

Laissez-faire and Situational Leadership Styles as Determinants of Institutional Performance in Public Secondary Schools in Ikeja, Lagos State Nigeria

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Abstract

The study was aimed at investigating laissez-faire and situational leadership styles as determinants of institutional performance in Ikeja. The purpose of the study was to determine the relationship between laissez-faire and situational leadership styles and institutional performance of public secondary schools in Ikeja Lagos State. The study adopted correlational survey research design. The population of the study consisted of 615 teachers from all the 36 senior secondary schools in Ikeja out of which 242 teachers were sampled using simple random sampling technique. The instrument for data collection was a researcher-structured questionnaire titled Leadership style and institutional performance questionnaire (LSIPQ). The instrument was validated by experts in the Faculty of Education. The reliability coefficient was determined using Cronbach Alpha approach and the reliability yielded 0. The research questions were answered using Pearson product moment correlation coefficient. The hypotheses were tested using same. The findings indicated that there was a significant relationship between laissez-faire leadership style and institutional performance in public secondary schools in Ikeja. The findings also showed that there was no significant relationship between situational leadership style and institutional performance in public secondary schools in Ikeja. It was recommended that principals should give teachers the freedom to take initiatives and manage responsibilities independently, while ensuring that expectations and goals remain clear. It was also recommended that leadership programmes should be organized by the ministry of education to train principals on how to assess varying school contexts and respond appropriately to different situations for better institutional performance outcomes.

Keywords: *Laissez-faire leadership style, Situational leadership style, Institutional performance, Principal*

Introduction

Institutional performance represents the major paradigm by which the efficiency, productivity, and sustainable nature of any institutions, particularly educational institutions, is measured. At the secondary-school level, the institutional performance is typically evaluated through a compound of academic and administrative metrics, i.e., student performance, quality of instruction and learning, staff morale, work effectiveness and satisfaction of stakeholders. However, institutional performance does not live within the confines of test scores: institutional performance is also an indicator of whether an institution is capable of managing its resources, maintaining its mission, meeting the aspirations of students, parents, staff, and the society at large. To this end, Alsayyed et al. (2020) argues that the performance in educational establishments should be considered as a combination of academic patterns of results and efficiencies within the organisations that represent the key foundations of sustainable achievement.

In the Nigerian context and Lagos State in particular, secondary education holds a niche role in the process of equipping students with the skills and capabilities required to attain tertiary education and the labour market at large. A systematic investigation into the determinants of institutional performance of senior secondary schools will be vital in national development and transformation in education. Macharia et al. (2023) argue that secondary schools performance reflects the level of internal governance, leadership, and responsiveness to education needs. Thus, poor leadership practices are often used to explain the reason behind the stagnation or deterioration in school systems.

Against this backdrop, the leadership style employed by organizational actors is progressively viewed as central to institutional performance. Leadership style describes the long-term pattern of behaviour in which a leader guides, encourages and controls a constituent. This set of actions influences the way decisions are made, how social relations are practiced, and how mutual goals are achieved. Northouse (2019) defined leadership as the dynamic process by which one or more persons influence a group of people in a common direction; such that the influence has immense impact on the performance and results of the institution. Consequently, the leadership style employed by school principals in the educational context becomes specifically important, as they occupy the post of both the administrative heads and instructional leaders.

There are observable variations in institutional performance across the Senior Secondary schools within Ikeja, Lagos State even though there are comparable levels of infrastructural provision and governmental support. This disparity raises some concerns on type of leadership that school

principals embrace. Schools with characteristics of participatory and visionary leadership tend to show a high degree of cooperation amongst staff and a high-performance level among students. Apathy among students, teacher dissatisfaction, efficient and effective administration among others have been identified as predictors of school performance and as such there is a need to ensure that the leadership strategies embraced by principals are adaptive and sensitive to different situations. As Bush (2018) stated, the effective school leader is defined as one who is able to customize his/her practice to the local situations based on the diversity of staff, dynamics of students and limited resources.

Secondary school effectiveness is highly contingent upon a variety of factors, one of which is leadership style, proving not only to be an unsteady concept but also the defining difference in institutional performance. In the face of heightened demands of accountability and quality, there is need to question the extent to which principal leadership styles, embraced in Ikeja, facilitate or limit school success. On this note, this study investigated the degree to which leadership styles play a strategic role as determinants of institutional performance in senior secondary schools within Ikeja, Lagos State.

Objective of the Study

The main objective of this study was to examine the influence of principals' laissez-faire and situational leadership styles on institutional performance in senior secondary schools in Ikeja, Lagos State, Nigeria. Specifically, the study sought to:

- 1) Examine the relationship between principals' laissez-faire leadership style and institutional performance in senior secondary schools in Ikeja, Lagos State.
- 2) Access the relationship between principals' situational leadership style and institutional performance in senior secondary schools in Ikeja, Lagos State.

Hypotheses

The study was further guided by the following hypotheses:

H₀₁: There is no significant relationship between principals' laissez-faire leadership style and institutional performance in senior secondary schools in Ikeja, Lagos State?

H0₂: There is no significant relationship between principals' situational leadership style and institutional performance in senior secondary schools in Ikeja, Lagos State?

Theoretical Framework

This study is anchored on two major leadership theories: the Laissez-faire Leadership Theory and the Situational Leadership Theory. These theories provide a foundation for understanding how different leadership approaches adopted by school principals influence the effectiveness and performance of public secondary schools. Laissez-faire leadership, also known as delegative leadership, is rooted in the leadership studies of Kurt Lewin and his colleagues in 1939. According to the theory, leaders provide resources, information, and support while allowing employees to determine how best to accomplish assigned responsibilities. In the context of public secondary schools, principals practicing laissez-faire leadership may permit teachers significant freedom in curriculum implementation, classroom management, and departmental administration. The theory assumes that employees possess the competence, motivation, and professionalism required to perform effectively with limited supervision. When teachers are highly qualified and experienced, laissez-faire leadership can encourage innovation, creativity, job satisfaction, and professional growth. However, excessive reliance on laissez-faire leadership may result in role ambiguity, lack of coordination, poor accountability, and reduced organizational effectiveness. In public secondary schools, insufficient guidance from principals may negatively affect discipline, instructional quality, and academic performance. The theory is relevant because it explains how granting autonomy to teachers and staff can influence institutional performance indicators such as: Students' academic achievement; Teacher effectiveness and productivity; Staff motivation and job satisfaction; School discipline and orderliness; Overall institutional efficiency.

Situational Leadership Theory was developed by Paul Hersey and Kenneth Blanchard in 1969. The theory proposes that there is no single best leadership style for all situations. Effective leaders adapt their leadership behaviors according to the competence, commitment, and readiness level of their followers. It identifies four leadership styles: Telling (Directing) – High task focus and low relationship focus; Selling (Coaching) – High task focus and high relationship focus; Participating (Supporting) – Low task focus and high relationship focus and Delegating – Low task focus and low relationship focus. According to the theory, leaders should assess the maturity and capability of followers before selecting an appropriate leadership style. In public secondary

schools, principals may employ different leadership approaches depending on the experience, qualifications, and motivation levels of teachers and other staff members. The flexibility advocated by Situational Leadership Theory enables principals to respond effectively to varying institutional challenges and staff needs.

Situational Leadership Theory is relevant because it demonstrates how adaptive leadership practices can enhance institutional performance by: Improving teacher motivation and commitment; Enhancing staff development and professional growth; Promoting effective communication and collaboration; Increasing organizational adaptability and Improving student academic outcomes and school effectiveness. The theory suggests that principals who appropriately adjust their leadership style to suit different circumstances are more likely to achieve higher institutional performance. The theoretical framework posits that leadership style serves as the independent variable, while institutional performance serves as the dependent variable. The framework assumes that the manner in which principals lead and manage teachers significantly influences school outcomes. While laissez-faire leadership emphasizes autonomy and delegation, situational leadership emphasizes adaptability and responsiveness to staff needs. The effectiveness of either leadership style is reflected in the performance level of public secondary schools.

Laissez-faire leadership explains how leader delegation and autonomy influence school performance, while Situational Leadership Theory emphasizes the importance of adapting leadership behavior to the needs and readiness of teachers and staff. Together, the theories provide a comprehensive framework for examining how leadership styles determine institutional performance in public secondary schools.

Review of Related Literature

Public secondary schools

Public secondary schools are important in national education systems, and they offer education to a large percentage of people in the country. In Nigeria, especially in cities like Ikeja, Lagos state, government-funded secondary schools are under the care of the government and play a significant role in the economic and social growth of the country (Asuquo and Eboh, 2025). State ministries of education control these schools and within them are administrators of the schools who are generally headed by their principals who serve as the intermediate connection between the government and the students. The issue of the low performance in the public

secondary schools is not new and a number of studies highlighted such impediments as the lack of infrastructure, overpopulated classrooms, lack of funding, and low teacher morale (Mgimba, and Mwila, 2022). Research has established that the success or failure of public secondary schools can be traced to the leadership styles adopted by their principals. The leadership style of the principal is therefore an important point of emphasis in studying school performance as it largely determines the way institutional goals are perceived and executed.

Principals

Principals are the chief executives of secondary schools who are saddled with the responsibility of managing both the human resources and material resources of the school. They coordinate educational policies, manage employees and make sure that teaching and learning goals are not compromised. Principals in public secondary schools particularly in the highly populated area like Ikeja are the change agents, instructional leaders, and head of administration (Orunbon et al., 2024). The role of principal has become considerably bigger in the 21st century. The modern educational needs request principals to change not only their role as administrators, but adopt leadership practices that engage teachers (teaching and non - teaching), enhance school climate, and foster academic proficiency. Research carried out by Meyer et al. (2022) suggests that an effective principal should not be a mere manager but a visionary who is supposed to build collaborative opportunities, respond to policy adjustments, and drive school reforms.

Leadership

Exemplary school administration and institutional effectiveness is anchored on leadership. Leadership in schools is described in the education environment as a process that enables the school heads and most specifically principals to impact and integrate the teachers, students, and other stakeholders towards the realization of academic and administrative objectives. According to Leithwood et al. (2020), the importance of strong leadership is found only to be superseded by classroom instruction in terms of student achievements through all school-related variables. Being a good leader means being the advocate of a clear vision, the provider of instructional support and the advocate of the commitment to constant improvement.

Building on this foundation, the nature of leadership style adopted by a principal is also instrumental in determining the manner in which leadership functions are performed at the school level. The inference of leadership style is fundamental in evaluating the roles of principals in institutional effectiveness, because various styles may result in varied outcomes in aspects such as teacher performance and student performance.

Leadership Styles

The style of leadership is one of the major elements of school effectiveness and institutional performance. It is defined as the way and manner through which a leader influences, guides, mentors and motivates team members in the achievement of organizational goals. Among public secondary schools in Nigeria, particularly, Lagos state, school principals believed their leadership styles can noticeably influence staff morale, discipline, grades, as well as the general atmosphere in the educational institution (Ajobi and Owunna, 2022)

A number of leadership styles such as democratic, autocratic, laissez-faire, and situational leadership styles have been researched in educational context with varying success in different school settings. The contextual elements like the level of experience of teachers, school culture, the size of students and the competencies of principals can define the effectiveness of a specific leadership style (Le, 2021). Principals' leadership styles capture the strategies utilized by an administrative head in seeing to the smooth running of an organization. According to Nwogbo et al. (2024) principals' leadership style encompasses how they relate to others within and outside the school organization, how they view themselves and their positions and to a large extent whether or not they are successful as leaders. It therefore means that leadership styles of the principal, captures the technique that are employed by principals as school heads to coordinate the workforce towards the achievement of institutional goals.

Laissez-Faire Leadership Style

The laissez-faire leadership style refers to a style where the leader gives little guidance and leaves the decision making to group members. The hands-off style is based on the abilities and enthusiasm of team workers to make and address goals, create solutions, and assess results on their own (Bwalya, 2023). Laissez-faire leadership in learning institutions can be a positive

approach in case teachers are vastly skilled, self-driven and they can work with minimum supervision. Nevertheless, in the vast majority of the Nigerian secondary schools (most importantly, public ones), where systematic problems abound, this type of leadership is usually termed to be ineffective (Agogbua and Ndubueze, 2021).

Laissez-faire principals can unknowingly generate an atmosphere of confusion and indiscipline. Adedeji and Adewale (2024) indicate that those educational institutions governed by the laissez-faire principals tend to have a chaotic organizational structure, erratic teaching, and poor academic performance. Lack of leadership has been associated with laissez-faire style which has been characterized by absenteeism, poor classroom control and low learning outcomes, especially in highly populated places like Ikeja area of Lagos State. The consistent absence of control or guidance over teachers or students causes significant barriers to fulfilling the educational goals. The laissez-faire style therefore may encourage high-achievements teams in some privately owned or well-financed schools, but is of little usefulness in the poorly-provided government secondary schools.

Situational Leadership Style

The foundation of situational leadership is that there is no one best leadership style which works ubiquitously, but that effective leadership depends on the ability of the leader to find a way to adapt their leadership style to fit the scenario and the demands of the leadership situation in question. Depending on the situational factors, this type of leadership relies on many factors including; the task, the experience and the willingness of the team members, and the institutional context of the school (Tabrizi and Rideout, 2019). This style of leadership is of relevance especially in the public secondary schools where conditions keep changing. A situational leader can, however alternate in being autocratic, democratic, or laissez-faire depending on the situation that needs to be dealt with on a school-to-school basis. A commonly used example is that a leader may take a directive stance in times when examination is going on, but shift to a democratic approach when implementing curriculum (Raptis et al., 2025).

Researches validate the effectiveness of situational leadership in the Nigerian educational environment. Findings from Hsieh et al. (2023) suggest that principals altering their leadership based on teacher's competencies and school's necessities led to sturdier academic performance and enhanced collaboration among staff. Situational leadership is a very powerful reinforcement

on the current ideas of site-based leadership and shared governance by focusing on tailor made strategies. Since the challenges facing schools in Lagos are diverse and dynamic, situational leadership is dynamic, and effective in educational institutions uprising.

Institutional Performance

Institutional performance can be defined as the general effectiveness and efficiency of an institution in meeting its laid down objectives and undertaking its mandate, especially in the educational sector. It involves a complex construct that combines both quantitative and qualitative measures including academic outcomes, administrative efficiency, satisfaction of stakeholders, compliance with educational policies and standards (Arar and Abu Nasra, 2019). Institutional performance in secondary school setting is somewhat associated with the ability of the school to deliver quality education, support learning amongst the students, effective management of human and material resources, and ensuring an enabling environment with regard to teaching and learning.

An important element of institutional performance is academic performance, which refers to students' performance in their studies and is usually assessed with the help of standardized testing, internal school testing and national examinations (Chesseret et al., 2024). Academic performance is an essential indicator of gauging the output of educational institutions and is usually affected by a number of internal and external forces such as the quality of instructions provided, leadership in school, support systems available to students and the social economic status. Academic performance is one of the key indicators of institutional efficiency, which is the degree to which students are able to achieve certain learning goals.

Instructional delivery is an important component of institutional effectiveness. Good teaching involves simplicity in communication, good command of the subject matter, integration of new methods of teaching and evaluation of a learner effect (Uri, 2019). Similarly, supportive, inclusive, and well-resourced learning environment is essential to the achievement of academic excellence. Student engagement is both a concept of behavioural and psychological involvement, and has been a major indicator of academic persistence and commitment to an institution. Schools with strong support services continually produce high levels of student achievements.

Another pillar of institutional performance is resource utilization. Efficient use of finances, human and material resources promote administrative effectiveness; mishandling, on the other

hand, will lead to waste, average results and lack of creativity (Ramos et al., 2024). Equity and inclusion is another criterion for institutional performance. Gender equity, provisions made to support students with special needs, and clear support of disadvantaged groups is an indicator of interest in social justice and equality of participation in education (Makwelo et al., 2025).

Studies have shown that there is more to institutional performance than just a combination of academic performance and job performance; institutional performance is influenced by an intricate interplay of organizational culture, leadership style, involvement of teachers, engagement of students and resources availability (Alhaji, 2018). It is therefore necessary to have a better understanding of the underlining variables that characterize the performance of the institutions of learning in secondary schools, which can guide the intervention of the stakeholders towards transforming education. In their study, Ruslan et al. (2020) examines the effect of the principals' situational leadership styles and teachers' professionalism together on teacher's performance in primary school. Their findings revealed that there was a positive influence of the principal's situational leadership style on the teachers' job performance. In other words, application of the principal's situational leadership style ensures institutional performance of the schools. Teachers seem to perform their jobs better as it concerns lesson preparation, lesson delivery and management of the classroom as well as meting out disciplinary actions in students which are unruly. Working under the leadership of a principal who utilizes situational leadership style, the teachers tend to achieve reasonable effectiveness in executing their duties. This position is supported by Ghazzawi (2017) who ascertained that a positive relationship existed between situational leadership and employee productivity.

Methodology

This study adopted a descriptive survey research design of correlational type to examine the relationship between principals' leadership styles and institutional performance. This design uses survey to gather information which was analyzed to determine the relationship between the variables under study. In this instance, the study sought to examine the degree of relationship between principals' leadership styles and institutional performance in public secondary schools in Ikeja. The population of the study comprised all the 615 teachers from 36 Public senior secondary schools in Ikeja. 242 teachers were sampled for the study using simple random technique. The instrument adopted for the study were self-structured questionnaire titled

“Leadership Style and Institutional Performance Questionnaire (LSIPQ)” The questionnaire was divided into three sections namely, Section A, B and C. The first part of the instrument (Section A) focused on demographic information about the respondents such as sex, age, academic qualifications, and years of teaching experience. Section B comprised items organized into two (2) clusters: Cluster 1 focused on the influence of laissez-faire leadership style on institutional performance; and Cluster 2 focused on the influence of situational leadership style on institutional performance. Moreover, Section C of the instrument was on items on institutional performance. The response pattern was a 4-point Likert scale response pattern of Strongly Agree (SA) - 4 points, Agree (A) - 3 points, Disagree (D) - 2 points, Strongly Disagree (SD) -1 point. Three experts in the field validated the instruments. To determine the instruments’ reliability, there were administered to 20 respondents in Ikorodu Local Government Area of Lagos State. Using Cronbach Alpha statistical method to determine the internal consistency of the instrument, the instruments’ internal consistency and reliability co-efficient yielded 0.84 and 0.80 respectively. Pearson’s Product Moment Correlation Coefficient was used to answer the research questions and test the hypotheses at 0.05 level of significance. Where the calculated P-Value is less than the level of significance, the null hypothesis was rejected. However, where the calculated P-Value is greater than the level of significance the null hypothesis was not rejected.

Findings and Discussion

Relationship between principals’ laissez-faire leadership style and institutional performance

Table 1 presents findings related to the relationship between principals’ laissez-faire leadership style and institutional performance in senior secondary schools in Ikeja, Lagos State, Nigeria.

Table 1: *Pearson Product-Moment Correlation on the relationship between principals’ laissez-faire leadership style and institutional performance.*

Teachers	N	R	Decision
Principals’ laissez-faire leadership style	242	0.259	Positive low relationship
Institutional Performance			

Findings in Table 1 reveal that the Pearson Product-Moment correlation coefficient of the relationship between principals' laissez-faire leadership style and institutional performance in senior secondary schools in Ikeja, Lagos State, was calculated to be 0.259. The result showed that there is a low positive relationship between principals' laissez-faire leadership style and institutional performance in senior secondary schools in Ikeja, Lagos State, as determined by the coefficient of 0.259 in secondary schools in Lagos State. This implies that an increase in the independent variable (laissez-faire leadership style) leads to a corresponding increase in the dependent variable (institutional performance).

Relationship between principals' situational leadership style and institutional performance

Table 2 presents findings on the relationship between principals' situational leadership style and institutional performance in senior secondary schools in Ikeja, Lagos State in Nigeria.

Table 2: *Pearson Product-Moment Correlation on the relationship between principals' situational leadership style and institutional performance.*

Teachers	N	R	Decision
Principals' Situational Leadership Style	242	0.259	Positive low relationship
Institutional Performance			

Table 2 revealed that the Pearson Product-Moment correlation coefficient of the relationship between principals' situational leadership style and institutional performance in senior secondary schools in Ikeja, Lagos State, was calculated to be 0.259. The result showed that there is a low positive relationship between principals' situational leadership style and institutional performance in senior secondary schools in Ikeja, Lagos State, as determined by the coefficient of 0.259 in secondary schools in Lagos State. This implies that an increase in the independent variable (situational leadership style) leads to a corresponding increase in the dependent variable (institutional performance).

Hypotheses Testing

First Hypothesis: There is no significant relationship between principals' laissez-faires leadership style and institutional performance in senior secondary schools in Ikeja, Lagos State.

Table 3: *Pearson product-moment correlation analysis on the significant relationship between the laissez-faire leadership style of principals and Institutional Performance*

Variables	N	df	r	r ²	Sig. (2tailed)	Level of Sig.	Decision
Laissez-Faire leadership style	242	240	0.259	0.067	0	0.05	Reject HO1
Institutional Performance							

From the result of the data in Table 3, the correlation coefficient ($r = 0.259$) between the laissez-faire leadership style of principals and institutional performance is weak and positive. The coefficient of determination ($r^2 = 0.067$) indicates that 6.7 % of institutional performance can be explained by the laissez-faire leadership style of principals. With a degree of freedom of 240, the significant value of 0.000 ($p < 0.05$) reveals a significant relationship. The hypothesis was rejected. Therefore, there is a significant relationship between the laissez-faire leadership style of principals of secondary schools in Ikeja Local Government of Lagos State and institutional performance.

Second Hypothesis: There is no significant relationship between principals' situational leadership style and institutional performance in senior secondary schools in Ikeja, Lagos State.

Table 4: *Pearson product-moment correlation analysis on the significant relationship between the situational leadership style of principals and Institutional Performance*

Variables	N	Df	R	r ²	Sig. (2tailed)	Level of Sig.	Decision
Situational leadership style							
Institutional Performance	242	240	0.101	0.01	0.116	0.05	Accept HO1

From the result of the data in Table 4, the correlation coefficient ($r = 0.101$) between the situational leadership style of principals and institutional performance is weak and positive.

Findings and Discussion

The coefficient of determination ($r^2 = 0.010$) indicates that 1.0 % of institutional performance can be explained by the situational leadership style of principals. With a degree of freedom of 240, the significant R-value of 0.116 ($p > 0.05$) reveals a non-significant relationship. The hypothesis was accepted. Therefore, there is no significant relationship between the situational leadership style of principals of secondary schools in Ikeja Local Government of Lagos State and institutional performance.

Table 2 revealed that the Pearson Product-Moment correlation coefficient of the relationship between principals' situational leadership style and institutional performance in senior secondary schools in Ikeja, Lagos State, was calculated to be 0.259. The result showed that there is a low positive relationship between principals' situational leadership style and institutional performance in senior secondary schools in Ikeja, Lagos State, as determined by the coefficient of 0.259 in secondary schools in Lagos State. This implies that an increase in the independent variable (situational leadership style) leads to a corresponding increase in the dependent variable (institutional performance).

Relationship Between Principals' Laissez-Faire Leadership Style and Institutional Performance

The finding of the study indicates that there was a relationship between laissez-faire leadership style and institutional performance in public secondary schools in Ikeja, Lagos State. This could be because principals leave decisions to be made by teachers without intervention, give teachers the freedom to design school programs without intervention, encourage free delegation of responsibilities and duties for academic progress in the school among others. It could be also attributed to principals' ability to grant teachers autonomy and not interfere with them when making decisions that promote progress in the school. The findings are in line with the work of Bwalya (2023) who found that laissez-faire leaders' foster competence and motivation of team members to set goals, solve problems, and evaluate outcomes independently.

The first hypothesis found a low but statistically significant positive relationship between laissez-faire leadership style and institutional performance. The finding is in line with the work of Bwalya (2023) who found that laissez-faire leaders' foster competence and motivation of team members to set goals, solve problems, and evaluate outcomes independently. On the contrary, the research of Adedeji and Adewale (2024) emphasized that schools with laissez-faire principals are characterized by poor management, unevenness in their instructional implementation, and low achievements of their students.

Relationship Between Principals' Situational Leadership Style and Institutional Performance

The finding of the study indicates that there was no relationship between situational leadership style and institutional performance in public secondary schools in Ikeja, Lagos State. This could be because principals vary their leadership styles depending on the environment, focus on the school environment as well as the teachers and students when making decision. It could also be accredited to the fact that principals assess the competence of teachers before choosing how to direct or support them, while using flexible management style in promoting academic standards in the school. It also aligns with the study of Munir et al. (2024) who revealed that the varying implementation of situational leadership may result into improbable circumstances and deter school performance.

The second hypothesis found a low positive relationship between situational leadership style and institutional performance; however, the relationship was not statistically significant. In contrast, the study by Hsieh et al. (2023) suggests that principals altering their leadership based on teacher's

competencies and school's necessities led to stronger academic performance and enhanced collaboration among staffs.

Conclusions and Recommendations

The findings of this study are an indication of strong evidence of the positive correlation between the leadership styles of principals and institutional performance within the public secondary schools. Laissez-Faire and Situational leadership styles were all found to have influence on institutional performance as regards to students' academic performance, teacher retention, teaching and learning quality, students' engagement and well-being, efficient resource utilization, effective resource management and students' discipline. The research draws attention to the fact that the leadership styles shared by principals are cross-functional.

Based on the findings of this study, the following recommendations are proposed to enhance institutional performance in senior secondary schools the principals should give teachers the freedom to take initiative and manage responsibilities independently, while ensuring that expectations and goals remain clear. Also, leadership development programs should be organized by the ministry of education to train principals on how to assess varying school contexts and respond appropriately to different situations for better institutional performance outcome.

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