachers claimed that teachers' collaboration with the principal was responsible for performance improvement. It seems the participants claim credit for improvements but do not share the responsibility for poor performance.

According to participant P11Y, a middle leader, the improved performance observed in 2011 might be attributable to the vigorous reintegration inspirational comments the principal made during programmes he started to motivate students to exert extra efforts in their study. They may also be partly attributable to the parents and students counselling sessions and intensive coaching and intellectual programmes he implemented for the returnees. He also mentioned high motivation on the part of all stakeholders; principal, teachers and students, following the "return to class campaign". He added that this might be linked to the realisation by teachers that they are facing possible unemployment, since they have no alternative employment opportunities and for the students, realising that they are possibly unemployable since they do not have any formal qualifications. He also said that both the teachers and the students were highly motivated to cooperate with teaching and learning objectives because of the prevailing nostalgia of returning to a familiar and welcoming environment.

Assessment of principal P's leadership style's impact on students' WAEC Performance

The principal had been with the school for about ten years and the school's WAEC pass rates have fluctuated significantly with a standard deviation of (σ) 28.2, over the five years evaluated (see figure 6.3 and table 6.1). It is challenging to measure principal Y's impact over the five years evaluated as the performance trend appears to be inconsistent and because of school Y's peculiar challenges. The local culture that emphasises quick wealth acquisition in favour of education is quite a challenge to the educational system and its effect is accentuated in an all-boys school. As most of the students did not attend classes during 2009-2010 school session, the result might not appropriately represent the school's performance, with regards to teachers or principal's influence.

Some of the students were also reported to have returned to employment in 2012. It appeared that more students are currently attending classes.

The WAEC results for 2008, 2009 and 2011 appear to represent typical levels of school performance as they were before and after student and teacher departure to the energy companies. The WAEC pass rates for the years 2008 and 2009, a period prior to the employment boom, when students stayed through the school sessions and attended lessons, were above average 56.1% and 65%. The WAEC pass rate for 2011 (85%) was high and might be attributed to the reasons mentioned above: fear of unemployment, high motivation, and that the returning students and teachers were welcomed back by the principal who provided inspiration for both teachers and students and created opportunities for intellectual stimulation through programmes. Following the return of both teachers and students to classes in 2011, there was an 82.1% increase in pass rate compared with 2010, and a 20% increase compared with 2009, when there was no additional crisis (see table 6.1, and figures 6.3 and 6.4). The principal proudly showed off the award he received from the state government for the recognition of his role in turning performance around in 2011. The award acknowledged his integrity, his effort to get students back into a learning mindset, handling such a challenged school considering the topography, socio-economic impact and the educational culture in that community, and his innovative programmes and policies that led to the performance turn around within such a short period. Figure 6.4 shows Mathematics and English pass rates' interaction with the overall WAEC performance over the five year period evaluated.

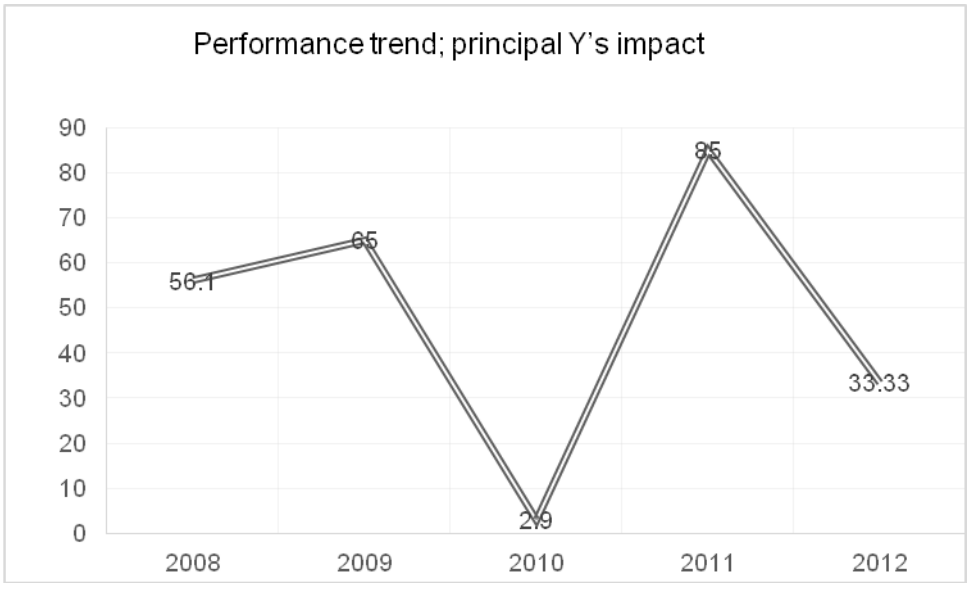


Figure 6.3: *WAEC Performance trend; principal Y's impact*

The performance trend is inconsistent. In 2010, no student passed mathematics and only 5.7% passed English whilst 15% passed mathematics and 50% English in 2011 (see figure 6.4).

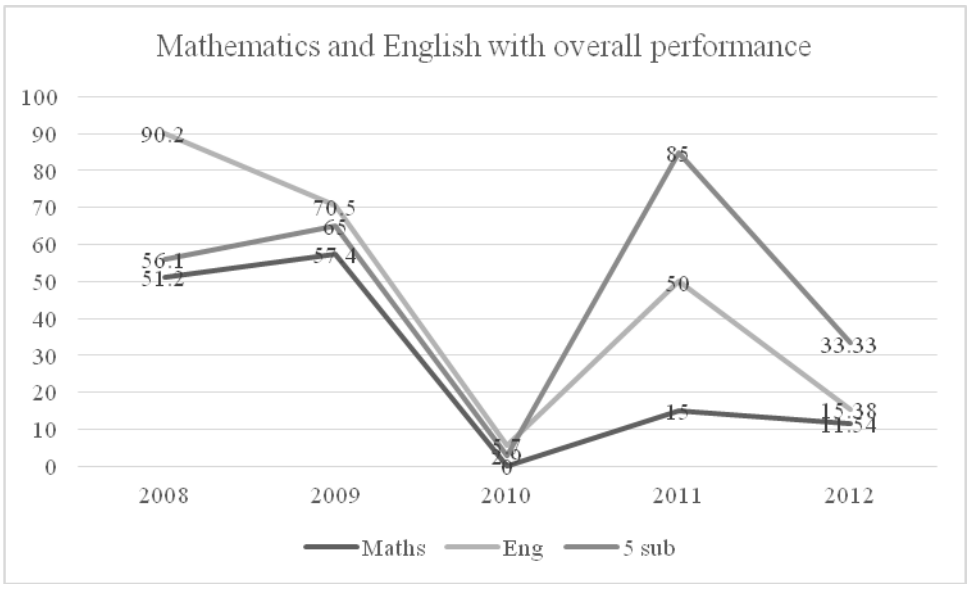


Figure 6. 4: *School Y's pass rate interaction and trend for mathematics, English and the overall performance*

Considering the immediate decline of 51.67% in students' academic performance in 2012 after the 2011 successes, a sustainable approach to maintaining the boys' interest in learning, and to improve academic performance, has yet to be achieved. As noted above, the participants claimed that although enrolment remained high, fewer students attended lessons in 2012, as more went back into employment because of the harsh economic climate.

Overview of School Y

School B's five-year average performance at WAEC is slightly below average. The school seemed to have experienced a major shortage of teachers, and students' classroom attendance crises, in the 2009 -2010 school session, which contributed to an exceptionally poor WAEC pass rate in 2010. The principal of school B was described as a leader who possesses all the six attributes ascribed to transformational leadership. All the participants view him as a leader who values his followers' opinions and encourages them to participate in decision making. Although principal Y claimed that he also delegates decision making, less than a fifth of the participants reported that he practices allocative distributed leadership. The majority of the participants reported that he adopts an instructional and contingent approach to leading. Principal Y is perceived as an honest, supportive disciplinarian who spends time mentoring both teachers and students. Teachers' perceptions and shadowing data corroborated principal Y's self report regarding his leadership characteristics. The

principal made personal appeals through parents (parents students counselling programme) and directly to the students to get them to return to learning and provided inspirational comments to keep them motivated whilst providing academic coaching and opportunities for intellectual stimulating programmes to keep students learning. However, the socio-economic situation, and the local culture, makes educating boys in that community a challenge.

The findings from case study 4 (green) are discussed in the next chapter.

CHAPTER SEVEN: FINDINGS- CASE STUDY 4 SCHOOL GREEN

Case Study Context

Case four, school green (G), is an urban school on the mainland. The school serves the population from the surrounding local government areas in a politically tense region of a densely populated city and, as such, is prone to being affected by violence, with a negative impact on the student population and learning conditions. It is a specialist secondary school which focuses on applied subjects. Although school G is located in the city, it still experiences a shortage of teachers because the school requires specialist teachers for some of their subjects. The school seems to be operating under extremely challenging conditions. Its buildings are unfit for purpose, and the life of anyone on the premises is in danger because most of the structures are on the verge of collapsing. Students learn in unfurnished roofless class- rooms that are flooded or cramped with rubble from collapsed buildings.

The principal

The principal of school G has been teaching for the past 30 years. He is a former student of the school. He became the principal of school G two years ago, although he had been teaching in the school for more than eighteen years. There are 33 staff in school G, which has over 1200 students. The principal reported that the school had high rates of violence and cult activities amongst the students when he took over as the principal. He also described the condition of School G as extremely challenging and unconducive for learning because, as noted above, most of the buildings in the school are on the verge of collapsing whilst at least two have already collapsed, fortunately without causing injuries. Principal G started a school turnaround project after taking over as principal.

The leadership style of the principal of school G will be explored to see if there is any evidence of perceived transformational leadership (TL) attributes. The evidence of transformational leadership will be examined through its associated six attributes. The results indicating the presence or absence of transformational leadership, and any other perceived leadership approaches exhibited by the principal, will be presented in the following sections.

Data Analysis: Performance Trends, Interviews and Observation

Eleven of the 28 academic staff were selected to participate in this inquiry, along with the principal G (see table 7.2). Five of the participants were selected using stratified sampling and the other six were selected using stratified convenience sampling. All twelve participants were interviewed, the principal was shadowed and the students' WAEC results were analysed. The teachers' perceptions of the principal's leadership style, the principal's self reported practices, and the researcher's observations, were employed to gain insight into the principal's perceived leadership style and practices.

The participants were asked to describe principal G's style of leadership and they were asked specific questions regarding evidence of the attributes of transformational leadership. The interview responses will be discussed in the following sections (see also table 7.6). The responses to the questions, which are linked to certain attributes of transformational leadership, are discussed below, to establish the presence or absence of such attributes and to ascertain the extent of those attributes.

School G performance trends

School G's performance level was determined by evaluating its WAEC results, and checking 2010-2014 collated reports, to see the students' performance trend over five years (see figures 7.1 and 7.2 and table 7.1). The trend will be used to place the school in an appropriate performance category as a high performing or poor performing school. It will also be used to explore the principal's influence on student outcomes, if any. The results will be presented in subsequent sections in this chapter.

Documentary analysis of school G performance related data over five years were evaluated (see figure 7.2). Five subject passes at A- C level were used as the benchmark for performance because that is the standard used to assess students' success at these examinations (Okpala 2013; The Advocate 2013; WAEC; Depart of Education Press Release; Office of Qualifications and Examination Regulation Ofqual 2012). Maths and English records for the same period of five years were evaluated separately (see figure 8.1) because these subjects are compulsory for every learner at all levels in secondary schools and these two subjects are also used to determine literacy and numeracy levels worldwide (CIA World Fact book 2015).

Performance trend analysis

The school's WAEC results show five-year average pass rates of 41.90% (see table 7.1 and figure 7.2). Over these five years, the school seems to perform poorly in both Mathematics and English and to perform satisfactorily (50% A-C pass rates) in the specialist craft and applied subjects. The performance in these two categories of subjects has improved significantly in the previous two years from 50% pass rates to an average of 77.63%. Although the WAEC pass rate in five subjects is generally below 50% overall, an improvement was observed from 31.51% in 2010 to 57.24% in 2014, with a significant improvement in 2014. Figure 8.1 shows the five-year Mathematics and English pass rates compared with the overall performance trend.

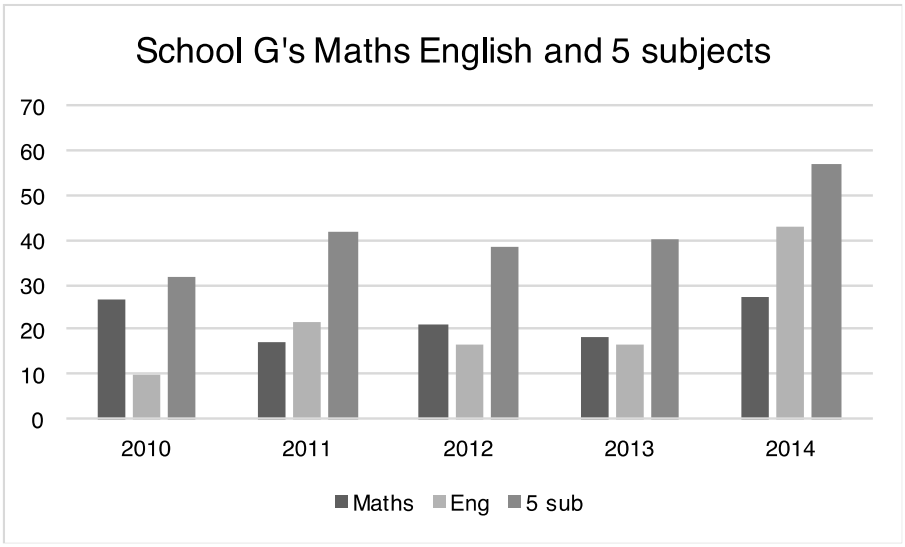


Figure 7.1: *School G five years performance comparison*

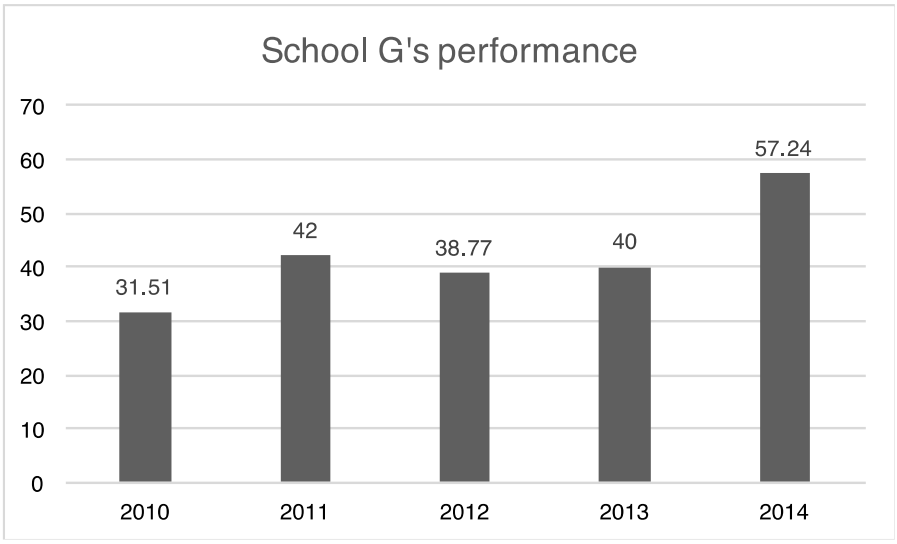


Figure 7.2: *School G five years performance comparison*

The school showed a significant improvement in the 2014 overall WAEC performance, as shown in figure 7.2.

The five-year report showed an average pass rate of 41.9%, a range of between 31.51% and 57.24%, based on achieving A-C passes in five subjects (see table 7.1).

Year	Percentage of students with A-C pass in 5 subjects
2010	31.51
2011	42
2012	38.77
2013	40
2014	57.24
2010-2014 average	41.9

Table 7.1: *School G five years WAEC pass rates (%)*

Leadership Perceptions

The participants comprise those in the SLT team, plus heads of departments (HoDs), and other teaching staff, selected through stratified convenience sampling (see table 7.2). Analysis of the interviews is used to produce a composite of teachers' perceptions of the principal's leadership style and influence, if any, on students' performance.

Case 4 Green G	Participants
P1G	SLT
P2G	SLT
P3G	SLT
P4G	SLT
P5G	Subject teacher
P6G	Middle leader
P7G	Subject teacher
P8G	Subject teacher
P9G	Middle leader
P10G	Middle leader
P11G	SLT
P12G	Principal

Table 7.2: *Participants' designation school G*

Responses from participants, the principal's self-report, and records from shadowing the principal, were used in the leadership evaluation process.

Interaction and transformational leadership attributes

Principal G appeared to interact to a significant extent as he spent close to two thirds (301 minutes (60.93%) of his 494 minutes working hours in interactive activities, according to the principal observation data (see table 7.3 and 7.4). Interview responses also appeared to support this view. All the participants (100%) stated that principal G often interacts (see table 7.4). Participant P2G, an SLT 'noted that the principal interacts a lot with staff and with students during assembly and in one on one sessions, which has really helped them (referring to the students) refocus on learning.' Participant P9G, a middle leader, also claimed that the principal interacts a lot with all:

> 'He interacts well and is approachable. He is a people's person and knows every teacher by name ... "His eyes are on the ground."'

"His eyes are on the ground" is a local term used to depict someone who is approachable.
The principal appeared to spend more than two thirds (68.11%) of his interaction time with the teachers individually and in groups; mentoring, inspiring and evaluating through a two-way feedback process (see table 7.4).

Principal G also appeared to interact directly with the students. He spent an average of 85 minutes (28.24%) of his interactive time addressing the students, either during assembly time or in one on one sessions (see table 7.4). All the participants said that he attends the daily 30 minutes assembly about twice a week, and that he spends more time on one on one mentorship sessions with the students, and with the students' representatives, providing inspirational comments. Shadowing results indicated that the principal spends almost a quarter (22.07%) of his 494 minutes work hours on inspirational activities (see table 7.5). Principal G also appeared to spend almost a third (32.19%) of his work time on programmes (see table 7.11). The principal also spent about a fifth (19.64%) of his work time on performing some administrative tasks (see tables 7.3 and 7.5).

Activities	Time in minutes	Time spent on task %
Total Interaction time	301	60.93
All paper work (evaluation, admin etc)	97	19.64
Others	96	19.43
Total work time	494	100

Table 7.3: *Principal G's time allotment*

Interactive Activities	Time in minutes	Total work time % 494	Interaction time %
Interaction teachers	205	41.5	68.11
Interaction students	85	17.21	28.24
Interaction others	11	2.23	3.65
Total interaction	301	60.93	100

Table 7.4: *Principal G's interactive activities time allotment*

Inspiration

Almost all (90.91%) of the participants answered in the positive to this question and affirmed that the principal inspires them to put in extra effort, especially with lesson delivery (see table 7.6). They claimed he is inspiring, approachable and exemplary, though he is very firm. Participant P11G, an SLT, noted that 'his style of leadership and way of relating and communicating motivate, even though he doesn't give money, he somehow gets you to want to do more. …. This principal is a model you want to imitate.' Another SLT, participant P2G, P2 claimed that:

> 'The principal is a "gentleman" … ''He is transparent in his dealing with everyone. His transparency is very inspiring, it's part of the reason I agreed to work with him. His leadership style also inspired me to take on administrative duties, a task I had never taken up in over 20 years of my teaching career.'

As mentioned earlier, principal G spends more than a fifth (22.07%) of his work time on inspirational activities and more than three quarters of that time (77.98%) is spent inspiring the students. The principal spent all his 85 minutes interaction time with students inspiring them on educational, moral and security issues. 61 minutes (71.77%) of this 85 minutes' interaction is spent inspiring and supervising students on educational and moral programmes to eliminate cultism and to ensure a conducive environment for learning, and on providing motivational comments. Table 7.5 shows the principal's inspirational time allotment.

Inspirational Activities	Time in minutes	Total work time % 494	Interaction time %	Interaction teachers %
Inspirational interaction with teachers	46	9.31	15.28	22.44
Inspirational interaction with students	85	17.21	28.24	
Inspirational activities other	0	0	0	
Total inspirational activities	131	22.07	36.21	

Table 7.5: *Principal G's inspirational activities time allotment*

Inspirational in terms of rewards

All the teachers asked about inspirational rewards for students to keep them motivated reported that the principal acknowledges the students for their achievements, though they seldom receive financial rewards. They noted that the principal buys seats for the outstanding students and prefects as most of the students stand up to receive lessons because there is limited usable furniture in the school. He also seeks work experience opportunities and ensures that these students get choice industrial attachments as a sort of reward. Four of the participants, two of whom are SLTs: P2G and P3G, P6G, a middle leader and P7G, a teacher, confirmed that the principal personally searches for compulsory work experience opportunities for the best performing students. Participant P11G, an SLT, said that 'the principal rewards students differently, he uses his money to buy seats, gives awards yearly to best performing students and sends them for IT (information technology) in the best companies.'

The question relating to rewarding the teachers drew a similar response with all participants (100%) affirming that the principal rewards the teachers for their effort and innovation (see table 7.6). They all agreed that he personally acknowledges their inputs and says 'thank you.' They said that he appreciates them. Participant P3G, an SLT, noted that:

> 'The principal recommends hard working teachers for promotion. He commends teachers often. He rewards; if he sees you trying- he says, "oh boy try o".'

That is a local way of saying well done, good work.

The teachers added that, although principal G appreciates them, they rarely receive financial and other incentives. However, participant P2G, an SLT, said that 'he says "thank you" but, because of the lack of financial support from the government, he cannot use financial means, he does those things within his reach…' Another participant, P10G, a middle leader, noted that, 'although principal G's hands are tied in terms of finances, he tries to get multi-national companies to organise training as a sort of motivation and reward for their hard work.' Table 7.6 shows the results of principal G's rating on inspirational influence and other transformational leadership attributes.

Transformational leadership attributes	N responses	Percentage
Vision Q5	11	100
Communication of goal Q6	11	100
Support Q20 , 21	22	100
Inspirational for teachers Q7	11	90.91
Inspirational for students Q14 & 15	22	100
Inspiration for reward teacher Q8	11	100
Inspiration reward students Q9	11	100
Intellectual for stimulation teachers Q17 & 19	21/22	100
Intellectual for stimulation students Q13, 11 & 16	33	100
Individualised consideration Affirmation/Respect/ Q3, 4 20	33	100
Idealised influence – Job satisfaction Q10	11 (100)	100
Job satisfaction - likely to stay because of principal influence Q10b	11	100
Job satisfaction -unlikely to stay regardless Q10c	0	
Unlikely to stay (other factors) Q10d	0	

Table 7.6: *Teachers' perception of principal G's transformational leadership attributes*

Vision

Participants were asked if principal G sets goals for the school. All the participants confirmed that he sets goals at the beginning of each term and reiterates them during staff meetings. Participant P1G, an SLT, said that 'the principal sets goals and vision and also sets the learning objectives. From the beginning of the term, he calls for a general meeting and outlines objectives for teachers.' Table 8.6 also shows the rating for principal G's visionary attributes.

Communicating vision

Participants were asked whether principal G communicates the organisational goals to them. According to the participants, the goals and objectives for learning and discipline are made clear from time to time, especially during the frequent staff meetings. The challenges, plans, programmes and implementation of set goals are discussed at these meetings. According to participant P10G, a middle leader, 'the principal communicates the learning objectives very clearly during the general staff meetings at the beginning of the term, and he evaluates what was achieved at the end of each term, and he occasionally reviews the target during term time.'

These participants claimed that the principal also communicates the school goals and learning objectives to the students. Participant P1G, an SLT, noted that: 'the principal communicates set goals and learning objectives to the students during devotion and at his meetings with the students' representatives.'

Individualised consideration

Principal G is perceived as firm but loving. All (100%) the participants said he cares about their welfare, listens to their point of view and that he thinks of how to develop the individual person according to what he perceived as their particular needs. They view him as a concerned, proactive leader who cares for both teachers and students and searches for solutions. Participant P11G, an SLT, noted that: 'the principal respects the students' opinions as well. He said that 'the principal holds meetings with students' and the students' representatives occasionally to listen to their views…' These participants seemed to perceive principal G as a leader who respects their uniqueness and opinions. Participant P11G, an SLT, reported that he (referring to himself) never took on administrative jobs because the other principals he had worked with never respected people's opinions nor provided individualised support but this principal does. Participant 6G, a middle leader, claimed that the principal is a good mentor to most of them, that he mentors both staff and students. However, one participant P4G, an SLT, said although he works well with the principal, the principal is not necessarily his mentor.

All the participants claimed that principal G involves them in the decision making process. However, participant, P4G, an SLT, reported that 'although the principal listens, he is selective about whose opinion he considers and implements.' Participant P7G, a teacher, when asked if the principal is selective about receiving opinions from staff, responded that the principal is selective in implementing ideas because he adopts only reasonable suggestions.

Intellectual stimulation

All the participants reported that the principal is intellectually stimulating and that he creates opportunities for teachers to develop their capabilities. Participant P7G, a teacher, gave an example of how the principal inspires and challenges him intellectually:

> 'He really wants to see people working, he goes down to class to see how things are done. He said knowing the principal will check on you, and is insistent on keeping excellent teaching practice communicated to you at the beginning of the term,

> inspires you to do more research, improve on your content and try to engage the students better. You are constantly learning and improving on what you have because of this principal's influence.'

P8G, a teacher, also noted that:

> 'knowing that the principal can drop in on your lesson impromptu to supervise and evaluate your lesson delivery makes teachers sit up and work, you at least try to learn more to improve your class room delivery regardless of the extreme challenging conditions under which you work.'

The principal, as part of his intellectually stimulating programme, said he enrolled the school to participate in competitions and science exhibitions, and assigned teachers to help students to prepare. The teachers noted that preparation for participation in these exhibitions makes them do more research into practical applications of their taught subjects; an exercise that is not only intellectually challenging but also fulfilling.

Intellectual stimulation of students

All participants attested that the principal looks for opportunities to engage and challenge the students. The principal explained that he introduced the compulsory work experience for the students' specialist subjects to keep the students intellectually stimulated and to give them opportunities to learn and practice in the industry.

Two participants, P4G, an SLT, and P10G, a middle leader, explained the impact of participating in exhibition and competitions on the school. They claimed that the exhibition stretched both the teachers and the students. P10G said that:

> 'The principal encouraged the students to come up with ideas for the national science exhibition taking place in another city, Lagos, and teachers were to help, that was very challenging and intellectually stimulating and has improved the students' understanding of practical application of the knowledge they are acquiring.'

All participants affirmed that principal G stimulates them intellectually and that he has programmes and innovations in place to directly stimulate the students as well. Principal G appears to spend 120 minutes of his 494 minutes work time on intellectually stimulating programmes (see table 7.9).

Support

Principal G interacts with the staff and students. All of the participants claim that the principal cares about their welfare and professional development (see table 7.6). Participant P7G, a teacher, said that 'he is supportive and inspirational, he pays attention to peoples' issues and helps when it is within his reach.' Another participant, P1G, an SLT, said that 'if he sees a teacher in pressing need, he won't hesitate to help them when he can.' The principal is perceived as a helpful, kind- hearted but firm leader, whose leadership is only limited by lack of resources. Participant P3G, an SLT, noted that 'he is very supportive of your issues and wants to help but hasn't got the resources.' The participants reported that principal G is career minded and seeks opportunities to further develop his staff's professional capabilities. Participant, P10G, a middle leader, noted that 'although the principal does not have the required resources, and government will not help, he solicits multi-national organisations, to sponsor teachers' training to help develop them professionally.' The great majority (90.91%) of the participants said that he relates with them without bias and supports them equally. They claimed that his support has made an impact on their perception of school leadership and on their career.

Idealised influence and job satisfaction

All the participants were satisfied with their working relationship with principal G (see table 7.6), whom they claimed is a disciplinarian but fair in handling their situation. These participants perceived the principal as charismatic and career minded. Although more than half (54.54%) of these participants have been with the school for longer than ten years, they said that they have job satisfaction with this current principal and that he provides inspiration to continue to work with the school. However, more than a third (36.4%) of these participants reported that self motivation also played a role in their decisions to stay.

Most (72.73%) teachers in school G had been in the school before the principal assumed office and almost all (90.91%) expressed relief about a better working environment after the school turn around implemented by the principal, that they enjoy their work more now and that they are included in decision making

All of the participants described the principal as a transformational leader. He is perceived as a leader who possesses all the six attributes ascribed to transformational leadership (see table 7.6).

Although he scored very highly on transformational leadership attributes (99.39%), he was also described as adopting other approaches to leadership, as discussed below.

Administrative Paper Work

Principal G seemed to spend most (71.13%) of his 97 minutes paperwork time doing evaluative supervision, evaluating teachers work and writing recommendations. He appeared to spend very little time on administrative paper work as only 28 minutes (5.67%) of his work time was spent on this (see table 7.7). This may be attributable partly to having assistance with the administrative paper work, as the principal has an administrative vice principal (vpad), who is solely in charge of the school administration, as well as a second vice principal academic (vpac). The principal appears to have more discretionary time which he spent on other activities such as mentoring students (17.21%), classroom supervision and teacher evaluation s (46.15%), and developing policies and running programmes (32.19%) (see tables 7.3, 7.4, 7.11 and 7.12). He also spent more than a fifth of his total work time on moral and educational inspirational projects.

Activities	Time in minutes	Total work time % 494	Admin work time %
Supervisory evaluation	69	13.97	71.13
admin paper work	28	5.67	28.87
All paper work	97	19.64	100

Table 7.7: *Principal G's administrative activities time allotment*

Emerging Leadership Styles

Principal G is perceived as exhibiting other leadership styles beside transformational (see table 7.8). These other emergent leadership styles are:

1. Instructional
2. Consultative
3. Collegiality
4. Allocative distributed leadership
5. Contingency

Leadership perception	Instructional	Contingent	TL	Consultative	Allocated distributive	Collegiality
Teachers	100	45.45	100	100	54.54	90.91

Table 7.8: *Emergent leadership styles in school G teachers' perception only (%)*

Instructional

All participants reported that principal G is actively involved with supervising and evaluating classroom delivery. They claimed that he comes to the classrooms impromptu to observe lesson delivery and how teachers engage students in learning. Shadowing seemed to indicate that principal G spent more than two thirds (68.11%) of his 301 minutes interaction time with the teachers and more than two thirds (69.74%) of that time is spent in supervisory interaction. He also appeared to spend 69 minutes on supervisory evaluation- evaluating teachers' work and making recommendations (see tables 7.5 and 7.9). All interviewees reported that principal G plays an active role in teachers' evaluation and direct classroom supervision. He is involved with classroom supervision, and teacher evaluation reports and recommendations. He appeared to spend almost half (46.15%) of his total work time on teaching supervision. According to participant P7G, a teacher, 'the principal goes to classes to see teachers at work to know who is working and how effectively things are done.' Principal G's direct classroom supervision and lesson evaluation suggest that he adopts an instructional approach as well as exhibiting transformational leadership behaviours. Table 7.9 shows principal G's supervisory time allotment.

Supervisory Activities	Time in minutes	Total work time %	Interaction time %	Supervisory time %
Supervisory interaction	159	32.19	52.82	69.74
Supervision evaluation	69	14		30.26
Total supervision: admin +	228	46.15		100

Table 7.9: *Principal G's supervisory activities time allotment*

Consultative

All participants reported that principal G listens to their opinions and considers their inputs before taking decisions (see tables 7.9 and 7.7). The majority (90.91%) feel that they have a say in the decision making process. According to P2G, an SLT:

> 'I never attended staff meetings, or got involved with administrative issues, previously but this principal has influenced me to behave differently. He encouraged and promised to support me and knowing that my opinions really count, convinced me to take on the administrative responsibilities along with teaching.'

As mentioned earlier, participant P4G, an SLT, said that 'although the principal involves people in the decision making process, he is however selective about whose opinion he considers...' The principal claimed that he listens to all but may appear selective in adopting people's inputs because he weighs and considers relevance and merit before adopting those suggestions.' All who claimed they have a say in the decision making process, consider him as an approachable and open minded leader.

Collegiality

Principal G is perceived as a leader who encourages teachers and students to contribute to the decision making process. Principal G described his leadership approach as "predominantly participative". Almost all (90.91%) of the participants said that there are times when he employs consensus in decision making, when they all jointly deliberate on issues during staff meetings. They said that he sometimes holds meetings with the students to get their views and reverts to the teachers to deliberate on the students' point of view with the aim of reaching a consensus. According to Participant P11G, an SLT, 'he asks students to also contribute their views. Thereafter, he calls HoDs and other teachers to deliberate on the students' views and see what can be done.' Participant P2G, another SLT, described the principal as "democratic" in his approach to decision making. He is perceived as a leader who views everyone as important and who respects all.

Allocative distributed leadership

As mentioned earlier, school G is a specialist school that offers practical and applied subjects. The school's set up seems to encourage individual departments to operate almost autonomously. All participating HoDs, who form almost half (45.45%) of the interviewees, said they run their own departments and collaborate with the principal. They claimed that they make the decisions pertaining to expert issues and also advise the principal on best practices in their own fields. Participant P1G, an SLT, noted that 'the principal gives you space to operate and contribute your expert ideas … he is not intrusive at all.' He further corroborated this claim when he said that departments are headed by experts who run their own operations, make decisions, and revert to the principal on key issues, and that this current principal respects those decisions, unlike the previous principals. More than half (54.54%) of the interviewees described principal G as delegating decision making to them (see tables 7.8 and 7.10). Delegation may be seen as a form of allocative distributed leadership (Hall, Hunter and Bragg. 2013; Leithwood and Seashore Louis 2011).

Contingency

All the participants seemed to view principal G as a transformational leader who uses different approaches in different situations, although less than half (45.45%) mentioned the contingency approach (see tables 7.8 and 7.10). Principal G claimed that, depending on the situation, he employs diverse leadership approaches and means, associated with Fiedler's (1969) situational leadership. Teacher responses support this claim. Participant P5G, a teacher, noted that 'the principal is not partial or biased but just adapts his leadership approach to situations'.

Leadership Perception	Instructional	Contingent	Transformational leadership	Consultative	Allocative distributed leadership	Collegiality
Teachers	11	5	11	11	6	10
Principal self report	1	1	1	1	1	1
Observation	1	1	1	1	1	0
Overall perception	13	7/13	13	13	8/13	11/13
Percentage	100	53.85	100	100	61.54	84.62

Table 7.10: *Emergent leadership styles in school G: teachers' perceptions, self report and shadowing*

Table 7.10 shows the aggregated perception of principal G's leadership style, combining teachers' perceptions with the principal's self report and analysed shadowing data. The principal's self-report on his instructional, consultative and transformational leadership styles was confirmed by observation data and by all the participants. Fewer than half (45.45 %) of the participating teachers confirmed his contingency approach, probably because only those closer in rank to him, the SLT's and middle leaders witnessed this aspect of his leadership practice. Although almost all the teachers (90.91%) confirmed the principal's self-report about his collegial style, the researcher did not witness that aspect during shadowing.

The influence of the principal's leadership style and practices on students' academic performance was also evaluated using responses from interview questions and documentary analysis of WAEC results (see below).

Leadership Style and Students' Academic Performance

The responses from the interview questions, linked to leadership styles and students' performances, and transformational leadership influence on students' performances, have been evaluated to see if any such links exist.

Transformational leadership, programmes and policies

The interview responses revealed that principal G is focused on turning the school trajectory around; he has a set goal to improve students' academic performance.

Programmes

The principal has ongoing programmes to create a conducive atmosphere for learning, to keep both teachers and students intellectually stimulated, and to improve students' academic performance. As mentioned earlier, the principal said that he introduced the compulsory work experience programme for specialist subjects to give the students opportunities to learn and practice in the industry. The principal also explained that he started the new 'arrest policy' to ensure that only enrolled students come into the school premises and to ensure students attend classes. The arrest policy is a security strategy whereby the law enforcement agents are brought in to arrest and charge people loitering or involved in violence.

All (100%) of the participants corroborated the principal's claim to having policies and programmes in place (see table 7.12). They listed eight programmes: the industrial training and work experience, teachers' evaluation and replacement of non performing teachers, excursions, compulsory class attendance, extramural activities, introduction of the ICT curriculum, cross checking students' notes, and punctuality. All the programmes listed are attributed to the principal and are linked directly and indirectly to improving students' academic outcomes.

As noted earlier, school G has a reputation for high rates of cult activities and violence; an environment all the participants described as unconducive to learning. One of principal G's programmes to improve academic performance was to create a conducive learning environment, free of threats and fear. He therefore embarked on a project to curb violence and stop cultism with immediate effect. He set up a students' council and security council to assist him with school surveillence. His investigation revealed that some of the notorious students were not registered in the school or have been in the school for more than the required number of years without graduating or engaging in any learning. A number of such students who were implicated in cult activities were arrested, taken to court and those who were formally registered, and implicated in violence or cultism, were expelled from the school. Principal G still maintains vigilant surveillence of the school premises to ensure only registered students are allowed to enter the school and that all students are compelled to attend classes. He spent an average of 39 minutes on security checks daily: 21 minutes of that time is spent examining classrooms and the school premises each morning before the start of school. He also spent another 61minutes in the course of his work day on security

inquiries; talking with students. During shadowing, the principal was seen with different groups of students. He discussed privately with some, and detained and questioned a group on the suspicion of cult activities. After cross-examining them, he made them sign an undertaking for good behaviour before they could return to school. Participant P11G, an SLT, commented on the principal's security policy and compulsory class room attendance programme, stating that 'the principal resulted to arresting defaulting students, using the local police force and charging them to court'. The principal had introduced a policy to arrest students who fight or do not attend classes. He arranged with the local police and magistrate to tax parents of such students an average of ₦50,000 (£156), depending on the charges brought against them. This measure has been effective in reducing cultism, hooliganism and loitering, as there was no evidence of violence and loitering during the field work period. Participant P11G further explained that, 'teachers are now teaching and are no longer afraid of being assaulted with acid etc.' All the participants attested that the principal's moral and security programme has made a significant difference to the school culture. They claim the school is now conducive for learning because the principal has reduced the level of violence and threats to the school community, although the physical condition of the school remains dilapidated. Participant, P3G, an SLT, said that 'there is a peaceful atmosphere now, therefore more teaching and learning are going on in this school.' Participant P11G, another SLT, who has been with the school for more than fifteen years, said that 'comparing this principal to the previous ones, he has excelled. He brought peace, the violence and bad reputation have changed, the students have settled down to learn.'

Principal G spends three quarters (75.47%) of the time allotted to programmes on programmes directed at creating a conducive atmosphere for learning, intellectually stimulating the students, and on moral and educational inspirational projects.

Programmes	Time in minutes	Total work time % 494	Programmes %
Programmes	159	32.19	
Intellectual programmes	120	24.29	75.47

Table 7.11: *Principal G's programmes' time allotment*

Policies

The participants listed seven policies: banning of cult activities, compulsory lesson delivery, first instance register marking, evaluation of lesson delivery, moral and security checks to foster a

conducive learning environment, punctuality, and the arrest policy. Six of the seven policies listed are attributed to the principal. Only 'first instance record' is attributed to the government.

Innovation

The participants considered some of the programmes and policies as innovative. All reported that the school is now a peaceful conducive environment for learning because of the principal's campaign against cultism and terrorism that was prevalent in the years before he became the principal. They listed industrial training and work experience, moral and security measures, the ICT curriculum, excursions, punctuality, arresting and charging disruptive students, and class- room supervision, as the innovations introduced by the principal. Participant P1G, an SLT, noted that the principal introduced ICT with the computer laboratory, in place of information theory, the subject they were running previously. P5G, a teacher, attested that the principal solicited the World Bank to build and equip the ICT laboratory, which started operating in 2013. The programmes, policies and innovation evaluated are those that can potentially contribute to, or improve, students' academic performance. Table 7.12 shows the programmes, policies and innovation attribution.

Innovations	Participants: yes	Percentage of the innovations attributable to principal
Programmes (8)	100	100
Policies (7)	100	85..72
Innovation -practices (8)	100	87.5

Table 7.12 *School G's principal attributed programmes, policies and innovation*

Transformational leadership and students' performance

All the participants reported they had witnessed an improvement in the students' academic performance (see table 7.10). They cited WAEC performance in 2014, which improved to a 57.24% pass rate (see table 7.1 and figure 7.2).

Documentary analysis of school G's WAEC results showed that the school performs poorly, with pass rates mostly below 50% average, and a five year average pass rate of 41.9%, with a standard deviation (σ) of 8.45. The five year pass rates ranged between 31% and 40%, except in 2014 when the pass rates was 57.24%. The differences in performance rates over the four-year period preceding 2014 were modest, with a standard deviation (σ) of 6.36, depicting low variance in pass rates. The WAEC scores for years 2010, 2012 and 2013 were within one standard deviation below average. The year 2011 pass rate of 42% was about the average for the five years at 41.9%. WAEC

performance improvement observed in 2014 is quite significant at 57.24%, which is close to two (1.97) standard deviations (σ) above the five year mean performance. The school performs best in crafts and applied technical subjects such as applied physics, technical drawing, equipment and implement mechanics, and ICT. The WAEC pass rates for the two categories, crafts and applied technical subjects, were 83.63% and 71.62% in 2014 compared to the average of 59% and 57.94 in the previous four years.

All the participating staff said that the principal had performed well at turning school G around, and that his school improvement policies and programmes appear to be effective and are making an impact. P10G, a middle leader, explained the impact of participating in exhibition and competitions on the school. She said that 'the exercise stretched the students and they really learnt more.' This is also reflected in their WAEC performance in 2014, which improved to 57.24% overall because of the high pass rates in the crafts and applied technical subjects (83.63% and 71.62%).

Academic performance	Improving percentage	Percentage
Poor WAEC academic performance		100
Good WAEC academic performance	0	0
No Improvement in WAEC academic performance		0
Improvement in academic performance generally	100	

Table 7.13: *Perceived improvement in students' academic performance school G*

All of the participants claimed that although the academic performance was poor, it is now improving (see table 7.13). Documentary analysis also confirmed this trend (see table 8.1 and figure 7.3). There was a 15% increase in the WAEC performance, from 42% in 2011, the highest of the three years before the principal assumed office, to 57.24% in 2014 (see table 7.1 and figures 7.2, 7.3 and 7.4).

Performance attribution

School G is generally perceived as a poor performing school. All the participants reported that WAEC pass rates were generally below 40%. The interviewees attributed this poor performance trend to various causes, which they believed put the school in an extremely challenging situation. They mentioned lack of support from government, lack of understanding of the specialist nature of the school by the school board and MoE, violence, cult activities, lack of teaching aids, bad classroom conditions (some classes are roofless and flooded, and others are filled with rubble), lack of classroom furniture and lack of specialist teachers.

Currently the school's WAEC performance has improved to above average, from 31% four years ago to 57.24% in 2014, as noted above. All the participants attributed this improvement to the principal's style of leadership, and the academic programmes and security policies the principal introduced when he came into office in 2013, since none of the other conditions have changed. They claimed that, when principal G came into office, he inspired both teachers and students to put in extra effort irrespective of the school's condition and other challenges with which they are presented. He also embarked on creating a peaceful learning environment through his security policies that eliminated cultism and violence. He introduced programmes that ensure learning goes on and everyone is intellectually stimulated. They attributed the transformation of school G to the principal's leadership style, his insistence on following standards, his inspirational and intellectual programmes, strategies and influence (see tables 7.7 and 7.11). Table 7.14 shows school G's performance improvement attribution.

Improvement attribution	Percentage of positive participants	Percentage of total participants
Principal's effort (direct & indirect) through teachers' inspiration	100	100
Principal & teachers' collaboration	0	0
Principal & government joint efforts	0	0

Table 7.14: *Perceived improvement attribution school G*

In school G, all the participants attributed improved academic performance to principals' direct effort and collaboration with teachers.

Assessment of principal G's leadership style's impact on students' WAEC Performance

The first impact principal G made was to create a conducive learning environment, to ensure that teachers and students are not afraid to come to school, before the academic changes became feasible. Documentary analysis of WAEC results indicated that WAEC results improved significantly after principal G resumed office and implemented his policies and programmes. There was a modest increase of 1.23% increase in the WAEC pass rate in the first year, when the level of violence and cultism in school G was reported to be very alarming. The principal had the difficult task to create a conducive learning environment first before any other school improvement initiatives could be implemented. He had to liaise with law enforcement agents, the local neighbourhood watch, and the local court, to implement security measures successfully. Subsequently, as the chaos was replaced with peace and a learning routine, students' performance improved significantly in the second year (2014), from a 40% pass rate to 57.24% (see table 7.1 and figures 7.3 and 7.4). All the participants attributed the improvement in students' performance solely to the principal's leadership style, and the policies and programmes he implemented. There appears to be a relationship between principal G's leadership styles (transformational, consultative, and

instructional, other emergent leadership approaches attributed to him, policies, programmes, and the school performance, considering the performance trend over the two years since he became the principal.

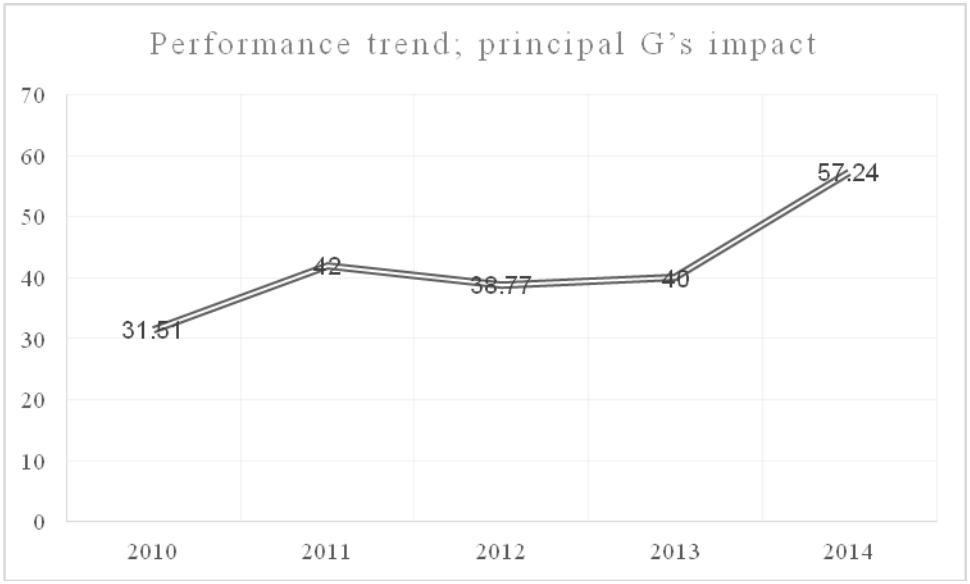


Figure 7.3: *WAEC Performance trend; principal G's impact*

Principal G assumed office in the 2012-2013 session and his influence on academic performance became significant in 2014, as figure 7.3 shows in terms of WAEC performance.

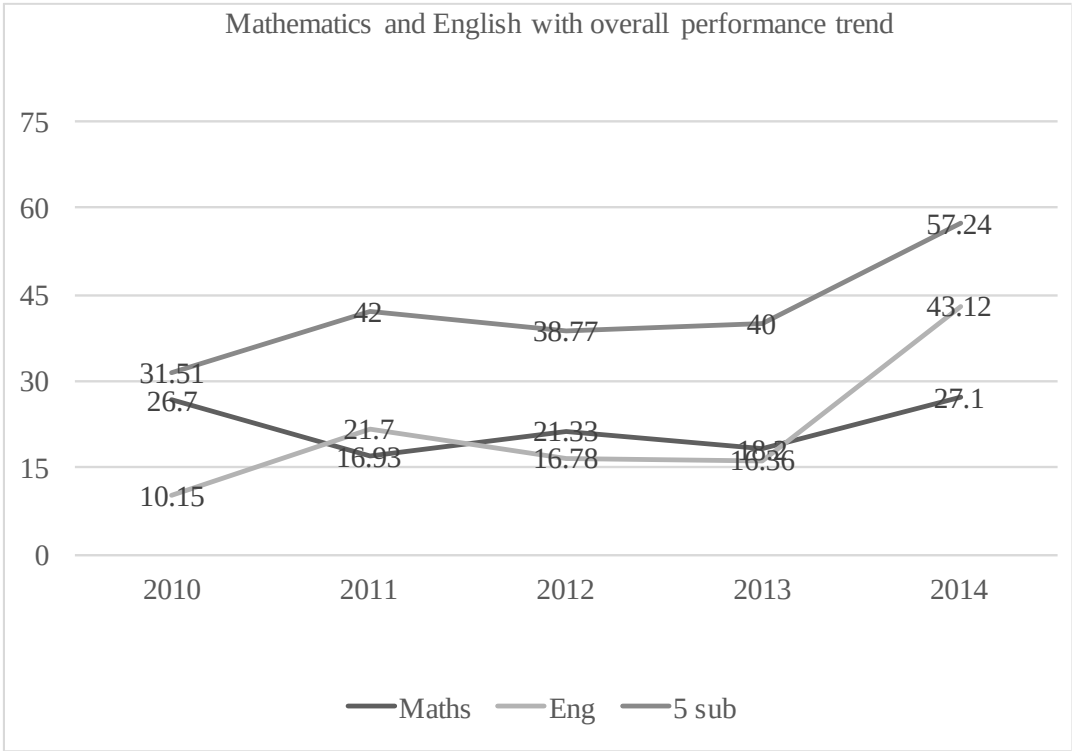


Figure 7. 4: *School G's pass rate interaction and trend for Mathematics, English and the overall performance*

The students performed poorly at Mathematics and English over the five years evaluated. This may be linked to the specialist nature of the school, because they perform well at applied subjects and crafts. When the performance trajectory of school G changed, mathematics and English also improved, as shown in figure 7.4.

Overview of School G

School G's the five-year average performance is below average, though the 2014 WAEC pass rate is well above average.

Participants described principal G as a leader who possesses all the six attributes ascribed to transformational leadership and rated him highly on those traits. He was described as a considerate, determined, proactive, visionary, charismatic leader who is also a disciplinarian. They reported that he values the roles of teachers in improving students' academic performance and tries to contribute to teachers' professional development to motivate and help them to become more effective at lesson delivery.

Participants reported that PG also employs various other approaches (instructional, contingency, consultative and collegiality leadership approach) to effect school improvement. Participants' perceptions and shadowing data corroborated the principal's self report regarding his leadership style and practices.

The principal's ability to motivate and engage both staff and students to cooperate with the school's learning objectives, and to put in extra effort to pursue the shared vision, resulted in achieving the goals to create a safe environment conducive to learning, a new school culture and staff job satisfaction. It also ultimately led to a significant improvement in the students' academic performance. Principal G had to implement a security measure policy and programme; the "arrest policy" and school inspection, to ensure a conducive learning atmosphere, school and classroom attendance, before he could introduce any other transformational (academic) initiatives, such as compulsory lesson attendance, students' note supervision, and teacher supervision, all of which were reported to be effective in improving the school's performance trajectory and increasing teachers' job satisfaction.

The next case study, reported in chapter eight, was a school on the mainland, in the city centre, and is an atypical case chosen to compare a non-transformational principal's leadership styles, practices, and influence on school processes, with the other four typical collective cases (Stake 1995).

CHAPTER EIGHT: FINDINGS - CASE STUDY 5 SCHOOL RED

Case Study Context

Case five, school red (R), is an urban school on the mainland. The school serves the population from the surrounding local government areas in the densely populated capital city. Being on the mainland, school red (R) does not experience challenges associated with difficult topography or a severe shortage of staff. However, it is situated in a politically tense region of a densely populated city and, as such, is prone to being affected by violence, with a negative impact on the student population and learning conditions.

The principal

The current principal of school R has been teaching for the past 35 years even though he was originally trained as an engineer. He has been the principal of school R for nine years. Currently, there are 51 teachers in school R, which has about 940 students. The principal is interested in skills and competence development in teachers. Principal R uses appointed deputies to ensure adherence to teaching standards he expects from teachers.

The leadership style exhibited by the principal of school R was explored to see if there is any evidence of perceived transformational leadership (TL) attributes.

Data Analysis: Performance Trends, Interviews and Observation

Eleven of the 51 academic staff were selected to participate in this inquiry, along with the principal R (see table 8.2). Four of the participants were selected using stratified sampling and the other seven were selected using stratified convenience sampling, according to subject taught and level of motivation to participate. All twelve participants were interviewed, the principal was shadowed and the students' WAEC results were analysed. The teachers' perceptions of the principal's leadership style, the principal's self reported practices, and the researcher's observations, were employed to gain insight into the principal's perceived leadership style and practices.

The participants were asked to describe principal R's style of leadership and they were asked specific questions regarding evidence of the attributes of transformational leadership. The interview

responses will be discussed in the following sections (see also table 8.6). The responses to the questions, which are linked to certain attributes of transformational leadership, are discussed below, to establish the presence or absence of such attributes and to ascertain the extent of those attributes.

School R performance trends

School R's performance level was determined by evaluating its WAEC results, and checking 2009-2013 collated reports, to see the students' performance trend over five years (see figures 8.1 and 8.2, and table 8.1). The trend observed in the records was used to place the school in an appropriate performance category as a poor performing school. It was also used to explore the principal's influence on student outcomes.

Documentary analysis of school R performance related data over five years was undertaken (see figure 8.2). Mathematics and English records for the same period of five years were evaluated separately (see figure 8.1)

Performance trend analysis

The school's WAEC results show five-year average pass rates of 14.05% (see table 8.1 and figure 8.2). Over these five years, the school seems to perform well at above 50% A-C Pass rates at Economics, Agricultural science and Religious studies, but to perform poorly in both Mathematics and English. Performance appears generally low. Although the WAEC pass rate is generally below average, a steady improvement was observed from 5.96% in 2009 23.95% in 2013. Figure 8.1 shows the five-year Mathematics and English pass rates compared with the overall performance trend.

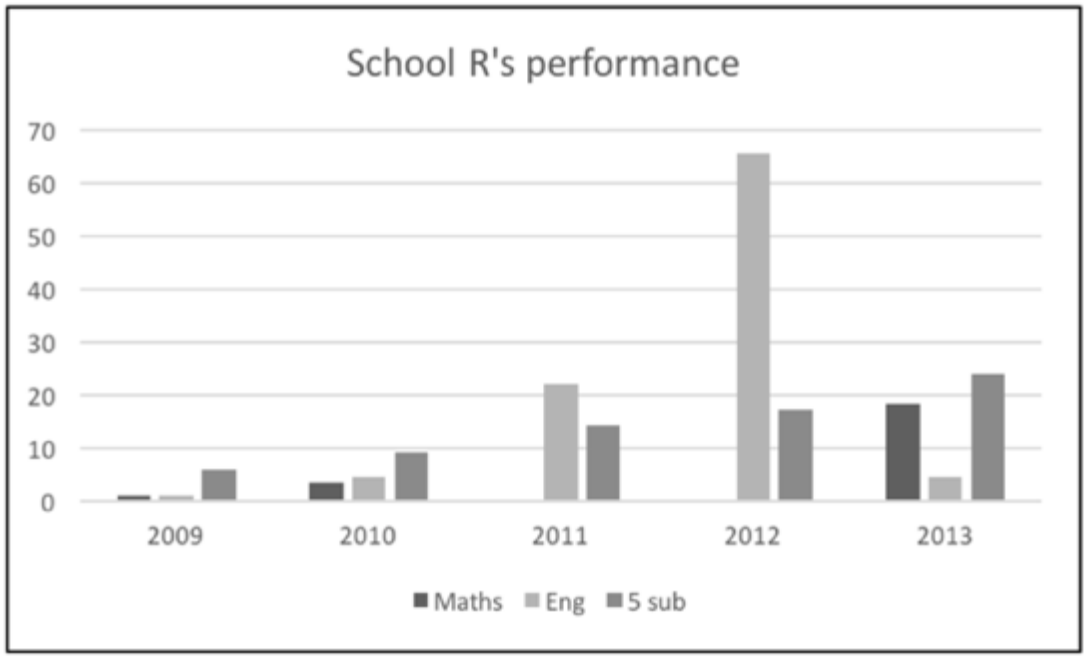


Figure 8.1: *School R five years' performance comparison (by subject and overall)*

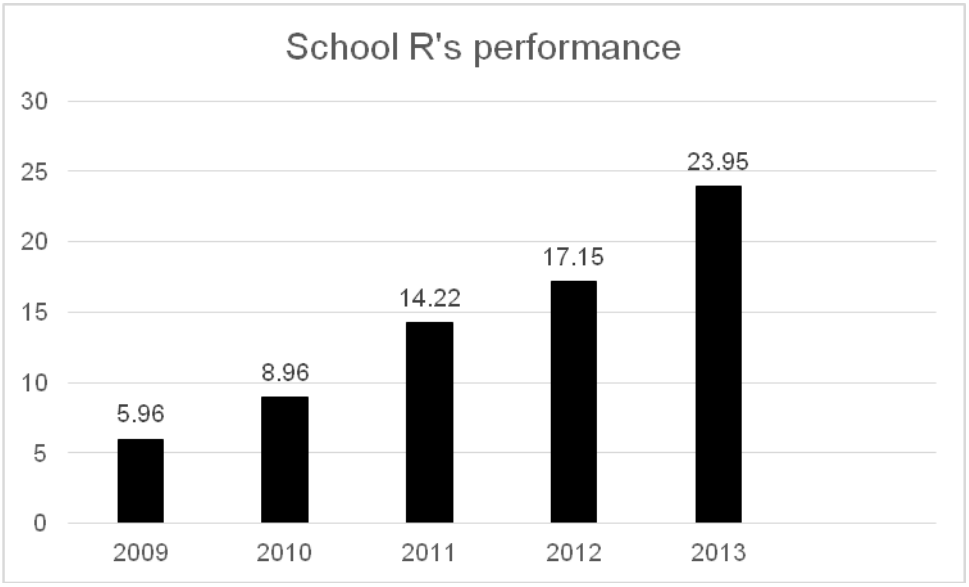


Figure 8.2: *School R five years performance comparison (overall)*

Figure 8.2 depict the incremental increase in school R's WAEC pass rates over the five years evaluated with an average pass rate of 14.05%.

The five-year report showed a range of between 5.96% and 23.95%, based on achieving A-C passes in five subjects (see table 8.1). Very few (0.97%) students passed Mathematics and English in WAEC in 2009, only 3.45% and 4.6% passed in 2010 and none passed mathematics in 2011 and 2012.

Year	Percentage of students with A-C pass in 5 subjects
2009	5.96
2010	8.96
2011	14.22
2012	17.15
2013	23.95
2009-2013 average	14.05

Table 8.1: *School R five years WAEC pass rates*

Leadership Perceptions

The teachers selected were grouped according to the subjects taught and were approached in the staff room to request their participation. Analysis of the interviews was used to produce a composite of teachers' perceptions of the principal's leadership style and influence, if any, on students' performance. The participating staff are listed in table 8.2.

Case 5 Red R	Participants
P1R	SLT
P2R	Middle leader
P3R	Subject teacher
P4R	Subject teacher
P5R	Middle leader
P6R	SLT
P7R	SLT
P8R	Middle leader
P9Y	SLT
P10R	SLT
P11R	Subject teacher
P12R	Principal

Table 8.2: *Participants' designation school R*

Responses from participants, the principal's self-report, and records from shadowing the principal, were used in the leadership evaluation process.

Interaction and transformational leadership attributes

Shadowing indicated that the principal spent 180 minutes (27.74%) of his 649 minutes working hours on interaction (see table 8.3 and 8.5). He spent slightly above a third of this time (64 minutes) on interaction with the teachers and 5% (nine minutes) of the time on direct interaction with students (see tables 8.4 and 8. 6.). The total time principal R spent with the teachers was just about 9.86% and 1.39% of his 649 total work hours in interaction with the students. Almost half (45.45%) of the participants claimed that the principal does not interact. Only just over a third (36.4%) of the participants claim that the principal interacts, while a smaller number (18.2%) of them said that he is selective in his interaction. Participant P4R, a subject teacher, noted that 'the principal only interacts with a few favourites.' However, participant P1R, an SLT, said that 'he interacts with teachers, as well as students, one on one'. The principal spent sixteen minutes, which was only 2.47% of his 649 work minutes, on direct inspirational activities. Shadowing data also indicated that principal R spent little time on direct interactive supervision, and even less time on direct inspirational interaction. He employed deputies to do so and works with their feedback instead. However, he appeared to spend time planning, strategising and liaising. He spent an average of 32 minutes liaising with the Ministry of Education (MoE), 41minutes with the school's board (SS), 43 minutes on other external appointments, and 332 minutes on paper work (see table 8.3).

Activities	Time in minutes	Time spent on task %
Total Interaction time	180	27.74
All paper work (evaluation, admin etc)	332	51.16
Others	137	21.11
Total work time	649	100

Table 8.3: *Principal R's time allotment*

Interactive Activities	Time in minutes	Total work time % 649	Interaction time %
Interaction with teachers	64	9.86	35.56
Interaction with students	9	1.39	5
Interaction with others	107	16.49	59.44
Total interaction	180	27.74	100

Table 8.4: *Principal R's interactive activities time allotment*

Inspiration

Most (81.2%) of the participants responded positively to this question and some gave examples of the inspirational influence. Even though some claim that he hardly interacts, he has his own way of getting messages across to both teachers and students on pertinent issues. For example, participant P1R, an SLT, claimed that the principal motivates her and she thinks he motivates other teachers to teach as well. She said that 'I was not originally a teacher but I am motivated to continue to pursue a career in teaching.' Participant P6R, an SLT, reported that the principal has his ways- 'Yes, he motivates you to do more, it's just how he does it that is the issue' Another SLT, participant P9R, said that the principal talks to teachers in his office to motivate them individually.' According to participant P5R, a middle leader, 'you cannot operate "government work mentality" here. In public schools, it is not the principal's role to inspire you or insist that you work, but he does it and makes sure you come to school. He gets results, he challenges you to put in extra effort.'

Although all the participants noted that the principal does not attend the daily 40 minutes assembly, almost half (45.45%) said that he appointed deputies to pass on information to the students. Participants P2R, a middle leader, and P9R an SLT, confirmed that the principal uses special advisers to address the students except when he needs to resolve an issue. More than a third (36.4 %) of these participants said that he does one on one motivational sessions with students as required. Participant P11R, a middle leader, noted that the principal addresses students, though he was not sure of the frequency 'The principal talks to them during break or along the way, he talks to them more on a personal basis and he gets to know things going on through the students; they talk to him.' Even though the participants claimed that the principal does not interact enough, he appears to create opportunities to inspire the teachers. Table 8.5 shows the principal's inspirational time allotment, which is very modest compared to teachers' perceptions.

Inspirational Activities	Time in minutes	Total work time (%)	Interaction time %	Interaction teachers %
Inspiration interaction with teachers	3	0.46	1.67	4.69
Inspiration interaction with students	9	1.39	5	
Inspirational activities other	4			
Total inspirational activities	16	2.47	8.89	

Table 8.5: *Principal R's inspirational activities time allotment*

Inspirational in terms of rewards

The majority (81.2%) of the people polled on inspirational reward for students to keep them motivated reported that the principal acknowledges the students for their achievements occasionally. They claimed that the teachers buy gifts for the students to encourage them because the school does not give them any gifts, they only get commendations. P10R, an SLT, said that

principal calls out the outstanding students and asks other students to congratulate them but they do not receive any gifts or financial rewards. However, a minority (18.2%) claimed that principal R sponsors the WAEC fees of outstanding prefects, 'who have financial difficulties', as a sort of reward.

When asked if the principal rewards the teachers for their effort and innovation (see table 8.6), almost half (45.45%) of these participants agreed that he personally acknowledges teachers' inputs. Participant P7R, an SLT, says that, if you are hard working, he encourages you. You will have no problems with him.' According to Participant P1R, another SLT, 'he gives people transport money and other gifts privately'. Another SLT, participant P6R, corroborated this claim, that the principal does give gifts but only occasionally. He noted that 'principal R once in a while acknowledges good work… Yes, he gives some people money like that teacher… *name;* (pointing at the teacher) … has received monetary reward for good work.' The remaining participants (54.54%) claim that he hardly does so, if at all. Participant P5R, a middle leader, reported that the principal says: '"thank you'' but rarely and teachers do not really care anymore, you just do your work.' He said that 'when the principal occasionally compliments during meetings, he also mentions those not working hard enough as well.' Table 8.6 shows the results of principal R's rating on inspirational influence and other transformational leadership attributes.

	Transformational leadership attributes	N responses	Percentage
1	Vision Q5	11	81.2
	Communication of goals Q6	11	72.73
2	Support Q 20 & 21	16/22	72.73
3	Inspirational for teachers Q 7	11	81.2
	Inspirational for students Q 14 & 15	11/22	50.02
	Inspirational reward for teachers Q 8	11	45.45
	Inspirational reward for students Q 9	9/11	81.2
4	Intellectual stimulation for teachers Q17 & 19	10/22	45.45
	Intellectual stimulation for students Q13, 11 & 16	23/33	69.7
5	Individualised consideration Affirmation/Respect/ Q 3, 4, 20	14/33	42.42
6	Idealised influence – Job satisfaction Q10	4/11 (100)	36.4
	Job satisfaction - likely to stay because of principal influence Q10b	04/11	36.4
	Job satisfaction - unlikely to stay regardless Q10c	0	0
	Unlikely to stay (other factors) Q10d	0	0

Table 8.6: *Teachers' perception of principal R's transformational leadership attributes*

Vision

During the interviews, participants were asked if principal R sets goals for the school. The majority (81.2%) of the participants confirmed that he has educational goals for the school. The remaining participants claimed the principal does not have a personalised vision for the school. Participant P9R, an SLT, said that 'the principal sets goals and vision and also sets the learning objectives.' Table 7.6 also shows principal R's visionary attributes rating.

Communicating vision

The participants in this inquiry were asked whether principal R communicates the organisational goals to them. The majority (72.73%) of the participating staff claimed that the principal shares the school vision during the frequent staff meetings (see table 7.6) and also uses the HoDs to reiterate the vision during departmental meetings. The staff meeting platform is thus used to convey objectives, vision, and aims. Students' issues, challenges, and the vision to improve students' performance, are discussed often at these staff meetings and examination committee meetings. The examination committee consists of SLT teachers and HoDs, and is headed by the principal. Participant P11R, an SLT said that: 'the principal communicates his vision very clearly to students and teachers too.'

Individualised consideration

All the participants said that principal R provides good administrative and academic support. Participant P1R, an SLT, said that 'he leads us very well and calls your attention to what you do not know and shows you the right way.' A minority (27.3%) of these participants also reported that principal R shows concern about their welfare. Participants P9R and P3R corroborated his claim that he calls teachers on the phone to ask about their welfare if they are absent or he does not see them around.

However, they had divided opinions over the principal's involvement of teachers in decision-making and whether he shows respect for their opinions. More than a third (36.4%) of the participants affirmed that principal R involves them in decision making, occasionally, whilst almost half (45.45 %) claimed that he does not do so. The others (18.2%) said that, although the principal listens to their opinions, he rarely considers them. For example, participant P9R, an SLT, reported that the principal asks for teachers' opinion and involves staff in decision-making and that he takes suggestions. Another SLT, participant P7R, said that 'twice I was going to organise extra coaching sessions for students and he allowed it.' He affirmed that principal R does listen under exceptional

circumstances, especially, if your opinion will benefit the school or his vision for the school. P2R, a middle leader, further confirmed the claim that the principal listens on rare occasions. She said that 'the principal listens occasionally to opinions if it is in line with the school vision.' She gave an example of an occasion when he considered teachers' opinions regarding the subject competence counselling policy initiated by teachers. 'At teachers' suggestion on strategy regarding how to help students find areas of competence in choosing subjects, the principal listened, adopted and implemented the suggested policy, which has led to improved students' performance'. However, participant P6R, an SLT, said that 'the principal does not listen at all'… whilst participant P8R, a middle leader, said 'the principal throws open a topic, listens but does not consider your opinion.' More than half (63.64%) of the participants corroborated the principal's claim that he uses an individualised mentoring scheme, and personal feedback sessions, in supporting teachers' academic development.

Opinions about principal R's involvement of staff in decision making, and respect for their views, is not linked to staff hierarchy as those who believe he does not respect them cuts across hierarchy groups; three SLTs and two middle leaders believe that he does not listen and two SLTs are among those who said that he does listen.

Intellectual stimulation

Almost two thirds (63.64%) of the participants said that principal R is insistent on maintaining educational quality and puts the pressure on teachers and students to keep learning and improving. They supported the claim that the principal has a good system of ensuring they are kept intellectually stimulated, especially through the performance evaluation review sessions they have with him. He also evaluates teachers, partly using the students' performance at WAEC examinations. They said knowing that the principal will check your notes, and that you will face a review session should your students perform poorly, serve as an impetus to keep searching for ways to improve the learning experience and enrich subject content. Participant P10R, an SLT, said that 'the principal assesses teachers and gives feedback. He tells you areas you need to improve on professionally, helps to let you know how to change your methods and pattern of teaching, to keep you learning and improving yourself professionally.'

Participant P1R, another SLT, said that she is intellectually challenged by the principal because he compels you to read more. 'Your speech and handling of the students improves after working with him.' A middle leader, P5R, noted that 'principal R says that "if you work with me, you should be able to run a school."' He further noted that 'the principal is intellectually challenging and inspiring

but he is just a bit harsh.' Another middle leader, participant P2R, said that 'yes, he keeps us intellectually stimulated and learning because he is very insistent with educational quality. He also asks students to rate you, you are therefore challenged to keep learning.' However, she expressed a reservation towards "disgraceful criticism" whilst remaining open to constructive criticism. By disgraceful criticism, she meant that the principal spoke harshly to teachers in the presence of students. The remaining participants (36.36%) said that they are self-motivated to improve on their lesson delivery.

Intellectual stimulation of students

The principal seems to liaise frequently with the school's board about teachers' evaluation and replacement, and with other external organisations to get assistance with organising academic competitions. He also spends time talking to teachers about having extra coaching sessions with students in preparation for examinations and inter school competitions. He spent 39 minutes of his 180 minutes interaction time talking to the teachers individually. Most (81.82%) of the participants reported that the principal has policies and programmes in place to keep the students intellectually motivated. Principal R appears to spend about 148 minutes (16.18%) of his work time on programme planning and implementation. More than two-thirds (105 minutes or 70.95%) of the time allotted to programmes is spent on projects directed at intellectually stimulating the students (see table 7.11).

Support

The principal appeared to be charismatic and purposive in relating with people. He seemed to give attention to detail and showed genuine interest in academic-related issues. He discussed welfare issues, and activities outside school, with the teachers and seemed genuinely interested in both teachers and students' personal lives. One teacher came in to give the principal an update about her day out. Her son ran up to the principal and hugged him. He spoke to the boy about school and home while the mother walked away towards her class after her debrief. I asked principal R about how he came he to know so much about the teachers' personal interests and that particular teacher's son's issues. He said that:

> 'they are my teachers, therefore, their children are my children too, so I am interested in knowing about them and their day.'

He said that the teachers' children come to talk to him as well. 'They call me uncle and come to me because I like to discuss with them. My people's (referring to the staff) welfare is important to me.'

All (100%) of the participants reported that there is a teachers' welfare package to assist teachers in need and with financial aid. They all claim he assists them professionally in terms of career development to ensure quality lesson delivery. However, less than half (45.45%) of the participants see him as a mentor. Principal R's supportive attributes were also corroborated by participant P5R, a middle leader, who said that 'he gives professional support'. He added that he received some professional support when he worked closely with him the previous year.

According to participant P10R, an SLT, 'he watches, evaluates and gives you more opportunities… where you don't understand, you are encouraged to ask questions'. The other participants (54.54%) perceive him as a good academic support and administrator. According to P8R, a middle leader, 'he is not really a mentor in the strict sense of it, he supports you academic wise but his mannerism doesn't make him a real mentor.' Participant P3R, a subject teacher, described the mentoring scheme the principal runs through more experienced teachers. 'He gets more experienced teachers to mentor you. He encourages you to ask questions and strive to learn from others and to come to ask him as well.' Although almost half (45.45%) of school R participants do not consider him to be offering personalised support or as a mentor, the academic mentoring policy and support he offered qualified him as supportive and possessing some transformational attributes.

Idealised influence and job satisfaction

All the participating teachers expressed satisfaction with their work. They appeared content to stay in the school. However, about two thirds (63.64%) of the participating teachers in school R expressed dissatisfaction with their working relationship with the principal They expressed an intention to stay for other reasons, not linked to their work relationships with PR. Only slightly above a third (36.4%) of them stated that their intention to remain with the school has any link to principal R's influence (see table 8.7). Most of them would stay on regardless of the principal because they are satisfied with their work, and for other personal reasons.

63.64% of the teachers in school R ranked self motivation high as the incentive to remain with the school and they attributed their job satisfaction to personal efforts.

It is not clear whether location has an influence in their intention to remain with the school because the school is located in the city centre close to prime homes and amenities with a good road network and transportation system. However, one of the participants who expressed an intention to stay because of principal's influence, P3R, a subject teacher, noted that 'if you are interested in your professional development, you will receive support from principal R. You want to stay so you can learn and become a better teacher, the principal makes that happen. His mentoring scheme is an example of such initiatives.'

The majority (72.73%) of the participants described the principal as a transformational leader. He is perceived as a leader who possesses all the six attributes ascribed to transformational leadership, but to varying degrees (see table 8.6). He was also described as adopting other approaches to leadership, as discussed below.

Administrative Paper Work

As mentioned earlier, the principal spent half (51.16%) of his 649 minutes total work hours on paper work (see tables 8.3 and 8.5). Almost half of that time (45.99%) was spent on administrative paper work and the other half on evaluating teachers' work (see table 8.7).

Administrative Activities	Time in minutes	Total work time % 488	Admin work time %
Supervisory evaluation	176	27.12	53.01
Admin paper work	156	24.04	46.99
Programme paper work	0	0	
All paper work	332	51.16	100

Table 8.7: *Principal R's administrative activities time allotment*

Perhaps the principal spends more time on administrative duties because he does not have a vice principal. The academic vice principal and the administrative vice principal admin (vpad), who should be in charge of such tasks, were transferred from the school and have not yet been replaced. Although, the principal appointed a personal assistant (PA), and deputies to assist him with some tasks, he still undertakes much of the administrative work.

Emerging Leadership Styles

Principal R is perceived as exhibiting other leadership styles beside transformational (see table 8.8). These other emergent leadership styles are:

1. Bureaucratic
2. Managerial
3. Autocratic
4. Consultative
5. Instructional by proxy

Leadership perception	Instructional	Contingent	TL	Consultative	Managerial	Autocratic	Bureaucratic
Teachers %	0	9.09	72.73	36.36	90.91	81.82	100

Table 8.8: *Emergent leadership styles in school R*

Bureaucratic

Almost all the participants (90.91%) confirmed the shadowing data that the principal spends a lot of time on administrative work. The principal appears to spend half 51.16% (332 minutes) of his 649 minutes total work hours on paper work (see tables 8.3 and 8.5). They noted that the principal spends more time on administrative and managerial roles than on interaction with teachers and students. He appears to spend only 11.25% (73 minutes) of his work hours in interaction with teachers and students (see table 8.4). All the participants described him as a good administrator, who is very detailed with documentation and spent extensive time on paper work. Participant P3R, a subject teacher, said that 'the principal is an excellent administrator with a perfect work record and an ability to enforce rules'.

Managerial

All the participants described principal R as a good administrator, who is very detailed with documentation. The majority (90.9%) described him as transactional in his relationships and most (90.9%) of the teachers reported that he uses threats to enforce rules. Participant P2R, a middle leader, claimed that the principal employed junior non-teaching staff to monitor and harass the senior teaching staff into compliance, a clear example of a managerial leadership style.

Autocratic

Principal R is also described as exhibiting autocratic leadership traits by the majority (81.82%) of the participants. He is described as taking decisions without consulting or considering teachers' opinions. Participant P2R, an SLT, described him as an extremist who doesn't consider other opinions'. A subject teacher, participant P3R, said that 'he is disciplined and very authoritarian.' Participant P6R, an SLT, said that 'he is a good administrator, organiser, and academic wise: he makes you teach but he is a dictator.' The participants claimed that the principal's decisions cannot be appealed.

Consultative

Above a third (36.4%) of participants, however, claimed that principal R asks for opinions and a few (18.2%) said that he listens, and sometimes considers, others' ideas before making decisions. All the participants said that principal R delegates responsibilities but the appointed staff have no decision-making power. The principal uses their reports to evaluate, provide feedback and make decisions.

Instructional leadership by proxy

According to the participants, principal R is not involved in direct class room supervision as he rarely comes to the classrooms. However, he has deputies who do so and report to him. The majority (90.91%) of the participants confirmed that the principal uses deputies for classroom supervision. Principal R seems to be more involved with evaluative supervision and coaching based on feedback on the teacher's performance. All of these participants reported that principal R goes through their notes to see if they understood what and how to do what is required of them. The principal also appeared to spend more than a fifth (27.12%) of his 649 minutes total work time evaluating teachers' work. However, shadowing data indicated that he spent only 61 minutes (9.4%) of his total work time on interactive supervision (see table 8.9).

Principal R's detailed lesson evaluation exercise suggests that he is interested in teaching supervision. His use of deputies to ensure classroom supervision indicates that principal R adopts an instructional approach by proxy as well as exhibiting transformational leadership behaviours.

Although the collation of the responses indicates that principal R employs diverse leadership approaches and means, only one person considers him to be employing a contingency leadership approach (see table 7.8). The majority of the participating teachers do not seem to associate the principal's leadership practice with Fiedler's (1969) contingency approach to leading (see table 8.10).

Supervisory Activities	Time in minutes	Total work time % 649	Interaction time %	Supervisory time %
Supervisory interaction	61	9.4	38.89	25.74
Supervisory evaluation	176	27.12		74.26
Total supervision: admin and interact	237	36.52		100

Table 8.9: *Principal R's supervisory activities time allotment*

Instructional leadership approach is reported to be by proxy only.

Leadership perception	Instructional (by proxy)	Contingent	Transformational leadership	Consultative	Managerial	Autocratic	Bureaucratic
Teachers	0	1	8	4	10	9	11
Principal Self Report	1	1	1	1	1	0	0
Observation	0	0	1	1	1	1	0
Total	1/13	2/13	10/13	6/13	12/13	10/13	11/13
Percentage	7.69	15.38	76.79	46.15	92.31	76.79	84.62

Table 8.10: *Emergent leadership style in school R: teachers' perceptions, self report and shadowing*

Table 8.10 shows the aggregated perception of principal R's leadership style, combining teachers' perceptions with the principal's self report and analysed shadowing data. Principal R claimed that he adopts an instructional approach to leadership but this was not confirmed by any of the teachers.

The majority (72.72%) of participants supported the principal's self-report that he possesses some attributes of transformational leadership, however to a limited extent. Almost all (90.91%) claimed that the principal was autocratic and bureaucratic and utilised managerial leadership practices, but the principal reported that he used a managerial approach only because he does not have an administrative vice principal (vpad). Although the researcher witnessed his autocratic and managerial practices, the bureaucratic approach was not observed during the two day shadowing. Managerial leadership style is linked to bureaucratic practices (Bush 2007; Bush 2017a; Leithwood, Jantzi and Steinbach 1999; Ospina 2016).

The influence of the principal's leadership style and practices on students' academic performance was also evaluated using responses from interview questions and documentary analysis of WAEC results (see below).

Leadership Style and Students' Academic Performance

The responses from the interview questions linked to leadership styles and students' performances, and transformational leadership influence on students' performances, have been evaluated to see if any such links exist.

Transformational leadership, programmes and policies

The interview responses reveal that principal R is enthusiastic about school improvement and that he has plans and policies in place to improve students' academic performance.

Programmes

All the participants said that there are various programmes in place (see table 7.12). They listed nine programmes and some of the student- oriented programmes attributed to the principal include the extramural classes, spelling games, inter-school quiz and debate, students' coaching, training and seminars ensuring students' classroom attendance. The teacher-oriented programmes listed include teachers' evaluation and mentoring scheme. Most (63.64%) of the participants attributed eight of the nine (81.89%) listed programmes to the principal (see table 8.12).

Principal R is one of the hosts of the national inter schools quiz and academic competition. He spent time arranging for his school's participation and also making arrangements for other participating schools. As noted earlier, he spent 32 minutes liaising with the Ministry of Education (MoE), briefing the committee on the plans for the schools' competition at the national level. He spent another 22 minutes addressing the teachers and the other staff who are required to coach the students and organise the competition. The principal appeared very passionate about these academic competitions. He claimed that the competitions have a positive influence on students' academic performance. Most (72.73%) of the participants mentioned the inter schools quiz as one of the intellectual programmes the principal has put in place. They also reported that the principal has developed other intellectually challenging programmes such as the science challenge club, and the teachers' mentoring scheme. Principal R appeared to spend a total of 148 minutes on programmes

and 105 minutes of this time (70.95%) on programmes was directed at intellectually stimulating the students (see table 8.11).

Programmes	Time in minutes	Total work time % 649	Programmes %
Programmes	148	16.18	
Intellectual programmes	105		70.95

Table 8.11: *Principal R's programmes time allotment*

Policies

All the participants claimed that there are policies in place and most (71.43%) of the policies listed were attributed to the principal (see table 8.12). Some of the policies listed include teachers and students' punctuality, first instance register, used to monitor teachers' classroom attendance and lesson delivery, teachers' note checking, feedback to teachers, WAEC results used as teachers' competence evaluation, impromptu classroom visits by deputies, and subject competence counselling of students to help them make appropriate subject choices. The first instance registration policy was attributed to the government, the subject competence counselling was attributed to the teachers, while the remaining six policies were attributed to the principal. Table 8.12 shows the programme, policies and innovation attribution.

Innovation

The participants considered some of the programmes and policies listed as innovative. They listed subject competence counselling, teachers' first instance, teachers' punctuality, safety training, note checking and feedback sessions, as some of the innovations they have witnessed in the school. They attributed four of these six innovations to the principal's initiative (see table 8.12), whilst one was attributed to the teachers and the other to the government. The programmes, policies and innovations evaluated are those that can potentially contribute to, or improve, students' academic performance.

Innovations	Participants: yes	Percentage of the innovations attributable to principal
Programmes (9)	100	88.89
Policies (7)	90.91	71.43
Innovation -practices (6)		66.67

Table 8.12: *School R's principal attributed programme, policies and innovation*

Transformational leadership and students' performance

The interviewees were asked if they had witnessed any improvement in the students' academic performance. All the participants reported they had witnessed an improvement in the students' academic performance (see table 8.13). They said that internal assessment results, and the inter-schools academic competitions (one of the principal's intellectual stimulation programmes), all indicate that students are getting better and their academic performance is improving and that this improvement is also reflected in the WAEC pass rates (see table 8.1 and figure 8.2). More students are obtaining five passes at A-C grades.

Documentary analysis of school R's WAEC results showed that the school performs poorly with pass rates mostly below 50%. The five year pass rates ranged between 11% and 40%, except in 2013 when the pass rate was 47.70%. The variance in performance over the five year period evaluated is quite high with standard deviation (σ) of 12.72. However, the performance trend is in upward direction showing improvements in pass rates from 2011.

Although school R's academic performance was generally poor, there has been an incremental improvement in performance each year from 2010 (see figure 8.2). The students perform poorly at Mathematics and English. The five year mean pass rates for English is 19.57% and Mathematics is 4.52%. No student passed Mathematics in the 2011 and 2012 WAEC examinations (see figures 8.1 and 8.4). More than a third (36.4%) of the participating teachers maintained that students' academic performance is still poor whilst more than two thirds claimed that performance is good. However, they all agreed that it is improving (see tables 8.13 and 8.14).

Academic performance	Improving Percentage	Percentage
Poor WAEC academic performance	36.4	
Good WAEC academic performance	63.4	
No Improvement in WAEC academic performance		0
Improvement in academic performance generally		100

Table 8.13: *Perceived improvement in students' academic performance school R*

Performance attribution

Although the participating teachers were divided on whether students' performance was poor or good, they all agreed that it is improving. The participants attributed this improvement to the

academic programme and educational policy the school adopted. They mentioned increased frequency in the students' participation in external quiz and other academic competitions since 2011, when the principal became one of the hosts for these competitions and introduced the students' coaching and teachers' mentoring scheme. They also mentioned the subject competence counselling policy, which the principal approved and implemented in the same year. The teachers in the examination committee had proposed this policy as a strategy to improve performance and the principal considered and adopted it. According to participant P2R, a middle leader, 'this is one of the very few teachers' opinions the principal considered and it has really worked to improve the students' WAEC academic outcomes.' Almost two thirds of the participants (63.64%) reported that the improvement in school's academic performance is attributable to the principal's style of leadership and teachers' policies (see table 8.14). They said that he is a good 'academic administrator' and that he understands how to drive initiatives to make a change. Only a minority (27.3%) attributed improvements to teachers' efforts (see table 8.14). All those who attributed the performance to teachers' efforts claimed that their efforts were directly linked to, and influenced by, the principal's style of leadership. One participant, however, claimed that the improvement in performance is also related to government programmes and policies, which are initiatives driven by the principal. Despite school R's below average performance at WAEC, none of the participants think it is a poor performing school.

The principal attributed the improvement in students' performance to his inspirational, intellectually stimulating and supervisory programmes and policies. He said that he observed that teachers were putting in more effort after he introduced the teaching evaluation policy and the programme that ranks teachers based on their students' WAEC performance.

Improvement attribution	Percentage of positive participants	Percentage of total participants
Principal's effort (direct & indirect) through teachers inspiration	63.64	63.64
Principal & teachers collaboration	27.3	27.3
Principal & government joint efforts	9.09	9.09

Table 8.14: Pe*rceived improvement attribution school R*

Assessment of principal P's leadership style's impact on students' WAEC Performance

Although School R performed poorly at WAEC and the five year mean (14.05%) is poor, the pass rates increased incrementally over the years from 5.96% in 2010 to 23.95% in 2013, a four-fold increase. There was a 3% increase in 2010, 5.26% in 2011 and 6.8% in 2013 (see table 7.1 and figures 8.3 and 8.4). The principal noted that the teachers' evaluation and ranking was the most significant impetus to better teaching ethics that led to academic improvement, but the participating

teachers claimed the improvement began after the principal was reported to have adopted a students' subject competence counselling programme, in 2011. All the participants perceived principal R as a leader who is competent at driving school turnaround and is interested in the students' performance; they all called him a good education administrator, although they found his interpersonal interaction rather less laudable.

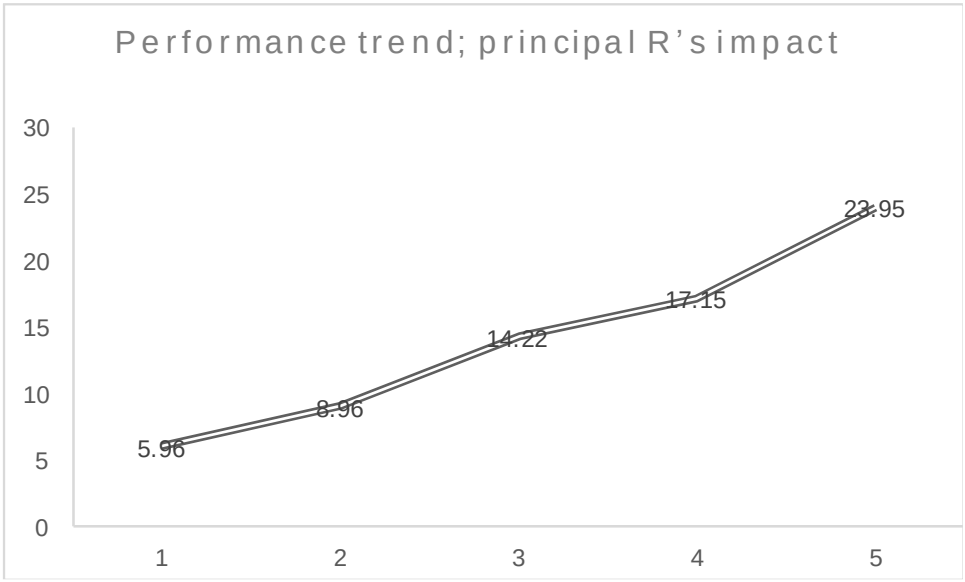


Figure 8:3: *WAEC Performance trend; principal R's impact*

Figure 8.3 shows incremental, but modest, performance improvement from very poor in 2009 to 2013.

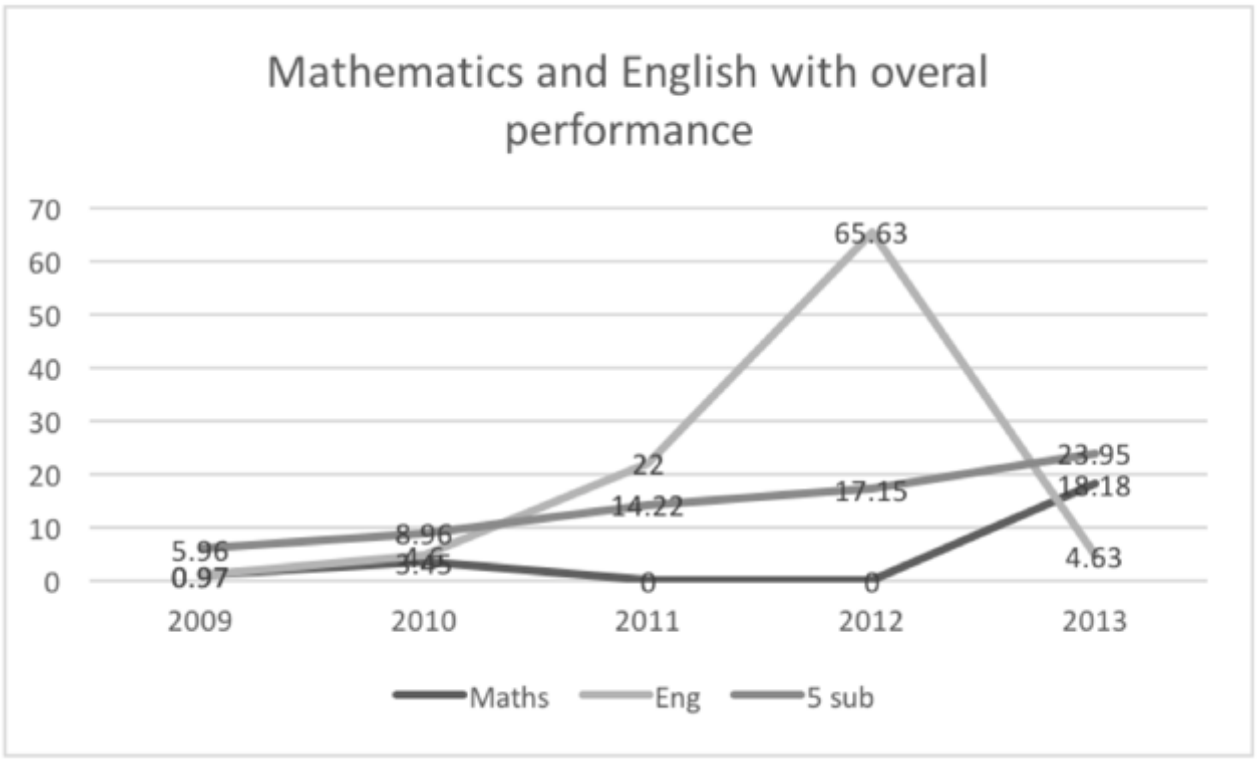


Figure 8. 4: *School R's pass rate interaction and trend for Mathematics, English and the overall performance*

There was a significant improvement in the English pass rate to 65.63% in 2012, from 22% in 2011, but a sharp decline to 4.63% was observed in 2013. The Mathematics pass rate remained at 0% until 2013 when the pass rate improved to 18.18%, which was not attributed to any particular cause.

Overview of School R

School B's five-year average performance at WAEC is poor. The school performs best in economics, agricultural science and religious studies and poorly at mathematics and English.

Principal R appears to possess some of the six attributes ascribed to transformational leadership to varying degrees, and evaluation of the responses indicates a mixed report. He was rated poorly on idealised influence and individualised consideration and above average on inspirational and intellectual stimulation. However, he scored highly on vision and support. All the participants claimed that he is a good academic administrator and is insistent on teaching quality, class attendance and punctuality. Principal R is said to employ deputies to assist him with classroom supervision and, as such, practices instructional supervision by delegation. He is perceived as an autocratic leader who plays more of a managerial role as a principal. The participants claimed that

the principal's insistence on quality lesson delivery contributed to their professional development and the improvement in students' academic performance.

The overall perception of principal R's transformational leadership attributes and leadership style combining the rating from shadowing and the teachers' perceptions shows significant differences with the principal's self report.
Most of the participants said that they are also self motivated to improve and most cited personal reasons as their motivation to remain with the school. Although there is a modest improvement in school R's academic performance, the overall results remain poor. The improvement that has been achieved is attributed to better teaching practices inspired by the principal's teachers' competence evaluation, the students' subject competence counselling policies and his intellectual stimulating programmes.

The next chapter provides a cross-case analysis and a discussion of the findings linked to the literature

CHAPTER NINE: ANALYSIS AND DISCUSSION

Introduction

The findings from each of the five case study schools were identified and explored in the previous five chapters. The cross analysis of findings and emergent issues will be compared and contrasted to identify similarities and differences across the five schools. The five cases: schools blue, pink, yellow, red and green, are all located in Rivers State across various local government areas. Two of these (B and Y) are suburban riverine schools from a remote island, two are urban (R and G) and one (P) is suburban on the mainland. The five identified themes; context, emergent leadership styles, rating of transformational leadership attributes, leadership impact on school performance, and the sustainability of achievement, will be explored in this chapter and linked to the literature.

Context

Context has been shown to be an underlying moderator of leadership efforts and styles employed at influencing followers' performance (Shatzer et al. 2014; Robinson, Llyod and Rowe. 2008). Contextual components mediate and moderate leadership output and impact (Truong et al. 2017). Exactly what roles context such as challenge, support available to the principal, and teachers' competence, play in principals' effectiveness and academic impact in this research context is not very precise, although several studies have shown that context, in terms of cultural, socioeconomic status, and learning environment, does affect performance (Chenoweth and Theokas 2013; Fabunmi and Adewale 2002; Gurr et al. 2015; Ikoya 2008; Kok, Mobach and Omta 2015; Leithwood and Seashore 2012; Maringe and Moletsane 2015; Truong et al. 2017). Most research has been on leadership in the western cultural context, there are relatively few focused on the African context, and the leadership literature on Nigeria is very limited, particularly in Rivers State. This research is focused on school leadership in this context and examines the extent and nature of transformational leadership in the underdeveloped Rivers State, using five case studies. The impact of leadership on school improvement and students' academic achievement were also explored and analysed to identify within case and between case similarities and differences.

Categorisation based on school performance

The schools' academic performance level was determined by evaluating their WAEC results, and checking five year collated reports, to see the students' performance trend. The schools' WAEC

performance is used to place each school in an appropriate performance category as a high performing or poor performing school. A 50% pass rate was used as a benchmark for satisfactory performance. Credit passes (50%) in five subjects, including mathematics and English, is considered a pass in WAEC according to the head of the WAEC national council, (Uwadiae 2012; Eguridu 2015).

The average performance of three of the five case study schools (PB, PY and PG) was above the national average of 35.6% (see table 9.1 and figure 9.1). This indicates that case B is a high performing school because the average performance over the five-year period is above the 50% expected pass rate. School Y's five year mean performance places it as an average performing school. However, if the year when the school experienced an attendance crisis is excluded, the four year average of 59.86% places the school performance at above average. Case G was a poor performing school that recently experienced a school turn around to above average in 2014, which brought the school's overall five year mean to slightly below average performance. Cases P and R are both poor performing schools with below average performance. School R's average performance is very poor, below 15%. Figure 9.1 shows the schools' performance comparison.

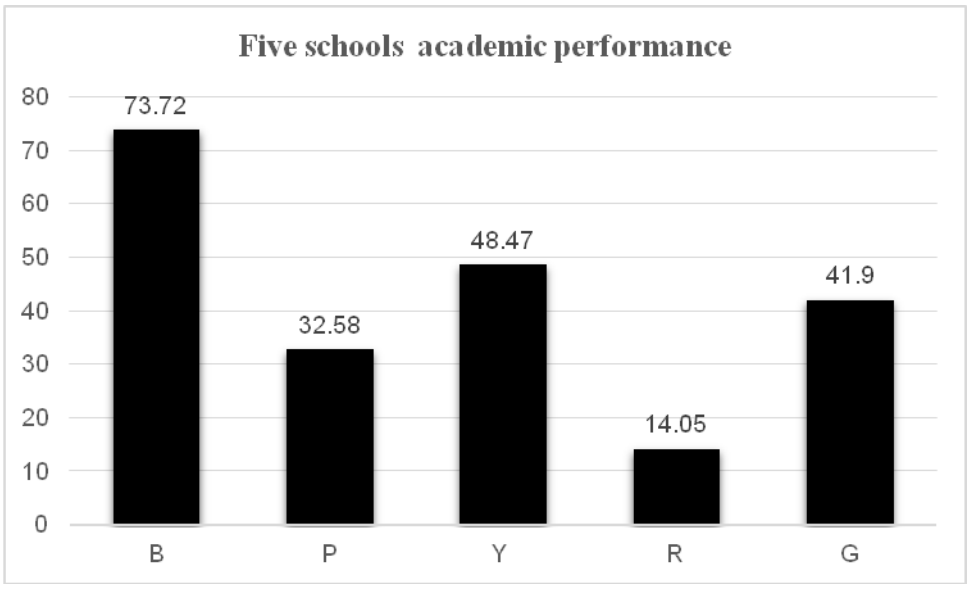


Figure 9.1: C*ase study schools' five years average performance*

Table 9.1 shows the performance level of the five schools based on their five year average performances at WAEC examinations.

Cases	Locations	Five year average WAEC academic performances	Performance categories
Case one school Blue (B)	Suburban riverine	73.72	High
Case three school Yellow (Y)	Suburban riverine	48.47	Average
Case five school Green (G)	Urban mainland	41.9	Below average
Case two school Pink (P)	Suburban mainland	32.58	Poor
Case four school Red (R)	Urban mainland	14.05	very Poor

Table 9.1: *Location and performance levels of the case study schools*

It is unclear how much impact, if any, the contextual challenges had on the schools' performance, since both extremely challenged schools, G and Y, and the less challenged schools, P and R, seem to perform poorly at WAEC examinations according to the performance based school categorisation (see tables 9.1 and figure 9.1). There has been some improvement in the performance trajectory of schools G and P in the last two years. Cross analysis of the principals' leadership perceptions will help to establish links between context, principal leadership and academic performance (see below).

Transformational Leadership

Defining and understanding transformational leadership

The participants, when describing someone as transformational, were not speaking in terms of the six attributes of transformation leadership (Bass 2006; Bass 1999; Bass 1992; Bush 2014) initially, because the term transformational is used differently, and in a limited sense, in the Nigerian context, although some of them linked transformational leadership to being charismatic. These participants tend to assume that transformational leadership only denotes someone who brings improvement to the system. The leadership processes that lead to changes in followers' behaviour and psychological engagements with the leader, which eventually culminate in the achievement of the shared goals, is not part of their understanding of transformational leadership (Bush 2014; Bush 2011; Bush and Glover 2014). However, interview responses across the five schools confirmed that those whom the participants perceived as highly transformational did possess the six associated transformational attributes to a high degree as found in four (B, P, Y, and G) of the five schools. The leader in school R, who was not considered as transformational, still possesses some of these six associated attributes, though to a much lesser degree than the others. It appeared that the presence and prevalence of other "negatively" perceived leadership styles in principal R might have obscured participants' perception of the presence of these transformational leadership attributes. There are strong positive correlations between all six items used as instruments to measure transformational leadership: r was between +0.93 and +1. This is an indication that these attributes have strong links to transformational leadership perceptions and could effectively serve as its

measuring instruments, as indicated by Bass (1985), Gaspar (1992), Lowe, Kroeck and Sivasubramaniam (1996), Patterson, Fuller, Kester and Stringer (1995). However, Yukl (1999) argues that the instruments are ambiguous, narrow and that not all transformational behaviours are included. Van Knippenberg and Sitkin (2013) implied that inspirational behaviour is difficult to conceptualise and measure, as noted earlier.

Interaction and transformational leadership attributes

The participants' perceptions of their principals' level of interaction appeared to confirm the shadowing data, which suggest that four of the principals (PB, PP, PY and PG) have similar interaction patterns. All the participants in schools B, P, Y and G confirmed that their principals interact a lot. PG appeared to be most interactive as he spent close to two thirds (60.93%) of his work time interacting, according to the shadowing data (see tables 8. 3 and 8.4). PR was reported to interact selectively and, according to shadowing data, he interacted the least (27.74%) and most of that time was spent with others outside the school. PB spent the most (28%) of his work time on inspirational interaction and PR spent the least (2.4%). The other principals spent similar percentages, about a fifth of their total work time, on inspirational interactions: PG 22.07%, PP 19.3% and PY 18.3%. Tables 9.2 and 9.3 show a comparison of the five principals' interactions.

Interactive activities	G	P	Y	B	R
Total interaction/work time %	60.93	57.3	56.06	55.9	27.74
Interaction activities					
Interaction teachers	68.11	70.86	70.65	64.1	35.56
Interaction students	28.24	20.59	18.12	20	5
Interaction with others	3.65	8.56	11.23	15.9	59.44
Total interaction %	100	100	100	100	100

Table 9.2: *Principals' interactive activities comparison % (B, P, Y, R and G)*

Principal interaction with teacher	P	Y	G	B	R
Total interaction with teachers/interaction time%	70.86	70.65	68.11	64.1	35.56
Interaction with teachers					
Supervisory interaction with teachers	84.15	95.38	77.56	53.14	95.31
Inspirational interaction with teachers	15.85	4.62	22.44	46.86	4.69
Total interaction with teachers	100	100	100	100	100

Table 9.3: *Principals' interaction with teachers comparison % (B, P, Y, R and G)*

Teachers' perceptions of principals' interactional behaviour was further underscored by the shadowing data, which revealed a similar pattern. The principals' interaction perceptions, and interaction data from shadowing, were evaluated using regression analysis to see if there is any link

between these factors and to evaluate the significance of such a link, if any. There is a strong link between the teachers' perceptions of principal's interaction, and shadowing data on principals' actual interaction with the teachers (r =+ 0.99). Similarly, teachers observing principals interacting with students tend to influence teachers' perception of the principals' interaction pattern (r= +0.98). Principals' interactions with others outside the school community tend to influence teachers' perceptions of principals' interactional behaviour rather negatively. The more time the principals spent interacting with these others, the less the participating teachers considered the principals as interactive. In contrast, the more time principals spent interacting with the teachers and students, the more likely that the teachers perceived them as interactive and inspirational. The four principals (PB, PP, PY and PG) who were considered as interactive were also reported by participants to have played a role in boosting their morale, influencing their professional choices and engagement with the schools. Interaction and building relationships is central to transformational leaders' strategy, according to Howell and Hall-Merenda (1999), who consider interaction as a key element in fostering inspiration amongst follower (Avolio et al. 2004; Zohar and Tenne- Gazit 2008). Transformational leaders' interactive relationships are linked to inspiration and their interaction has individual and collective effects. According to Bass and Stogdill (1990: 122), 'interpersonal competence is fundamental to successful leadership' showing that effective interaction is essential for successful leadership.

Transformational leadership attributes

Teachers' perceptions of their principals' transformational attributes were computed, compared and outlined. Tables 9.4 and 9.5 show the comparison of participants' rating of the principals' perceived transformational leadership attributes.

Transformational leadership attributes	PG	PP	PB	PY	PR
Inspirational	98.18	97.73	86.03	100	64.47
Visionary	100	95.45	100	100	77
Intellectual stimulation	100	95.46	100	89.36	57.58
Support	100	100	100	100	72.73
Individualised consideration	100	100	100	90.9	42.42
Idealised influence	100	100	100	100	36.4
Average transformational leadership	99.69	98.11	97.67	96.71	58.43

Table 9.4: *Comparison of teachers' perceptions of the five principals' transformational leadership attributes*

Each of these attributes is discussed below.

Individualised consideration and idealised influence attributes	PY	PB	PP	PG	PR
Respects and listens to your point of view (IC) and (IF)	100	100	100	100	36.4
Considers opinions (IC) and (IF)	100	100	100	90.91	0
Mentors (IC)	72.7	45.5	36.4	36.4	0
Personalised care (IC)	90.9	100	100	90.9	27.3
Average	90.9	86.38	84.1	79.56	15.93

Table 9.5: *Individualised consideration (IC) and idealised influence (IF) comparison %*

Inspiration

Inspiration is one of the six attributes used in predicting transformational leadership (Bass 1999; Bass 2006). The participating teachers rated the four principals (PY, PG, PP and PB) who spent more comparable time on inspirational activities as inspirational and the principal (PR) who spent the least time as uninspiring. The level of perceived influence amongst the principals was quite comparable, especially amongst the four (PY, PG and PP PB) highly rated as transformational.

There is a strong link between time spent in interaction and participants' perception of principals as inspirational and transformational. Principals G, Y, P and B are considered highly inspirational by the majority of their followers and the percentages of their work time spent on inspirational activities are also comparable (see table 9.4). Principal R appeared to be perceived rather differently in terms of offering inspirational reward and he also spent the least time on inspirational activities, which may explain why the teachers considered him not to be inspirational. There is a positive link between the time these principals spent on interacting with the teachers and students and their being perceived as inspirational. The nature of principals' interactions with teachers and students appears to influence teachers' perception of the principals' leadership styles. Principals who spent more time interacting, and are perceived as interactive by participants, were more likely to also be reported as inspirational and transformational.

Being perceived as inspirational is highly linked to transformational leadership attribution because the leaders perceived as highly inspirational were rated highly as transformational as well. The principals who were perceived as inspirational motivated the teachers to exert extra effort to achieve the school's learning objectives, influenced teachers' decision making and engagement with the school, similar to research findings in the western context (Breevaart et al. 2013; Deanne et al. 1997; Hogg and van Knippenberg in Smith 2008b; Moriano et al. 2014; Northouse 2013; Riggio, Bass and Smith Orr 2004). These teachers expected principals to be a source of inspiration. Research in the western context indicated that followers have similar expectations (Conley and Goldman, 1994; Leithwood 1994; Yammarino, 1990; Podsakoff et al. 1990).

Inspirational in terms of rewards

Contingent reward, though linked to transactional leadership, was demonstrated by Breevaart et al. (2013) to motivate followers to achieve set targets and organisational goals, as noted earlier. Transformational leaders are also expected to reward followers as one aspect of inspiration (Bass 1997; Bass and Avolio 1995; Breevaart et al. 2013). All five principals were perceived as inspirational in terms of the rewards they offered to both teachers and students, although to differing extents, and they all cited lack of finance as a constraint to how much reward they could offer. PG was rated highest (100%) on inspirational reward for both teachers and students. However, fewer than half (45.5 %) of the participating teachers in school R attested that the principal acknowledged or rewarded teachers occasionally, although the majority (81.2%) of these teachers attested that he acknowledged and encouraged students.

There is a link between the perception of principals as inspirational and the extent to which they are offering rewards. There is a strong link between participating teachers' perceptions of principal as inspirational and their reports on how they feel about the principal rewarding their efforts. The link between teachers' perceptions of their principal as inspirational and rewarding students has a moderate to large effect but it is less significant than when teachers consider their own reward status. Perhaps the level of reward the teachers felt they received is a partial determining factor in their reported perception of their principal as an inspirational leader. This might also explain why fewer than the 81.2% who perceived PR as rewarding students considered the principal to be inspirational.

Inspirational reward appears to be a factor in teachers' expression of job satisfaction. This is not surprising and is quite significant in the Nigerian economic context. Akinsolu (2010), Evans (1998), Evans and Olumide- Aluko (2010) and Ladebo (2005) also found that pay and other incentives play a significant role in Nigerian teachers' job satisfaction.

Vision

Having a clear vision, and communicating it effectively, is important and a characteristic attributed to effective leaders (Bush 2015; Cotton 2003; Day et al. 2000; Hammersley- Fletcher 2015; Harris 2005 p. 79; Leithwood 2006; Leithwood 2009; McCormick 2003 p. 56) and transformational leaders (Bass and Riggio 2006: 4; Riggio, Bass and Smith Orr 2004; Huen, Leithwood and Jantzi 2002; Leithwood and Seashore -Louis 2011; Messick, De Hoogh et al. 2004). Although all five principals in this inquiry claimed that they communicate their vision for the school, the extent to

which they could articulate a specific school-based vision is questionable. This is because school objectives are set by the school's board because of the centralised nature of the Nigerian educational system, as noted earlier. One participant, PR9, an SLT, noted that principals of government schools do not have any personalised goals, as they have to achieve goals set by government. Adhering to a centralised set goal, in place of a school- based one, constrains transformational principals' articulation of genuine individual school based goals, but this is not peculiar only to the five cases in Rivers State and the Nigerian educational context. Bolam (1993) and Bottery (1998) also noted that articulating school specific goals poses a challenge in the English context (Bottery 2001; Bush 2003). Regardless of how the school goals and learning objectives were generated, principals are expected by all stakeholders to communicate the school's vision (Bush 2015; 1998; Dempster and Logan 1998; Hargreaves 1995; Leithwood et al. 2004; Murphy and Torre 2015) to produce academic results. The majority (94.45%) of the 55 participants confirmed the principals' claims; they considered all five principals as having, and communicating, learning objectives and goals for their schools to both teachers and students (see table 9.6). Although a few of the participants in school R claimed that PR did not communicate a vision, (PR7), an SLT, claimed that PR may have goals but does not share them. The principals were predominantly perceived to be visionary because they were seen as having goals and communicating the goals and learning objectives for the school, as expected of a transformational leader. According to Yukl (2012), effective communication inspires and builds confidence in followers. The participants in the four schools where the principals were rated more highly on communicating the school's learning objectives and vision, appeared to be more engaged with their school**.** Moriano et al. (2014), referring to the Spanish context, also noted that leaders incited followers' engagement with organisational goals when they communicate a sense of organisational mission.

Intellectual stimulation

Four principals (PB, PP PY and PG) were rated by all the participants in their schools as being intellectually stimulating. However, PB spent the least time (5.4%) on intellectual programmes during the shadowing period, which he attributed to the inter-house sports' programme he was supervising during that week. PG spent the most (24.29%) of his work time on intellectually stimulating programmes. PR was rated, at 45.45%, as the least intellectually stimulating leader of the five, although he spent 105 minutes of 148 minutes allocated to programmes on intellectual activities, which is about the same proportion of his work time (16.16%) on intellectual programmes as PP 16.14%, who was rated by all (100%) the participants in her school. PR's

mannerisms and other perceived leadership styles, or some other underlying factors, may have influenced how his gestures were perceived and thus his rating. The other principals rated as highly transformational appeared to be more interested in the teachers and charismatic in their approach to providing intellectual stimulation for both teachers and students.

Perhaps, rather than the time principals spent on those programmes, teachers weighed the impact of principals' practices and programmes on their decision making capabilities, personal and professional developments and improvement in ascribing intellectual stimulation characteristics. Also, the shadowing was only a snapshot and may not represent principals' typical behaviour. However, this finding is consistent with Conley and Goldman's (1994), and Leithwood's (1994), claims that transformational leaders empower followers to develop and improve, and provide intellectual direction. Bass (1985) posits that intellectual stimulation is linked to the leaders' ability to increase followers' problem solving capabilities (Lee 2014). The principals' styles of interaction with the participants, perceived leadership styles, the quality and the perceived impact of the intellectually stimulating programmes, rather than the time spent on them, appeared to play more significant roles in perceiving and ascribing transformational attributes.

Support

Leaders who support and empower their followers to achieve set goals are considered transformational and such support is used as one of Bass's six predictors of transformational attributes (Bass 1985; Bass and Riggio 2006; Leithwood and Seashore-Louis 2011). All the principals in this inquiry were described as somewhat supportive, and reported to have some form of teachers' welfare package, by all the participants in four of the schools and by the majority of school R participants. A welfare package is an informal in-house financial support arrangement employed by schools to assist teachers who are in need or may be used as a sort of internal banking and loan system. Its operations vary from school to school. McCarley, Peters and Decman (2016), in their study of transformational leadership and school climate in the United States, confirmed that there is a link between principal support and being perceived as transformational.

Not all supportive leaders are perceived to be transformational, although all transformational leaders are considered to be supportive. It appeared that teachers did not derive their perception of principals' supportive attributes from the welfare package only. Their involvement with mentoring and professional development seems to be the more salient reasons linked to participants' perceptions.

Individualised consideration

The majority of the participants in school R felt that the principal was not interested in their personal issues or in personally mentoring anyone, although they all confirmed that he set up a teacher to teacher mentoring scheme to assist less experienced teachers. However, they all affirmed that PR provided good academic administrative support. PY was rated the highest in terms of personal mentorship (see table 9.5). The four highly rated transformational principals, who were considered as mentors, and seen as having an interest in teachers and students' issues, were perceived as very motivating in terms of encouraging job completion, and meeting set targets. Followers are motivated when the leaders believe they have something to contribute (Bass, Avolio and Binghamton 1993), and show interest in their personal and professional improvement (Yammarino 1990; Podsakoff et al. 1990). Tse and Chiu (2014) also confirmed this finding, in the Chinese context, that transformational leaders' individualised consideration has a significant effect on followers' performance.

The teachers indicated that the four highly rated transformational principals show interest that was beyond transactional or work related interaction. They participated in teachers' out of school activities, such as attending weddings, funerals, birthdays, naming ceremonies etc. This is consistent with Yokochi's (1989), findings that, in non western collectivistic cultures, transformational leaders are expected to support and engage with followers on non work-related activities such as funerals, birthdays and other significant occasions (Bass, 1999 p.16). Bass also noted that cultural contingencies did manifest in individualised consideration (Bass, 1999 p.16; Bass, 1997).

PP was particularly outstanding amongst the four principals with regards to collective and extra school support of teachers and students. All the participants in school P considered her as very involved and that she encouraged the teachers to also support each other. They reported that she has a policy in place to that effect. This may be attributable to the gender differences between the principals as the other four were males.

Teachers perceived the principals who showed consideration, listened to individual needs and peculiarities, and gave them personalised support in terms of coaching or mentoring, to be transformational. This is consistent with findings from research on transformational leadership in the western context (Bass, 1985; Bass and Avolio 1994; Leithwood 2006). Transformational leaders adopt a personalised approach to accommodate individual differences in supporting the followers. Table 9.5 shows the individualised consideration (IC) ratings of the principals in this inquiry.

Idealised influence and job satisfaction

Respect for followers' opinions and input is one of the determinants of transformational leadership (Bass 1985; Burns 1978). Leaders who are trustworthy, who respect, listen and provide direction for the followers, in addition to modelling organisational values, are regarded as having idealised influence (Bass 1985; Burns 1978). The majority of the 55 participating teachers in the present study feel that they are being heard and most also feel that their opinions really matter. All the participants in four of the five cases (B, P, Y and G) felt the principals respected and listened to their points of view. These four who demonstrated they respect and value the teachers and their opinions were therefore rated highly on transformational attributes. This sentiment is not shared by school R whose participants felt that principal R did not respect them as expected of a transformational leader. Most of the participating teachers in the four schools, who felt their principals considered their opinion and regarded these principals as exemplary and ideological, appeared to also find the principals likeable and to trust their decisions. They also expressed job satisfaction they linked to their working relationship with the principal. In school R, where the principal's transformational rating was just above average and other leadership styles (bureaucratic, managerial and autocratic were more salient, job satisfaction attributable to principal leadership and influence was quite low. A majority of school R participants expressed that their job satisfaction is not attributed to PR's leadership style and has no link to their work relationships. The principals who scored high on the transformational trait of idealised influence, had an influence on teachers' job satisfaction. Braun et al. (2013), Griffith (2004), Leithwood and Jantzi (2008), Nemanich and Keller (2007) and Walumbwa et al. (2005) all linked transformational leadership to followers' jobs satisfaction in various contexts.

Most of the 55 participants who expressed job satisfaction, due to their work relationships with the principals, also expressed their intentions to remain with their schools. Those who expressed dissatisfaction with their working relationship with the principal claimed that, if the principal's influence was the only deciding factor, they would prefer not to remain with the school. Those participants who do not view their principal as having idealised influenced, expressed dissatisfaction with the principal's decision making process, leadership styles and disliked the principal's decisions and other practices. Teachers' job satisfaction, derived from transformational principals' idealised influence, is linked to teachers' engagement with the school and intention to remain, similar to the findings of research in western contexts (Avey et al. 2008; Boezeman and Ellemers 2014; Boezeman and Ellemers 2008; Green et al. 2013; Griffth 2004; Northouse 2013; Tse et al. 2013). McCarley, Peters and Decman (2016) noted that transformational leadership

promotes teachers' engagement and commitment to school objectives (Hoy et al. 1991). Table 9.5 shows the idealised influence (IF), along with the individualised consideration (IC), ratings of the principals.

The four principals (G, Y, B and P), who were rated highly on individualised consideration and idealised influence, were also considered to show personal interest in their teachers and students. They were described as leaders who listened and considered followers' opinions, in line with what is expected of a transformational leader. This is probably one of the reasons why these four leaders were rated highly as possessing transformational qualities. Transformational leadership was also identified as one of the predictors of teachers' job satisfaction in Indonesia, according to Hariri, Moneypenny, and Prideaux (2016). Tesfaw (2014) also confirmed there is a positive link between transformational leadership, individualised consideration and idealised influence, and teachers job satisfaction, in Ethiopian study of government secondary school.

Transformational leadership evidence

There was evidence of perceived transformational leadership in all five schools, though to a lesser degree in one of them. All the leaders were found to exhibit some traits of transformational leadership, to varying degrees. Transformational leadership's salience is probably attributable to the purposive method employed in the selection of cases and to the case study contexts. The case study schools are located in Rivers State, Nigeria, which is categorised as a collectivistic high power distance culture according to Hofstede's (1995) power distance index (PDI). Jung, Bass and Sosik (1995) argue that transformational leadership is more pervasive in a collectivistic culture than in the western individualistic environment.

Although Dickson, Den Hartog and Mitchelson (2003) stated that leadership conceptions and perceptions vary across cultures, the occurrence of transformational leadership in Nigeria is quite similar to what has been reported in literature on western countries (Bass 1985; Bass and Avolio 1994; Leithwood 2006).

Leaders with transformational attributes were found to possess and exhibit the six attributes used to measure and identify transformational leadership in practice (Bass 1985; Burns 1978), including inspiration and inspirational reward, which is quite significant in the Nigerian economic context. Akinsolu (2010), Evans (1998), Evans and Olumide- Aluko, (2010), and Ladebo (2005), also found that incentives, school conditions, and work-based environmental factors, such as the working relationship with the principals, play significant roles in the Nigerian teachers' job satisfaction index.

Transformational leadership alone is insufficient to ensure school improvement (Marks and Printy, 2003) because it is a process of leadership that is not explicitly focused on classroom delivery (Bush 2014; Hallinger 2003; Hallinger and Leithwood, 1998; Marks and Printy, 2003). The leaders in the case study schools were perceived to have employed multiple leadership styles, although transformational leadership was the most salient in four of the schools. The other emergent leadership styles are discussed in the following section.

Emerging Leadership Styles

The eight other leadership styles that emerged in one or more of the case studies are listed below. The discussion also considers whether and how they are linked to transformational leadership.

1. Instructional
2. Collegial
3. Consultative
4. Allocative distributed leadership
5. Bureaucratic
6. Managerial
7. Autocratic
8. Contingency

These emergent leadership styles are grouped, and the comparison and possible links between these leadership styles are discussed below.

Instructional

Instructional leadership, notably supervision, was evident in all five schools, although interactive classroom supervision was implemented through appointed deputies in school R rather than by the principal.

The five principals in this inquiry spent time evaluating teachers' performance and feedback. Of the five principals, PP and PR spent higher proportions of their work time on teachers' evaluation. Principal R spent the highest proportion (74.26%) of his supervision time on teachers' evaluation and not on classroom supervision like PP. Participants consider principal classroom supervision to be interactive and engaging, and that it creates a perception of transformational leadership. As

noted earlier, participants tend to view leaders who spend time in quality engagement with them as inspirational and transformational. It appeared that supervisory interaction in this inquiry contributes considerably to interaction perception but the effect is not as significant as expected, unlike that of inspirational interaction and total interaction which has a large effect and is strongly significant. This means that classroom supervision is less significant in predicting transformational attribution than inspirational interaction, although it is still viewed as a form of leader-follower engagement. Transformational leaders are reputed to be highly effective and the findings of this research show that supervisory interaction is less predictive of transformational attributes.

Instructional leadership, which is positively linked with transformational leadership, also seemed to be negatively related to bureaucratic, managerial and autocratic leadership. It appeared that instructional leadership and consultative styles are highly positively linked with each other in this study, and with transformational leadership. Highly rated transformational leaders employ an instructional approach frequently, as also evident in this research. They probably did so to focus on achieving the school's learning objectives, which requires an instructional approach.

The instructional approach has been shown to be very effective in school improvement and in enhancing student performance (Bush 2007; Day et al. 2009; Leithwood and Louis- Seashore 2011; Robinson et al. 2008; Shatzer et al. 2014). The principals in this study employed various means of supervision to ensure instructional engagement of both teachers and students. Active supervision was evident in all five schools, according to shadowing data and teachers' perceptions. Although one of the principals, PR, did not carry out classroom supervision personally, classroom supervision was still implemented through appointed deputies. This is an indication that all the leaders appeared to consider instructional leadership as central to student performance, including assisting teachers, and improving classroom delivery. Instructional leaders focus on learning and school academic improvement, according to Bush (2014; 2011), and Bush and Glover (2014), and on teachers' behaviours that can directly impact on these (Leithwood 1999). The finding is different to Oplatka's (2004) view that instructional leadership is lacking in developing countries.

Collegiality and consultative leadership

Consultative and collegial leadership styles share similarities in that they are both inclusive in their decision making approaches. In the consultative approach, a leader consults the followers and considers their input, but ultimately makes the decision unilaterally (Bush 1998). This is unlike

collegiality where a joint decision is reached by consensus through voting or any method of gathering majority opinion (Chapman 2015).

Collegiality seemed to have a positive link with transformational leadership, although only with medium effects, and a negative link with both managerial and autocratic leadership styles, with medium to moderate effects. The data show that the higher the level of reported collegiality, the lower the perception of managerial and autocratic leadership. The principals who exhibit collegiality in this study rarely exhibited managerial and autocratic leadership style, or vice versa. PR, who is seen as autocratic, was reported by the majority to employ solo decision making, and managerial leadership styles, and was not reported to exhibit collegiality. Only two (PG and PB) of the four highly scored transformational principals were described as employing collegiality in decision making and only one, PG, was perceived to have done so extensively. Although PP and PY were not reported as employing collegiality, they were widely perceived to employ a consultative approach, which is also an inclusive decision making style. The participating teachers appeared to believe that these transformational principals, who employed consultative decision-making, value and respect them. Gillespie and Mann (2004) confirmed that consultative decision-making communicates respect, value and trust to followers.

Participants reported that principals G, P, Y and B consulted them and considered their opinions before making decisions, although P4G claimed that principal G is selective about whose opinions are considered. Most of the participants in school R claimed that the principal does not consider teachers' opinions in his decision making process although he appears to be interested in hearing their views. The other teachers claimed that he occasionally considers teachers' opinions.

According to the interviewees' responses, a consultative style is positively linked to transformational leadership. It is the commonest leadership method employed by all the leaders in this inquiry, especially those perceived as highly transformational. The four highly rated transformational principals were rated by all of their participants as 100% consultative while the averagely rated transformational principal (PR) was seen as only modestly consultative. Murphy and Hallinger (1992) noted that principals making reforms tend to employ more consultative leadership and Sarros and Santora (2001) surmised that transformational leaders' frequent use of consultative decision making is attributable to its individualised consideration element. Overall, then, transformational leaders in this study utilised a consultative decision making style, which Stoker (2006) regards as effective.

Allocative distributed leadership

Allocative distributed leadership is a limited form of distributed leadership. According to Harris (2008), a distributed perspective on leadership acknowledges the work of all individuals who contribute to leadership practice, whether they have a formal leadership position or not (Harris 2012). It has been described as a perspective that includes teachers' leadership responsibilities (Hatcher 2005; Hargreaves and Fink 2006; Hall, Gunter and Bragg 2013; Leithwood and Louis 2011). With allocative distributed leadership (ADL), the leader appoints and assigns leadership roles to subordinates who then make decisions based on the authority derived from the head, who still exerts some level of control (Gronn 2002).

Almost half of the participants in school G described the principal as employing allocative distributed leadership and confirmed that he delegated tasks and decision making to them. The smaller number of participants who confirmed that principals P and Y allocate decision-making were senior staff, to whom they had delegated tasks. Principal P seemed to operate a similar structure to principal G in delegating decision making to sectional heads, although the school structure is different, confirmed by almost half of the participants, most of whom were sectional heads. It appeared that the transformational leaders in this study employed allocative distributed leadership to a lesser extent than consultative leadership, as it was reported only in three schools and only thirteen times in total. It was more extensively used in school G, perhaps because of the multi- specialist set up, where each department ran its own programme.

A leader may delegate tasks without necessarily assigning decision making power to the person performing those tasks (Crawford 2012; Harris 2002; Wallace 2002). However, with allocative distributed leadership, the follower derives decision making power, from delegated authority, as outlined above and as noted in school G and P where the principals assigned decision making powers to teachers, alongside tasks delegation.

Bureaucratic, autocratic, and managerial leadership

Most of the decisions about policy and practice are made by the schools' board and principals are expected to cooperate and operate these polices. Due to this centralised school system, managerial and bureaucracy were expected to feature amongst the emerging leadership styles (Bush 2007). However, the reported trend was contrary to expectation, perhaps because the educational system is changing, with the introduction of two vice-principals, and because the cases were purposively chosen for expected transformational attributes. Although all the principals seemed to have

employed several approaches to leading, only principal R, who was not rated highly on transformational attributes, was associated with bureaucratic, autocratic and managerial leadership styles. Whilst principal R was considered as bureaucratic, principal P was never mentioned as being bureaucratic, though she spent more time on administrative tasks than the other three transformational principals. This could be because she is perceived as interactive and spent more than half her work time on interaction with teachers and students. In contrast, principal R is not seen to interact much in the school.

In the past ten years, the government introduced a system of appointing two vice principals to assist the principals. This measure was purportedly introduced to reduce bureaucratic delays, assist principals to transit from largely managerial roles, and to allow them more time to focus on school improvement initiatives, according to principal Y. Participants at schools P and R confirmed that their principals could have appointed acting vice principals, if they so wished, but they chose not to do so. Principal P appointed a senior person to act only in the event of her absence from school, not officially as an acting assistant or vice principal. Principal R appointed two non-teaching junior staff as personal assistants. Perhaps as a consequence, principal Y spent less time on administrative tasks than principals P and R. Predictably, the two principals who do not have vice principals spent more time on administrative tasks, as shown in table 9.6.

Principals	Vpac	Vpad	Admin tasks minutes	Work time minutes
PP	0	0	83	653
PR	0	0	156	649
PG	1	1	28	494
PY	1	0	69	492
PB	1	1	15.5	488

Table 9.6: *Comparing the time principals spent at work and on admin tasks*

Principal R was considered to be autocratic by most of the participants, as he was reported to take decisions unilaterally without any form of consultation. They also claimed that he does not listen and rarely considered anyone's opinion, unlike the transformational leaders who consult, listen, and consider followers' opinions before making decisions The perception that principal R was autocratic could perhaps also explain why there was low teacher engagement in the school. Adegbesan 2013, who conducted research in south western Nigeria, notes that principals' leadership styles affect teachers' motivation. He found that teachers were less motivated and engaged with the school when they feel uninvolved and perceive the principal as 'harsh', probably referring to autocratic leadership. McCarley, Peters and Decman (2016) found a similar effect in

their western USA context study; that principals who are perceived as directive have a lower influence on teachers' psychological engagement, as also confirmed by Eshbach and Henderson (2010), Ballard (2008) and O'Connor (2001). It appears that autocratic leadership style effects, reported in school R in this research, are similar to those in other contexts.

School R's participants viewed PR as managerial because they claimed he was more involved with tasks and methods. They claimed that he employed threats to enforce compliance to rules instead of employing inspirational methods like transformational leaders. The four highly rated transformational principals (PB, PP, PY and PG) were viewed as using inspirational appeal, constructive evaluative feedback, and mentorship, to encourage teachers' cooperation.

Bureaucratic, autocratic and managerial leadership styles appear to be incongruent with transformational leadership as the analysis produced a negative link with transformational leadership (see appendix 07). Those perceived as transformational leaders rarely employ autocratic, bureaucratic and managerial styles of leadership, as also noted by McCarley, Peters and Decman (2016). However, Bass (1997) posits that 'transformational leadership may be autocratic and directive or democratic and participative.' This may explain why principal R, who was perceived to exhibit some transformational traits, was also reported to be very autocratic.

Contingency

The principals of the five case-study schools seemed to employ various approaches to leadership, considering the evidence of transformational leadership and of the other eight emergent styles that were catalogued. Leaders who are not flexible in adapting their leadership approaches to situational requirements, as expected in contingency leadership, may not succeed in making a significant impact. Leithwood et al. (1999) noted that it is important for principals to adapt leadership styles to school circumstances or problems. The contingency approach was widely employed by most of the principals in this study, although it was under reported, perhaps because it is a leadership adaptation tool, which is not so salient in the minds of participants. All participants described principal B as a transformational leader who also adopts a contingency approach. Although all the participants also viewed principal G as employing a contingency approach, as he sometimes changes his approach according to the situation, fewer than half used the term 'contingency' to describe his approach. Almost three quarters of the participants confirmed principal Y as adopting this approach, whilst most of the participants claimed that principal P does so. Principal R is not perceived to employ a contingency approach.

The contingency approach seemed to have a fairly strong link with transformational leadership. A transformational leader is more likely to employ a contingency approach and to engage followers. Table 9.7 shows the comparison of the leadership styles amongst the five principals.

Schools	Level of TL	Contingency	Instructional	Consultative	ADL	Collegiality	Bureaucratic	Autocratic	Bureaucratic
PB	96.67	100	100	100	0	27.3	0	0	0
PP	98.11	63.6	100	100	44.4	0	0	0	0
PY	96.71	72.76	90.9	100	18.2	0	0	0	0
PR	58.43	9.09	0	36.36	0	0	90.91	81.82	100
PG	99.69	45.45	100	100	54.54	90.91	0	0	0

Table 9. 7: *Emergent leadership styles teachers' perception only (%) (in the five schools)*

Table 9.7 shows that most case study principals, though described mainly as transformational, employed a range of leadership approaches. The leaders who were described as highly transformational also employed contingency, instructional and consultative leadership methods (see table 9.7). They employed allocative distributed leadership and collegiality moderately and were highly unlikely to employ bureaucratic, autocratic and managerial leadership styles.

Transformational leaders in the case study schools mostly employ contingency leadership. This is consistent with much of what is reported in the literature (Hallinger 2003; Leithwood 1999; Marks and Printy 2003). However, Shatzer et al. (2014) caution that integration of leadership practices requires discretion to prevent integration of incompatible leadership styles.

Leadership and Academic Performance

Boeis, Fiset and Gill (2015:1080) noted that 'considerable theoretical and empirical work has identified a relationship between transformational leadership and team performance and creativity.' The effects of school leadership on students' academic performance are reviewed in the following sub-sections.

Innovation policies and programmes

Transformational principals' influence is predictive of school environment (Bulach et al. 2006). Effective leaders seem to employ policies and programmes to drive initiatives, and transformational principals are expected to play a central role in driving innovation that has the potential for school reform (Boeis, Fiset and Gill 2015; Conley and Goldman 1994; Leithwood 1994; Smith and Bell 2011). All the principals in the case study schools employed innovative policies and programmes to

address school and learning related initiatives but with variable impact on school improvement and students' academic performance.

Principal G devised policies and implemented programmes to stop violence, cult and gang culture, and assaults on both teachers and fellow students. The introduction of the arrest policy to create a conducive atmosphere for learning was unconventional but effective. Four principals (P, B, R and Y) used patrol teams to ensure class attendance, while school R's adoption of subject counselling, and school Y's use of student mentorship and competence counselling, are all examples of innovative programmes.

Most of the programmes listed were attributed to four principals (Y, P, B and R). Some of the programmes and policies that were considered innovative, and appeared to have contributed to school changes, also probably influenced students' outcomes. All the programmes were attributed to PG. This is consistent with findings of research in other contexts. García-Morales et al. (2012), Matzler et al. (2008), and Jung, Wu and Chow (2008), demonstrated that transformational leadership is positively linked to innovation within organisations, whilst Oterkiil and Ertesvaٜg (2014) posited that the principal plays a key role in school reform.

The case study principals employed attendance registers, first instance records, and performance evaluation forms, to monitor teachers' attendance and performance. The teacher evaluation policy, one of the few policies attributed to the government, is not limited to the Nigerian educational system; many countries employ this approach to improve teaching quality. Tuytens and Devos (2014) described how this evaluation is implemented in Flanders, Belgium. The South African school education system also runs such policies to keep teachers on course and manage their attendance, according to Moletsane et al. (2015).

Intellectual and inspirational programmes

The great majority of the participants, including the principals, cited programmes as one of the initiatives for intellectual stimulation of students. All five principals were reported to have intellectual programmes in place. It appears that school leaders who are perceived as transformational have inspirational and intellectual programmes in place. The four principals, rated highly on transformational leadership attributes also employed inspirational approaches to keep the students intellectually stimulated.

Principal G and P appeared to run programmes that allow the students to participate in school policies, to encourage students' engagement with the school. For example, the student representatives from both schools, and the students' parliament in school P, were reported to have provided students with opportunities to contribute their opinions on school issues. Student

performance at these two schools increased significantly during the periods when the new policies and programmes were running. Principal Y, a leader highly rated on transformational leadership attributes, also received attention at the state government level, and a state commendation award, because his campaign to get students and teachers back to the classroom in 2011was successful and resulted in a significant increase in students' performance that year.

Although some programmes appeared to have led to school improvement, and were perceived to have contributed to improving students' academic performance, there appeared to be no significant differences between time spent on intellectual programmes among the leaders, irrespective of their transformational ratings. Perhaps the quality, relevance and administration of the programmes influenced their impact and rating, as mentioned by Conley and Goldman (1994), and Leithwood (1994).

Transformational leadership's impact on academic performance

Transformational leadership is linked significantly to students' performance in the case study schools. Only instructional leadership appears to be slightly higher in the strength of its relationship with students' performance. Shatzer et al. (2014) found a similar effect in their study of schools in South Africa. Job satisfaction, which has been linked to transformational leadership, is also found to mediate students' academic performance positively. Transformational leadership's indirect effects, through job satisfaction, on academic performance were also established by research in western contexts (Griffith 2004; Leithwood 2006). In the author's research, perceived highly rated transformational leadership is linked to academic performance through principals' programmes, policies, students and teachers' inspiration, and classroom delivery. Principal G's school reform, and principal P's impact on academic performance, were particularly significant in this regard. The highly rated transformational leaders, who employed an instructional approach, seemed to have made a significant impact on students' academic performance, and on school improvement, similar to Shatzer et al.'s (2014) findings.

Performance attribution

All the participants attributed the students' performance levels to different factors. These included government policies and programmes, principals' leadership styles, policies and programmes, lack of learning aids, the unconducive learning environment, school structural conditions, parents' and students' disinterest, socio-economic conditions, lack of qualified teachers, and environmental

considerations. These factors were also found to influence learning and student outcomes in other contexts (Adegbesan 2013; Barnett and Stevenson 2014; Blasé and Blasé 2000; Cybulski, Hoy and Sweetland 2005; Eshbach and Henderson 2010; Wenglinsky 2002). Almost two thirds of the 55 participants attributed the improved academic performance to principals' transformational leadership attributes and leadership styles, programmes and policies. Just over a quarter attributed it to joint efforts between the principal and teachers. The great majority of participants claimed that the government's input was minimal and most blamed lack of government support for poor performance in four of the five schools. The majority of the participants in school R attributed the marginal performance increase mostly to teachers' efforts and teachers' policies adopted by the principal. Alanezi (2016), in his Kuwaiti study, stressed the importance of engaging teachers to find solutions when addressing complex educational issues. Blase and Blase (2000) found that US principals who listened and collaborated with teachers were more effective at improving instructional leadership efforts, and subsequently students' academic performance.

Teacher influence on students' academic performance

Much research has confirmed the importance of teachers' career professional development (CPD), efficacy, and teaching delivery, on students' performance in both western and non western contexts (Akinsolu 2010; Day et al. 2009; Hardman, Kadir and Smith 2008). Lockheed and Komenan (1989), in their World Bank financed study on teaching quality and student achievement, found that teaching delivery has a significant influence on students' performance in Nigeria. Similarly, in the present research, participants in school B attributed the initial decline observed in school B's academic performance in 2013, partly to the inexperience of the newly employed teachers, and the time required for both teachers and students to adjust, amongst other factors.

Peripheral influence as non principal

The possible influence of the current principals who worked in the schools before being appointed as principals was explored to examine if they had any influence, through collaboration and distributed leadership, on the school performance trend. Despite principals P and G having being with the schools for long periods before becoming principals, they did not seem to have made any measurable impact on the students' performance before they became principals, not even as vice principals. This may be attributable to the hierarchical nature of school leadership found to be prevalent in the African context, (Bush 2007; McLennan and Thurlow 2000), which might appear to focus more on senior formal leaders. The previous principal in school G was reported to be a

non- inclusive hierarchy-conscious leader. Although the current principal was reputed to be a highly effective classroom teacher and mentor to the students in his days as a teacher, the school never took advantage of his inspirational component, nor implemented the policies and programmes he suggested, until he became the principal, according to one SLT member. In contrast, the current principal B seemed to have had an opportunity to influence students' performance when he did not hold a formal principal position, according to two SLTs. He was reported to have made an impact on teachers and students as a teacher and vice-principal. Principal B confirmed that the previous principal trusted, encouraged and gave him a free hand to implement his ideas on issues relating to students' learning, as long as she was kept in the loop. The principal-teacher relationship he described links to Harris's (2012) description of emergent distributed leadership, which empowers teachers to assume leadership responsibilities whilst the principal plays a central facilitating role. Bush and Glover (2012) found internal coherence and unity was prevalent amongst high performing schools' leadership teams. This may suggest that principal-teacher collaboration plays a pivotal role in enhancing student outcomes. Crowther, Ferguson and Hann, (2009) found that the principals who collaborated with teachers, and improved students' academic performance, displayed what they termed 'energized collective leadership' (Bush and Glover 2012). Principals Y and R have been principals in their current schools for about ten years, therefore, it was challenging to gather any data relating to their influence and impact in their previous positions.

Comparison of leadership impact on school performance

Measuring school leadership impact on learners' academic performance is not a direct input and output computation as there are various underlying components and other key players, other than the principals, who are involved, and have an influence on school processes and in determining the final outcomes. Some of the underlying factors likely to influence both non-academic and academic outcomes are examined below.

Factors mediating and moderating principals' impact and students' performance

Factors that may have mediated and moderated the principal's impact on performance in the case–study schools include context, culture, socioeconomic variables, students' intelligent and emotional quotients, teacher quality, professional development, commitment and classroom delivery, availability of learning aids, school structural conditions, learning environment, and principals' leadership styles and practices. Some of these underlying contextual factors, such as teachers' competence, socio-economic variables, structural conditions, learning resources and others, have

been demonstrated to affect learners' performance in previous research (Barnett and Stevenson 2014; Kok, Mobach and Omta 2015; Leithwood and Mascall 2008; Lumby 2015; Maringe and Moletsane 2015; Maringe, Masinure and Nkambule 2015; Mestry and Bodalina 2015; Shatzer et al. 2014).

Context

The marginal variations in the principals' transformational attributes scores of between 96% and 100% for four of the five principals (B, P, Y and G) do not seem to adequately explain the wide variations in the extent of academic impact in those schools. This may be due to other contextual factors, which may be peculiar to each school. Smith and Amushigamo (2016), for example, illustrated the role the school's cultural context in mediating students' outcomes in Namibia. In school G, the environmental context was probably an underlying factor that muted principal G's performance impact. He focused on creating a school climate conducive to learning in the first year but the beneficial impact of the new school climate on academic performance was more evident in the following year. The decline in the academic performance of school P in 2014 was attributed to the principal's absence from the school.

School G, located in the most challenging context, made the most progress in achieving school goals and objectives, combining academic performance with other school improvement efforts. The principal transformed the school climate and reputation. Both teachers and learners now feel safe at school, learning and class attendance have resumed, and academic performance improved significantly, moving the school from poor to above-average in his second year. Principal P made the second highest impact followed by schools Y, B and R (see table 9.10 and figure 9.2).

Leithwood (1999) shows that context has a significant influence on school performance. Schools that are highly challenged or located in poor districts are reputed to perform poorly academically (Kok, Mobach and Omta 2015; Maringe and Moletsane 2015). Barnett and Stevenson (2014) also stated that students from schools in such deprived contexts tend to have challenges with academic achievement, high crime and truancy. Chenoweth and Theokas (2013), and Gurr et al. (2015), also posit that the socio-economic situation of the students affects principals' impact. Caldarella, Hallam and Brown (2014) noted that background and contextual factors relating to students should be taken into consideration in evaluating principals' impact since these factors are not under the principals' sphere of control (Heck 2000). Figure 9.2 and table 9.8 depict the articulation of some of the

estimated challenges in the case study schools with regards to deprivation, student behaviour and cognitive abilities, school climate, and stakeholder support.

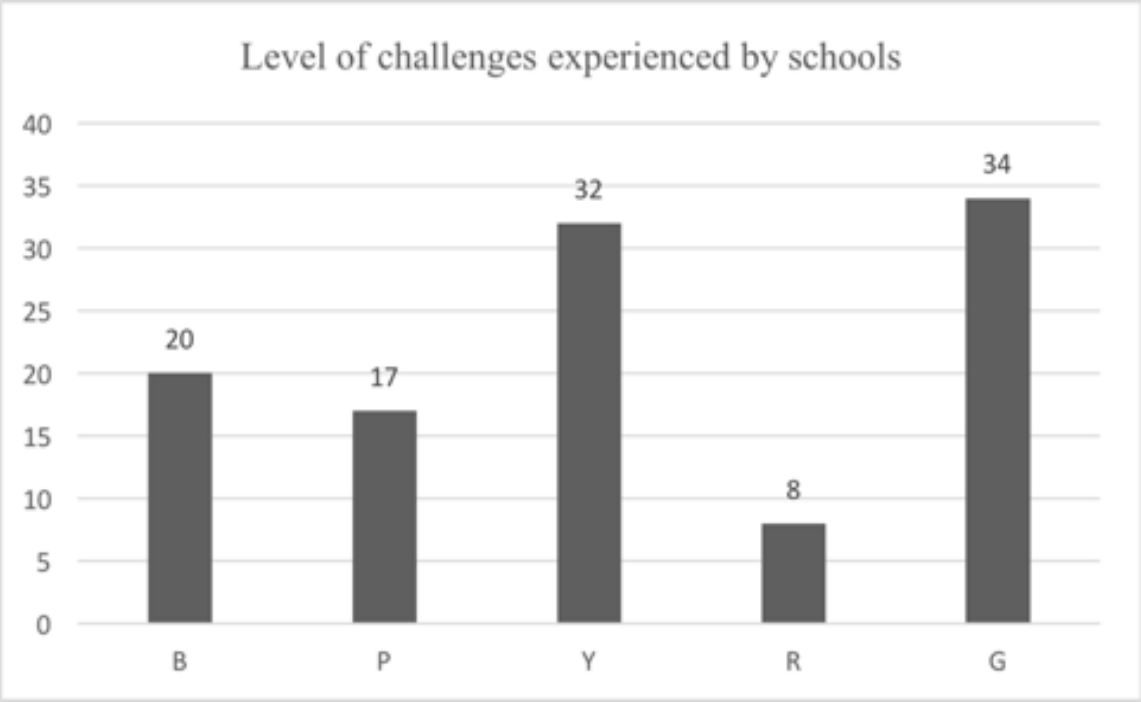


Figure 9.2: *School challenges including deprivation assessment comparison*

Figure 9.2 and table 9.8 show that school G seemed to have the most challenging context, followed by school Y. The aggregate figures in figure 9.2 have been computed from the data in table 9.8, which are based on the researcher's judgement.

Cases	Socioeconomic background	Students behaviour	Facilities	Vices	Environmental /Cultural	Topography	Staffing	Stakeholders sympathy	Cognitive challenge	Total challenge experienced
G	5	5	5	5	4	0	2	3	5	34
Y	4	4	4	3	4	4	5	4	0	32
B	4	2	1	0	2	4	5	2	0	20
P	4	3	2	3	2	1	0	2	0	17
R	3	1	1	0	1	0	0	2	0	8

Table 9.8 *Comparison of school challenges including deprivation assessment* (using researcher's estimation)

Numerical values were employed to assess the researchers' perception of the levels of challenge facing the case study schools. A higher numerical value was assigned based on the perceived level of challenge, considering the pervasiveness of the situation being evaluated. For example, in terms of students with cognitive challenge, of the five schools, only school G appeared to have a high population of low performing students because of misperception regarding the nature of its specialised education. Therefore, the highest number, five, was assigned to that category.

The context seems to have some links with the level of leadership impact on the school performance, which is more visible in schools G and Y. Principal G's influence on students' academic performance seemed to have been affected by the school's context in the first year after appointment. After some of the contextual challenges were addressed, there was a subsequent significant improvement in performance (see table 7.1 and figure 7.1).

Non-academic impact

The principals were perceived to have impacted on other factors which, though not directly academic in nature, have links to school well-being and are crucial to learning and, as such, can influence academic performance. Some of these principals, especially those who have extenuating circumstances, such as principal G, who had to deal with violence and deteriorating school structure, had to resolve these before any meaningful learning could take place. Principal B made some structural improvements, and sourced learning aids, from both government and non governmental institutions, to update old systems. Principal P stopped gang and cult vandalism while principal R introduced safety awareness. Principal G created a new school culture to ensure a conducive environment for learning. Resolving these issues, especially those that were likely to hinder learning, were prerequisites to making any meaningful academic improvement.

Principal G made the most non-academic impact. He had to turn round the school's violent culture to create a conducive atmosphere for learning despite the run-down facilities. Table 9.10 shows that school G made the most improvement (see table 9.10), considering the level of challenge. School Y could be rated second with regards to the level of challenges the principal had to handle and school B made the most improvement, in respect of raising finances to renovate the school facilities to create a conducive learning environment.

All the highly scored transformational principals did not allow their challenging contexts to confound their learning objectives and attempts at school reform. Transformational leaders seek to improve an existing system to achieve the shared goals rather than allow it to limit their achievements (Howell and Avolio 1993). Consequently, these principals made an impact on academic and non-academic factors that link to school well-being and are crucial to learning and academic performance. This is consistent with Leithwood's (1994) report on seven quantitative studies where he posits that:

> "Transformational leadership practices, considered as a composite construct, had significant direct and indirect effects on progress with school-restructuring initiatives and teacher-perceived student outcomes…" (Leithwood, 1994: 506)

Academic impact

The principals' leadership impact, linked to the students' academic performance, was assessed, using relevant WAEC academic records. As noted in chapter three, such links need to be interpreted cautiously, as they may not indicate a causal relationship. Principal Y had the highest impact index of 82.1% in respect of leaders' attributed academic improvement. School P has the second highest impact index (47.08%). Principal G ranked third on the academic impact index at 25.73%, with only a marginal improvement in the difficult first year. This is not surprising given the challenges he had to manage, a point also made by Howell and Avolio (1993), and Caldarella, Hallam and Brown (2014). School B ranked fourth in terms of academic impact with 20.21%. School R, where PR employed only some of the transformational leadership behaviours, ranked fifth with 17.99%. School R's outcome is consistent with Leithwood's (1993), and Leithwood and Jantzi's (1997), postulation that not employing all of the transformational behaviours is ineffective in enacting school reform. Tables 9.9 and 9.10 show the performance indexes and ranking.

The average impact of current principals was derived from the average of the WAEC results during the tenure of the principals (see table 9.9). Differentiated impact or highest impact was derived from subtracting the school's average performance in the absence of the current principal from the average performance when the current principal was in position, as explained earlier. There is no differential average performance for Schools R and Y as both principals have been in position for more than the five-year period evaluated (see table 9.9).

Case	Overall average performance	Average without current P	Average performance with current P	Difference in average performance P
Y*	48.47	*	48.47	*
P	32.58	26.31	41.98	15.67
G	41.9	37.4	48.62	10.92
B	73.72	66.32	75.02	8.7
R*	14.05	*	14.05	*

Table 9.9: *Principals' academic impact assessment and comparison indexes using average WAEC performance*

For ranking purposes, differentiated impact or highest impact was derived from subtracting the school's lowest performance in the absence of the current principal from the highest performance

when the current principal was in position, as noted earlier. Schools R and Y's average differences are not valid as these principals have been in positions longer than the period evaluated in this study. The lowest score and the highest score during their tenure within the five year evaluated period were used. Table 9.10 shows the assessed impact performance ranking.

Case	Highest performance without current P	Highest performance with current P	Schools' lowest performance	Difference: highest performance with current and school lowest	Ranking
Y*	85*	85	33.33*	51.67	1
P	29.32	65.62	18.44	47.18	2
G	42	57.24	38.77	18.47	3
B	86.9	85.54	67.3	18.24	4
R*	23.95*	23.95	5.96*	17.99	5

Table 9.10: *Principals' academic impact assessment, ranking and comparison indexes using WAEC performance*

A transformational leader is expected to move an organisation towards a shared vision which, in the case study schools, were mostly goals directed at school turnaround, creating a conducive learning atmosphere, teachers' competence development, and both school and students' performance (Bass and Riggio 2006; Kok, Mobach and Omta 2015; Mullins 2007; Pawar 2003; Tucker and Russell 2004). These principals had to manage difficult situations to effect a reasonably conducive school environment.

All the leaders rated very highly on transformational leadership attributes (above 95%) seemed to have made a positive impact on school improvement and academic performance, consistent with Leithwood's (1994) suggestion that transformational leadership has positive effects on student outcomes.

Transformational Leadership and Achievement Sustainability

Maintaining high achievement levels appears to be an issue with transformational leadership (Crawford 2012), especially where sustainability succession plans are not put in place (Bush 2012). This may link to the 'heroic' nature of this model (Allix 2000; Crawford 2012).

Effects of the absence of the solo superhero

Transformational leadership is considered to be a solo leadership model and the leaders may be perceived as superheroes, according to Crawford (2012). Crawford expressed concern over the sustainability of the superhero's achievements after the leader's tenure. Schools G and P provide the opportunity to examine sustainability challenges linked to transformational leadership. The performance improvement in school G was sustained and improved upon in the next academic year

because the principal, to whom the improvement was attributed, was still with the school. Before the current principal was appointed, school P was performing poorly. Subsequently, there was a significant (40.32%) improvement in academic outcomes, through the creation of a conducive learning environment and the implementation of the compulsory class attendance policy. These improvements were short lived. In the next academic year, following her absence from school, the students' academic performance decreased significantly (by 47.08%) and vandalism and declining class attendance occurred. The participants attributed the decline mainly to principal P's extended absence and because there was no one else to drive forward the school's policies and programmes.

To prevent a decline in achievement, as observed in school P, a leader can make efforts to ensure sustainability by becoming more inclusive, with delegation of responsibilities, decision making, and identifying and training successors (Bush 2012; Bush 2016; Eger and Egerova 2016). Oterkiil and Ertesva ̊g (2014) also noted that, although the principal is the key resource for organisational change, teachers should be involved in their school reform efforts to ensure sustainability (Harris 2012). However, principal P was one of the leaders described as delegating responsibilities and decision-making. She utilised allocative distributed leadership and yet, in her absence, the ascribed "superhero disadvantage" of a transformational leader was still manifested in that the positive impact of her leadership on students' outcome was immediately reversed. Allocative distributed leadership did not seem to work to sustain achievement in the absence of the 'superhero'. The circumstances responsible for the failure of those appointed to oversee the school in the absence of the principal were not very clear but the effectiveness of the leadership in the absence of the principal is certainly questionable. It is likely that the delegated leaders may not have had sufficient power to run the school because it did not have a vice-principal and the principal did not appoint anyone to act in that capacity. It appears to be essential to focus on developing teachers and deputies' leadership skills to build leadership capacity (Bush 2016; Lucas and Valentine 2002; Eger and Egerova 2016) and to sustain school improvement initiatives. McCarley, Peters and Decman (2016: 337) suggest that transformational traits can be learnt and encourage leaders to do so. They note that 'a leader who identifies the attributes among the transformational leadership factors that are most positively correlated to an open school climate could develop those skills through professional learning opportunities'.

The other four principals are still in office and so the impact of their absence could not be investigated.

Overview and Implications

There was evidence of perceived transformational leadership in all five schools. Four of the five principals were reported as mainly transformational leaders and described as exhibiting transformational leadership attributes in terms of support, vision, intellectual stimulation, idealised influence, and individualised consideration, by all the participants in their schools, and rated highly on all six attributes.

Eight other emergent leadership styles were employed by one or more of the principals. Instructional, consultative and contingency models were most frequently reported among the highly rated transformational principals. These leaders also employed collegiality and allocative distributional leadership. Bureaucracy, autocratic and managerial styles were reported only for the less highly-rated transformational principal (PR). The four principals reported as highly transformational leaders appeared to have made a more significant positive impact on school reform and students' academic performance compared to the averagely rated principal (PR). Sustaining achievement trends in the absence of these transformational principals remains to be addressed.

Students' poor performance was mostly attributed to the government's policies, inadequate funding of schools, lack of teaching aids and poor school structure, lack of teachers' career and professional development (CPD), and compensation, and environmental factors. Good performance was mostly attributed to principals' transformational leadership and initiatives, teachers' input and collaboration, and to government employment policies, by those who were newly employed by the government. The participants at the five case study schools appear to take credit for the good outcomes, and blamed others for failure, attributing improving performance mostly to principals and teachers' collaboration, but not attributing poor performance to teaching incompetence, although they mentioned that government could do more about improving teachers' career professional development (CPD) programmes.

The next and final chapter concludes the thesis by showing how the research questions were addressed and discussing the significance of the thesis.

CHAPTER TEN: CONCLUSION

The study explores the occurrence and impact of transformational leadership on school improvement and learners' academic performance in Rivers State, Nigeria, using a multiple case study approach. It also compares and contrasts the findings with transformational leadership attributes as presented in current, predominantly western, research and literature.

Overview of Findings

There was evidence of transformational leadership in four of the five state secondary schools in Rivers State, Nigeria. The five case-study schools have multiple challenges as they serve mostly low income populations, and the principals have to manage many factors relating to schools in deprived communities. The evidence presented in this thesis suggests some commonalities, and some differences, between local transformational leadership practices observed in the case studies, and those reported in the west. The overarching transformational leadership concepts include inspiration, intellectual stimulation, and vision, whilst there were also some differences, notably in respect of some aspects of individualised consideration and idealised influence.

The cross analysis of the research findings, linked to literature on transformational leadership and the other emergent leadership styles, was presented in the previous chapter. Transformational leadership attributes found in the case study schools shared some similarities with those from the west, as noted earlier, and the highly transformational principals played significant roles in school improvement processes. These transformational principals (B, P, Y and G) also exhibited a contingency approach, employing integrated leadership styles. Male and Palaiologou (2015) listed transformational leadership's adoption of contingency amongst effective leadership approaches, whilst Gronn (2016) and Townsend (2015) observed that school leaders usually exhibit a 'mixed patterned' leadership style and posited that school leadership style is often hybrid (Gronn 2016). All the highly rated transformational principals also employed an instructional approach, in line with Bass's (1997) theory that transformational leadership occurs in combination with other leadership forms, depending on the leadership context. This is also similar to Marks and Printy (2003), Printy, Marks and Bowers (2009), and Shatzer et al. (2014), who claim that combining transformational leadership with an instructional approach has a more positive effect on academic performance than either style employed singly. The four highly transformational principals also employed a more consultative approach to their decision-making processes while principal R, who was less transformational, rarely employed this approach, using more autocratic and managerial styles. Three of the five principals (B, P and G) employed allocative distributed leadership and two (B and

G) showed evidence of moderate collegiality. Principal R was the only one to exhibit autocratic, managerial and bureaucratic leadership styles. Teachers working with principals they perceived as highly transformational expressed more job satisfaction, and described the highly scored transformation leaders as approachable, motivational, and likeable.

Transformational leaders were effective in achieving school reforms, notably principals G and P. These two highly transformational principals successfully enacted positive changes in their schools' cultures and learning conditions. The influence of transformational leadership was also evident in the students' academic performance in the four schools (P, G, B and Y) with highly rated transformational principals.

Answering the Research Questions

The research focused on five main questions, along with an emergent sub-question, to study the relationship between principal transformational leadership and students' academic performance.

1. What leadership styles are evident in the case study schools?

1B What other factors appear to have influenced principals' leadership styles?

2. What evidence is there of transformational leadership in the case study schools?
3. What changes, if any, are perceived to have occurred in the case study schools as a consequence of transformational leadership?
4. What is the relationship, if any, between transformational leadership and learner outcomes?
5. What other factors appear to have influenced learners' performance in the case study schools?

The next sub-sections show how these research questions were addressed through the research.

<u>1 What leadership styles are evident in the case study schools?</u>

Although purposive sampling was adopted to increase the likelihood of finding transformational leaders in the case study schools, the principals in the five schools exhibited multiple leadership styles, confirming that individual leadership styles do not exist in isolation. Different combinations of leadership styles were evident across all case-study schools, and this made each individual case quite unique. Transformational styles were evident at four of the five schools, and contingency, instructional and consultative leadership approaches were the most common additional approaches

amongst these principals. Allocative distributed leadership was employed moderately by principals P and G. Two principals (B and G) employed collegiality moderately. Bureaucratic, autocratic and managerial leadership styles were utilised by principal R, who scored significantly lower than the other principals on the six transformational attributes.

The combinations of leadership styles each principal adopted are listed as follows:

PB**:** highly transformational**,** contingency, instructional, consultative and collegiality.

PP: highly transformational, contingency, instructional, consultative, allocative distributed leadership.

PY: highly transformational, contingency, instructional, consultative, allocative distributed leadership (ADL).

PR: averagely transformational, bureaucratic, autocratic, instructional by proxy, managerial.

PG: highly transformational, instructional, consultative, collegiality, allocative distributed leadership, contingency.

1B: *What factors have an influence on principals' leadership styles?*

Apart from the principals' transformational leadership practices, other factors, such as personality, training, acquired skills, and school context, also have an influence on principals' leadership styles. Bass and Stodgil (1990) assert that antecedents and underlying factors that influence leadership behaviours are important. Moorosi (2013) claims that leadership development and practices are shaped by variety of interacting factors, including context and people, while Lord et al. (2001), and (Woulfin 2015), add that context influences leadership behaviour. In this study, all the principals reported that they utilised various leadership styles to manage different situations. The data show that they all exhibited multiple leadership styles, especially the four highly transformational principals (B, P, Y and G), who adapted their leadership approaches to different circumstances, suggesting that context and situations influence principals' leadership styles. The main factors identified were contextual: the nature of the challenges faced by the principals, the socio-cultural climate of the school's location, the influence of other stakeholders, and the cultural expectations of leaders. Three of the principals (G, Y and B) claimed that they had to adjust their approaches to the situations they encountered, a contingent approach. One of the principals (B), who is of a different ethnicity from that predominating in his school location, claimed that school climates differ within and across states. He attributed the differences to the diverse socio-cultural beliefs, people's attitudes and the value placed on education by the various tribes within each state. Another principal (Y), who had previously led other schools, confirmed the within-state variation and

claimed that there are wide differences in school climates across the country, although they are all government run schools. Principal Y said that he had to adjust his leadership styles significantly to accommodate these differences, especially those involving stakeholders' behaviours, and school contexts. He mentioned that socio-cultural beliefs, amongst other factors, influence students' engagement with schools, teachers' commitment, and parents' level of involvement. Having led schools in different regions, he noted that government officials' engagement with the school also differs within the same country when moving from the West to the South, and especially in the North, and the principal has to adjust to accommodate this. Principal P had no previous experience, as this was her first principal posting, although she claimed that she adapts to demands and situations. Principal R did not appear to adapt his approach significantly. Although external factors influenced principals' leadership styles, as expressed by principals B, Y and G, other factors such as the nature of interpersonal relationships, personality types, and value systems, also appear to play a role, as observed with principal R who consistently exhibited autocratic leadership styles, and took decisions unilaterally.

2. What evidence is there of transformational leadership in the case study schools?

Transformational leadership was found in all five schools but to varying degrees. Four of the principals were found to exhibit the associated six transformational leadership attributes used by Bass (1985) to measure and identify transformational leadership in practice, but principal R showed a more moderate level of transformational leadership. The interview responses confirmed that those principals (B, P, Y and G) whom the participants perceived as highly transformational did possess the six associated transformational attributes to a high degree and the one who was not considered as transformational still possessed some of these six associated attributes, though to a much lesser degree than the others. In terms of vision, transformational leaders in this research encouraged followers' engagement with the school when they communicate, and seek to share, goals with them, similar to Bass (2006), Bush (2014), and Bush and Glover (2014). The highly rated transformational leaders were also reported to motivate their followers to exert more effort to achieve the shared goals, to empower their followers, and to support their professional development. Teachers also found the transformational principals intellectually stimulating and supportive. The four principals (B, P, PY and G) who shared similar levels of ascribed transformational leadership traits adopted a similar approach to instructional leadership and exhibited similarity in their decision-making processes, adopting a consultative approach. These four principals were perceived to exhibit transformational leadership attributes in terms of support, vision, intellectual stimulation, idealised influence, and individualised consideration.

The occurrence of transformational leadership found in this research is quite similar to what has been reported in literature in developed countries, except that the expectations placed on principals in this context are quite different from those in the West. For example, with respect to individualised consideration, principals are expected to participate in their followers' social functions. The four highly transformational principals (PB, PP, PY and PG) participated in non-work related activities with the teachers, to show individualised consideration, especially PP, a female principal. PR, who did not connect with teachers on a social level, was not considered to exhibit individualised consideration attributes. With respect to proto-typicality, followers' expectations of transformational leadership is linked to their participation in followers' social functions, which teachers perceive to show genuine interest in them, unlike in the western model of transformational idealised influence. Hence, principal R, who was not involved with teachers' social activities, was not regarded as possessing idealised influence attributes and the other four principals who did, were considered as proto-typical. In addition, teachers' job satisfaction was significantly linked to incentive reward, not just to idealised influence or other intrinsic factors, as the teachers who expressed job satisfaction linked to their working relationship with the principals also expressed a desire for better incentives, which plays a significant role in their job satisfaction.

3. What changes, if any, are perceived to have occurred in the case study schools as a consequence of transformational leadership?

The transformational principals (B, P, Y and G) appeared to have made several changes which are not directly related to students' performances but have links to school well-being, and are crucial to learning, and as such can influence academic performance. For example, principal B sourced learning aids, from both government and non government sources, to update old systems and make structural improvements. Principal Y used persuasive campaigns to reform cultural bias towards education in his school's context, where education is not viewed as important. Principal G created a new school culture to ensure a conducive environment for learning by implementing programmes to stop violence, cult and gang culture, and assaults on both teachers and fellow students. Principal P also stopped gang and cult vandalism to create a conducive atmosphere for learning, and implemented successful inspirational campaigns leading to enhanced engagement of students with the school.

These four principals were successful in creating a conducive school climate, which is a prerequisite to effective learning, and implemented school reforms to improve followers'

performance, as expected of transformational leaders. Principal R, who did not employ all of the transformational attributes, did not produce significant school improvement.

4. What is the relationship, if any, between transformational leadership and learner outcomes?

There was evidence of transformational leadership in the case study schools, of its effectiveness in promoting school improvement, and of providing impetus for improving students' academic performance. Data analysis of the schools' WAEC performance revealed that the highly scored transformational leaders appear to have made a positive impact on students' academic performance, in addition to successfully pioneering other school reforms. Their impact on academic performance may be because these transformational principals also adopted a direct, rather than indirect and reciprocal, instructional approach, in addition to employing transformational processes. They were supportive and motivating, inspiring both teachers and students to exert extra effort, which resulted in performance improvements.

Significant school academic turnaround, which was attributable to these principals' transformational attributes and leadership processes, was more evident in two of the schools (G and P), which were transformed from poor performing to above average. Principals P and G were relatively new and their impact was already noticeable during their first year. School B, already a high performing school, however, did not really deviate from its previous performance trend. This is because principal B was reported to have been running the school for four years as the administrative vice principal before he became the principal and, as such, had a more long-term influence on performance, reflected in school B's performance trend. No major changes and improvements to academic performance were observed in school R, where the principal's leadership approach was perceived to be predominantly autocratic and managerial, with modest transformational elements, as the school did not deviate from its previous academic performance trend. School R's below average WAEC results reflect the country's general poor achievement trends, whilst School B is one of the top performing schools and Y is above average. Schools P and G have recently moved from poor performance to become above average performing schools, as earlier mentioned, which places these schools above Nigeria's average scores.

5. What other factors appear to have an influence on learners' performance in the case study schools?

Academic performance is predicated on several inter-related factors (Karakolidis, Pitsia and Emvalotis

2016). The interviews and observations suggest that additional factors, other than principal leadership, also influenced students' academic performance in the case study schools. Although the cases were purposively selected, government schools within the same state, with principals who supposedly shared similar leadership traits, there were some dissimilarities in the schools' culture and students' performance, that were not sufficiently explained by leadership influence only. The marginal difference (4%) in the level of transformational attributes of the highly transformational principals and the corresponding wide variation of 32% in the level of academic impact suggests that principal leadership styles and transformational leadership alone do not sufficiently explain students' academic performance. According to Karakolidis, Pitsia and Emvalotis (2016), factors such as students' contextual background play significant roles in students' academic achievement, irrespective of the principal's input. Socio-economic factors also influence academic performance; schools that are challenged or in poor socio-economic locations are reputed to perform poorly, as noted earlier. In school G, the most challenging of the five schools, the students' performance trajectory, before the intervention of the transformational principal, and the marginal improvement after the first year of intervention, revealed the impact of context on student performance. Also, in school Y, the principal was reported to be a highly transformational leader, with enviable leadership skills, yet the school's academic performances remain unstable as a result of factors beyond the principal's influence.

The interactions of principal leadership with other factors, such as the school context, level of challenges, socio-economic backgrounds, cultural attitudes towards education, engagement with the school, government education policies, availability of resources, levels of support available to the principal, teachers' competence and professional development, and school climate, appeared to have an underlying influence on students' academic performance as well.S For example, school B, which had more stable learning conditions, also had a good academic performance trajectory as the school consistently performed well above average in the WAEC examinations. Schools G and Y experienced a positive student performance trajectory, attributed to the transformational principals' successful influence on school climate. The data from schools G and P show the negative impact of violence, and disregard for school authority, on learning and student outcomes.

Significance of the Research

This thesis focuses on principals' transformational leadership in Nigeria, an under- researched, developing country context, in contrast to the extensively researched western context. The cases are state government-run senior schools, which operate under a centralised educational system. The

study examined whether there was any relationship between principal leadership and learners' academic performance and other associated factors. It highlights challenges faced by these state government-run schools, facing poor socio-economic conditions and several other problems. The contextual differences provide an opportunity to test the applicability of existing theory on transformational leadership practices, and its impact on students' performance, to assess similarities and differences. The findings also suggest that transformational leadership theories derived from the west should be revised in view of the disparities with respect to individualised consideration and idealised influence in the Nigerian context.

Contextual significance

This research is one of only a few studies to examine transformational leadership and other leadership styles' link to students' outcomes in Nigeria, and it is the first study of this phenomenon in Rivers State. The case study schools are highly challenged schools, in a unique socio-cultural setting, of the Niger Delta. They serve an economically deprived population as they are located in poor communities with high school drop-out rates. Two of the cases (B and Y) are also located in very challenging terrain with problems similar to those of some small island developing states (SIDS) (Bush 2008). Access to these schools is difficult as there are no roads between the communities, which are formed of creeks and are geographically isolated from the rest of the State. Consequently, they experience lack of resources and teaching staff more severely than the urban schools. School G in the urban location also suffered a staff shortage, due to the reluctance of teachers to work in the school's previous violent climate and the lack of trained specialist teachers to handle its large low-performing student population. Most of the research conducted in African schools is focused on accessible urban contexts, so this study is a rare contribution to the research on school leadership in the tense Niger Delta, which faces additional challenges with militancy, abductions, and politically inspired violence, as well as the problems of poverty and inaccessibility noted earlier. The turbulent current experienced in travelling by sea to these locations makes them less popular destinations for staff. Because of safety concerns at sea due to pirate operations, the researcher travelled to these locations in military guarded armoured boats.

The contextual features; developing country, African, collectivist culture, outlined above, provide a contrast between this inquiry's outcomes and similar research in western contexts. The author's research confirmed that transformational leadership cuts across cultures and contexts, but it also revealed contextual variations between established, mainly western, transformational leadership attributes and those in the developing country context of Nigeria. For example, in this collective

cultural setting, there is a distinctive expectation on transformational leaders in respect of individualised consideration, socialisation and support, outside the work setting, to a greater extent than expected in the west. Also, in this developing context, job satisfaction is not only linked to the working relationship with the leader, there is also a stronger emphasis on extrinsic factors such as incentive rewards. These findings in Rivers State, Nigeria are distinctive and serve to amend the conceptualisation of transformational leadership established in the west. The emergent contextual dissimilarities in the ascription and practices of transformational leadership attributes suggests a need for a more critical assessment of this model as currently understood.

The case study school contexts inevitably affect teaching and learning, with significant implications for students' academic performance. They may also influence principals' leadership styles. As noted above, contextual factors include poverty, lack of teaching resources, limited, unfurnished and overcrowded classrooms and, in some cases, school vandalism and violence. These conditions are exacerbated in the riverine schools, as mentioned earlier. Fabunmi and Adewale (2002), and Shaltzer et al. (2014) confirmed that some of these factors, for example lack of resources and overcrowded classrooms, play direct significant roles in learners' performance, whilst Adegbesan (2013) confirmed that these factors are a source of challenge to the school leader. Apart from playing leadership roles, principals have the additional task of addressing these issues, for which they are not trained. Woulfin (2015) noted that availability of a sound infrastructure facilitates learning and lack of it also constrains learning and school improvement efforts. Caldarella, Hallam and Brown (2014) advocated taking the context into consideration when evaluating principals' impact. This caution is particularly helpful as some of the contextual circumstances in the case study schools, which influence learning and students' academic performance, are external to the schools and beyond the control of principals. They are not equipped to alleviate government decisions, the poor socio-economic background of the learners, and the prevalent child labour of many learners. Principals' inability to manage such external circumstances was also evident in this study as their leadership could not fully explain the variance in students' academic performance. However, the highly rated transformational leaders made significant progress in developing the school climate and improving student outcomes. For example, Principals G and P changed the school climate to create a safe environment conducive for learning. Principal Y also managed similar challenges successfully, whilst principals B and R had fewer problems with vandalism and violence. The study shows that contextual factors have a significant influence on learning and students' academic performance. Similarly, they serve to moderate the impact of principal leadership. However, the study also showed that the four transformational leaders also adopted a contingency approach, adapting their leadership to the situation, and were successful in promoting

school improvement despite the difficult circumstances.

Empirical significance

The researcher adopted a mixed-methods approach to this multiple case study. In contrast, other researchers in sub-Saharan Africa have often relied on surveys. This is a common approach for researching principal leadership and school performance, for example, Obadara (2013) in Nigeria, and Besong (2013) in neighbouring Cameroon. Adopting a multi-case study approach provided the opportunity to generate in-depth findings across five case study schools, through dialogue and shadowing. The adoption of multiple purposively selected cases also provided triangulation across cases, providing the potential for analytical generalisation (Bassey 1998). According to Miles, Huberman and Saldana (2014), replication increases confidence in theory developed from such data and makes it possible to make plausible claims. In this research, the availability of multiple cases of highly transformational principals used for comparison with each other, and with a less transformational principal, increased the plausibility of the claims. The empirical findings of this multiple case study research contribute significantly to knowledge on transformational leadership and student outcomes in under-researched sub-Saharan contexts. The advantage of using a multiple case study approach is better than surveys because it generates data with greater depth and provides respondent triangulation. For example, Obadara (2013), investigating distributed leadership and academic performance, undertook an extensive survey of 200 schools, with fixed questions. In contrast, the present research involved multiple methods, ensuring greater depth and various perspectives, with opportunities for triangulation, leading to theory development, as discussed below.

Another significant aspect of this research is analytical generalisability arising from similar findings across four of the five case study settings. Firestone (2010) noted that analytical generalisation is appropriate and helpful in this type of research, as also discussed in chapter three.

Theoretical significance

The assumptions underpinning transformational leadership, and other prominent leadership models, imply that these theories and related practices transcend culture or context. The findings from this research suggest that theory modification is required to allow for its application in developing country contexts such as Nigeria (see table 10.1). Cultural factors indicate the need for new theoretical assumptions grounded in data from Africa rather than the US, UK or Australia, as explained below.

Bass' (1985) model	Model based on research findings
Visionary and communication of goals	Direction setting, linked to vision
Inspirational motivation	Inspirational and reward based motivation
Intellectual stimulation	Intellectual stimulation
Support	Support
Individualised consideration	Individualised consideration linked to personalised social welfare obligations
Idealised influence Modelling best practices	Modelling best practices and demonstrating concern about followers' basic needs and welfare such as rewards

Table 10.1: *Comparative table of transformational leadership concepts (Bass 1985) and emergent theory from the research findings)*

Bass's (1985) model was used to conceptualise transformational leadership in this inquiry. However, the research findings revealed there are variations between Bass's (1985) model and the Nigerian context. Contrary to Bass's (1985) construct, the Nigerian participants valued social obligations, in addition to professional development, as a dimension of individualised consideration (see table 10:1). In addition, reward plays an important role in followers' job satisfaction, as an extension of idealised influence and inspirational constructs.

Theory contradiction: individualised consideration and differential social obligation

The western context is assumed in relation to the individualised consideration attribute of transformational leadership. However, this attribute manifests in a different way in Nigeria, and perhaps also in other sub-Saharan contexts. It is enacted in a different way in such contexts because of social obligations. Participants' expectations of a transformational leader confer additional obligations which do not form part of established (western) theory. Participants acknowledge individualised consideration by principals partly based on whether, and to what extent, the principals fulfil their ascribed social obligations. Transformational leaders are expected to provide emotional support and engage with followers on a social level, by attending followers' family and other significant social functions, as also confirmed by Yokochi's (1989) study in Japan. This extends the established understanding of the nature of individualised consideration, which is predominantly work-related (Bass 1999).

Theory modification and extension: inspirational reward and job satisfaction

Transformational leaders offer rewards to inspire followers, as argued by Bass (1997), Bass and Avolio (1995), and Breevaart et al. (2013). The Nigerian principals who were perceived as

inspirational motivated the teachers to exert extra effort to achieve the school's learning objectives, and influenced teachers' engagement with the school, similar to research findings in the western context. However, the inspirational aspect relating to teachers' rewards is strongly linked to job satisfaction, not just working relationships with principals. Job satisfaction in this context appears to be mainly extrinsic, unlike in the western context. This was also noted by Evans and Olumide-Aluko (2010) in Nigeria, and Koge (2015) in Cameroon. Inspirational reward forms part of what is expected of a transformational leader, as noted earlier. However, in this research context, due to the poor socio-economic conditions, financial reward is strongly linked to job satisfaction, because the teachers feel that they need to augment their low salaries with the extra financial or material rewards that they may receive from the school. They are better motivated towards achieving the school's goals when they are adequately rewarded, and they work extra hours for the school instead of taking an additional job outside the school, to support their limited income.

The theoretical significance appears to be two-fold. First, low salaries drive teachers to seek extrinsic rewards, in contrast to western teachers, who are usually portrayed as being motivated by intrinsic rewards. Second, unlike many western contexts, Nigerian principals have little control over extrinsic rewards, such as salaries, and, therefore, cannot exert influence in this way. Therefore, the theory could be extended beyond inspirational reward to include a link to job satisfaction. A transformational leader should view reward as an extra motivator and a job satisfaction indicator in a poor socio-economic context, as indicated in this inquiry. A principal might want to make performance-based rewards an integral part of school practice, if the government adjusts its policies to make money available to principals for this purpose.

Theoretically, with respect to idealised influence, unlike in the western context, job satisfaction linked to relationships with transformational leaders is underscored by desire for extrinsic rewards, which is driven by the poor socio-economic context, as shown in table 10.1. The findings about social obligations, and the nature of teacher job satisfaction, indicate a need to modify established transformational leadership theory to make it suitable for the Nigerian context.

Limitations

The author collected in-depth, and triangulated, data in five case study schools, with cross-case analysis, but caution should be exercised in generalising these research findings beyond these five cases, or beyond Rivers State, although there may be some wider implications for other researchers

in similar contexts. Using perceptions to evaluate a variable is also subjective as individuals may use differential reference frames in assessing the themes being researched (Hall and Lord 1995). In this study, principals' transformational leadership ratings were largely drawn from teachers' perceptions and may be viewed as subjective. However, methodological triangulation was achieved through shadowing and principals' self-report, which tended to confirm the perceptual data. Another limitation is that was a snap-shot study and the contextual variables may have changed since field work in 2015.

Recommendations

This research explored the occurrence of transformational leadership, and its impact on students' academic performance, in Rivers State, Nigeria. Recommendations for further research, and for policy and practice, are presented in this section.

Recommendation for further research

As noted above, a limitation of the author's research is that it is focused on only five schools within one Nigerian state. Further research is required to substantiate the findings, and to extend analytical generalisability. This might take the form of a nationwide inquiry into leadership, especially transformational leadership, school reform, and student performance. More detailed empirical research is also required to explore the influence of other factors, such as context, deprivation, government education policies, and teachers' efficacy and professional development, that all appear to have an underlying influence on students' academic performance.

The current research was focused on secondary schools in one Nigerian state. To build a more complete picture of leadership and student outcomes, further study should be undertaken in more secondary schools, and primary schools, in Rivers State, and also be extended to other Nigerian states. A more specific inquiry into the impact of challenging contexts is required, as this was beyond the scope of the present study. Further research into the factors that impact on students' performance could provide better insights into the nature and impact of poverty on students' performance. Other factors, such as geographical location and cultural influences, such as pupil violence, also require examination, perhaps through more detailed case studies.

Developing further theories

The finding that effective transformational leadership co-exists with instructional leadership confirms research in other contexts (e.g. Day et al 2016), Leithwood and Sun 2012, and Marks and Bowers 2009). This finding is quite significant because the integrated approach has a greater influence on improving and sustaining students' academic performance than each model operated singly, as demonstrated in this research, and by Day et al (2016). However, Printy (2003), and Shatzer et al (2014), caution against leadership integration, to minimize linking of incompatible theories. Undertaking additional cases, as suggested above, might provide confirmatory evidence for this study's conclusions, through analytical generalisation.

Recommendations for policy and practice

Transformational leadership practices in four of the case study schools were found to be effective in initiating and implementing school improvement and successful at addressing students' academic performance. This was demonstrated by schools G, P, B and Y's school turnaround and improvements in academic performances, which were attributed partly to the principals' influence. The findings of the research are significant for administrators and policy-makers to help them make evidence-informed decisions about leadership training, educational policies relating to school practices, structural adjustment to school climate, and teaching and learning processes. The principals of the case study schools, and those leading in similar contexts, should consider how the findings could inform their leadership practice. Specific recommendations for policy and practice are outlined below.

Principal interaction, idealised influence and inspirational reward

Principals' inspirational interactions, and idealised influence through inspirational rewards, have significant effects on teachers' commitment and students' engagement, which are important factors that influence students' outcomes. Principals should focus their efforts on the nature of their interactions with teachers and students. Addressing teachers' pay, and the prevalent socio-economic challenges in the country, might yield greater job satisfaction and reduce teachers' attrition rates. There should also be modest devolution of budgets to enable principals to reward teachers. This would give them a measure of control over inspirational rewards for both teachers and students to motivate them, as mentioned above.

Benefitting from principal-teacher collaboration

Collaborative leadership is more likely to generate school improvement. Principal-teacher collaboration, linked to a clear vision, is beneficial and can produce improvements in students' academic performance. The transformational principals (B, P, Y and G), who consulted with teachers, were more effective than the principal (R) who was rated low on transformational attributes, did not engage the teachers in his decision making process, and made the least impact on student's academic performance. Principals should articulate, communicate and consult with teachers, in respect of shared goals regarding learning objectives and programme implementation, which are important vehicles for school and academic improvement.

Introduce principal training and sustainability of school improvement initiatives

Transformational leadership integrated with instructional leadership was effective in improving and sustaining academic performance in four of the case study schools. Understanding how to integrate transformational and instructional leadership potentially enhances the effectiveness of principal leadership. This should be a central part of a training programme for school principals, linked to principal succession plans. According to Bush (2016), there is a need for principal leadership preparation. Although Finley (2015) argues that transformational leadership attributes are personalised qualities and difficult to teach, McCarley, Peters and Decman (2016: 337) suggest that transformational traits can be learnt and encourage leaders to do so, as noted earlier. Training contributes to developing leadership styles and processes, as discussed in chapter one (Hallinger and Richardson 1988; Leithwood and Steinbach 1991). However, no country in West Africa has an adequate principal training programme (Bush and Glover 2016). This includes Nigeria, as all the case study principals confirmed that they learned 'on the job', through experience and seminars.

Overview

This research investigated the occurrence of transformational leadership, and its impact on learners' academic outcomes, using a mixed-methods approach to a multiple case-study, in five schools in Rivers State, Nigeria. The schools were facing differential challenges but all served communities with difficult socio-economic contexts.

Various factors, notably stakeholders' expectations, and the socio-cultural climate, were found to have an influence on principals' leadership behaviours. The four highly scored transformational

principals also adopted a more contingent approach to leadership. Strong evidence of transformational leadership attributes, with some similarities to those claimed in western literature, were found in these four cases but much less so in case R, where the principal was predominantly autocratic. Effective school transformational leadership, linked to an instructional approach, appeared to underpin academic performance improvement in four cases.

The four principals scored as highly transformational were described by teachers as approachable, motivational, and likeable. Teachers expressed more job satisfaction in these four schools. There was low teacher engagement in school R, whose principal was primarily reported to be autocratic, which Nobile (2015) found to negatively influence teachers' morale and school climate. Transformational leaders were perceived to reward followers' efforts as a means of inspiring them, but the case study principals were not able to do this through financial rewards.

Transformational leaders were effective in achieving school reforms, as assessed by changes in the schools' culture and learning conditions, and three of the four schools with highly transformational leaders showed significant academic improvement. The findings on transformational leaders' impact on academic performance in the case study schools support those found in western contexts. Four of the six transformational leadership attributes (visionary, inspirational, intellectually stimulation and support) found in the case study schools were similar to those reported in the western literature. Individualised consideration was found to be rather different, because of social obligations, while inspirational reward was linked to idealised influence through job satisfaction.

This study identified similarities and differences between established (western) transformational leadership theory and the very different African research contexts. The research provided evidence that transformational leadership is effective in inspiring teachers' engagement and commitment, and may be helpful in reducing teacher turnover rates, and in improving learners' academic performance. The research findings also confirmed that some external contextual factors also contribute to learning and students' performance, irrespective of the quality of principal leadership. Transformational leaders successfully managed conditions underpinning student learning, and addressed inhibitors to school improvement. Four of the principals adopted transformational and instructional approaches to enhance students' academic performance. This research has implications for principals, policy makers, and government, and serves as a reference point for further research into leadership, leadership training, teacher motivation, school reform, and student outcomes.

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Appendices

Appendix 1: Participants' right and information sheet

Information Sheet About this Research Project

School improvement Research: Transformational leadership and learners' outcomes in Nigeria
The aim of this research is to explore whether and how transformational leadership can address an underachieving trajectory amongst learners in the Nigerian context, as transformational leadership has been linked to successful school improvement and learners' outcomes in western countries (Leithwood and Jantzi 1999; Bush 2009).

What is required of you as a participant in this research?
As a school staff:

You will participate in a 30 to 60 minutes interview session (especially if you are in the senior leadership team, a Mathematics or English teacher)

As a school principal

To allow one day of shadowing you at work
Participate in a one-hour interview at your convenience after the shadow day, within the research week.

Rights and Confidentiality
Any information given during this research shall be used for the sole purpose of preparing the researcher's Ph.D. thesis and in subsequent publications.
Your school identity shall remain unidentifiable as we will use codes to refer to them, if necessary, in the research and in any publications

You will not be identifiable as a participant in this research and in its subsequent publications

You can complete this questionnaire anonymously and your identity (name, location or school) will not be disclosed to anyone

Those staff who will be interviewed shall have the right to choose a time and secure place within the school premises

Participation is voluntary and you have a right to discontinue your involvement with the project at any time without prejudice or negative consequences

Your participation will be appreciated and will contribute to knowledge and to possibly identify some of the effective ways to improve school leadership to enable them address under-achievement amongst learners. You will also be helping me in completing in my Ph.D. project

Should you require further information regarding this research project, please contact: Rachel Smith Theodore, *xxx@nottingham.ac.uk*

If you have any complaints about any misconduct or regarding any ethical issue regarding this project please contact: Prof. xxx @xxx.nottingham.ac.uk

Thank you for participating in this research. Your response. There will be opportunity to receive feedback on the analysis from your interview responses.

Appendix 2: participants' consent form

PARTICIPANT CONSENT FORM

Project title: Transformational Leadership and Learners' Performance in Nigeria

Researcher's name: Rachel Smith Theodore

Supervisor's name: Professor Tony Bush and Dr Andrew Townsend

- ☐ I have read the Participant Information Sheet and the nature and purpose of the research project has been explained to me. I understand and agree to take part.
- ☐ I understand the purpose of the research project and my involvement in it.
- ☐ I understand that I may withdraw from the research project at any stage and that this will not affect my status now or in the future.
- ☐ I understand that while information gained during the study may be published, I will not be identified and my personal results will remain confidential.
- ☐ I understand that I will be audiotaped during the interview.
- ☐ I understand that data will be stored on the project database and in the University archives and that the audiotapes will be stored on the project database on the researcher's computer. (Except for the confidential documents that may not be removed from archives)
- ☐ That recording will be transcribed for analysis purposes.
- ☐ That access to the information I provide will be limited to the researcher and the supervisors.
- ☐ I understand that I may contact the researcher or supervisor if I require further information about the research, and that I may contact the Research Ethics Coordinator of the School of Education, University of Nottingham, if I wish to make a complaint relating to my involvement in the research.

Signed …… (research participant)

Print name …… **Date** ……

Contact details

Researcher:*xxx@nottingham.ac.uk*
Supervisors xxx@nottingham.ac.uk
School of Education Research Ethics Coordinator: educationresearchethics@nottingham.ac.uk

Appendix 3 Observation template

Time Schedule	**ACTIVITIES**	**Duration min**
07:30	**School hours 07:30-14:30**	
07:30		
07:45		
08:00		
08:15		
08:30		
08:45		
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13:45		
14:00		
14:15		
14:30		
14:45		
Total hours		

Appendix 4: Revised observation template

		ACTIVITIES	
		Day 1	
Start	End	School hours 07:30-14:30	Duration
07:30:00	00:31:00		31
08:01:00	00:54:00		54
08:55:00	00:33:00		33
09:28:00	00:06:00		6
09:34:00	00:06:00		6
09:40:00	00:50:00		50
10:30:00	00:15:00		15
10:45:00	00:16:00		16
11:01:00	00:11:00		11
11:12:00	00:13:00		13
11:25:00	00:17:00		17
11:42:00	00:02:00		2
11:44:00	00:11:00		11
11:55:00	00:16:00		16
12:11:00	00:05:00		5
12:16:00	00:17:00		17
12:33:00	00:30:00		30
13:03:00	00:08:00		8
13:11:00	00:13:00		13
13:24:00	00:07:00		7
13:31:00	00:14:00		14
13:45:00	00:30:00		30
14:15:00	00:07:00		7
14:22:00	00:03:00		3
14:25:00	00:08:00		8
14:33:00	00:20:00		20
14:53:00	00:08:00		8
15:01:00	00:14:00		14
15:15:00	00:11:00		11
15:26:00	00:05:00		5
15:31:00	08:01:00		
	Total time spent	481	481

Appendix 5: Revised staff Interview Questions **Transformational Leadership and Student Outcomes:**

RACHEL THEODORE SMITH

	Demography Information
	What is your role /job description?
	*How long have you been a teacher < 3yrs 3-5yrs, > 5yrs
	How long have you been a teacher with the school < 3yrs 3-5yrs, > 5yrs
	RQ1 What leadership styles are evident in the case study schools?
1	How would you describe the principal's style of leadership?
Probe	Models suggestion and explanation: distributed, managerial, transformational, authoritarian, instructional, participative.
2	Is the principal more involved with administrative work and maintaining the status quo or is he or she more interactive with staff and students?
3	Does the principal involve other staff in the decision making process? If yes, who and how?
4	Does the principal ask for staff opinions regarding learning and teaching practices in the school? If yes, how does s/he respond to staff suggestions?
5	Does the principal set clear learning objectives for the students?
6	Does the principal clearly communicate the school vision to the staff? If yes, how often is the vision reiterated?
	RQ2 What evidence is there of transformational leadership in the case study schools?
7	Does the principal motivate you to put in extra effort to achieve the school's vision and objectives? If yes, how?
8	Does the principal reward you for putting in extra effort to achieve the school's vision and objectives? If yes, how?
9	Does the principal reward the students for reaching or surpassing learning objectives (praise, incentive?)
10	How likely is it for you to remain with the school for the next 3-5 years?
Probe	If you are unlikely to remain, why would you want to leave?
Probe	How, if at all, does the principal influence your decision to continue to work at the school?
	RQ3 What changes, if any, are perceived to have occurred in the case study schools as a consequence of transformational leadership?

11	What innovations have recently taken place in the school?
Probe	If there have been any innovations, which ones are as a result of the principal's input?
	RQ4 What is the relationship, if any, between transformational leadership and learner outcomes?
12	Have you witnessed any improvements to students' academic performance in the school? If yes, are these attributable to the principal or to other people or factors? If no, is this attributable to the principal or to other people or factors?
13	Does the principal have programmes or strategies in place to keep the students intellectually stimulated to reach learning objectives?
14	Does the principal have programmes or strategies in place to help students to stay motivated to maintain their academic performance?
15	When, if at all, does the principal address the students regarding their learning experience? How often does this take place?
16	Are there any school policies or practices, initiated by the principal, that contribute positively towards students' learning experience and academic performance?
Probe	Can you give an example of such a policy, if any?
17	Does the principal support staff to try out innovative teaching methods?
18	What role does the principal play in evaluating teaching performance, and in giving evaluation, feedback etc?
19	*Does the principal challenge you intellectually?
20	*Do you feel the principal support you to in your role and to achieve the school objectives and goals?
21	*Does the principal have any practice, policy or program for teachers' welfare, in place
22	*What differences have there been, if any, (academic wise, etc) since the new principal took over?
23	*How will you rate the school's overall academic performance (using the previous five years WAEC results as a benchmark?
	Thank you for your time