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**THE INFLUENCE OF TRANSFORMATIONAL LEADERSHIP  
STYLE AND SCHOOL ENVIRONMENT TOWARDS SCHOOL  
IMPROVEMENT IN NIGERIAN SECONDARY SCHOOLS**



**KHALIL YUSUF UTHMAN**

**UUM**  
Universiti Utara Malaysia

**DOCTOR OF PHILOSOPHY  
UNIVERSITI UTARA MALAYSIA**

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Awang Had Salleh  
Graduate School  
of Arts And Sciences

Universiti Utara Malaysia

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Tandatangan  
(Signature)

Pemeriksa Dalam:  
(Internal Examiner)

**Dr. Rafisah Osman**

Tandatangan  
(Signature)

Nama Penyelia/Penyelia-penyelia:  
(Name of Supervisor/Supervisors)

**Assoc. Prof. Dr. Yahya Don**

Tandatangan  
(Signature)

Nama Penyelia/Penyelia-penyelia:  
(Name of Supervisor/Supervisors)

**Assoc. Prof. Dr. Abd Latif Kasim**

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## Abstrak

Kepimpinan transformational pengetua, dan persekitaran sekolah adalah faktor penting yang dikatakan berupaya mempengaruhi keberkesanan dan kecemerlangan sekolah. Cabaran dan perubahan dalam sistem pendidikan membolehkan pengetua mengamalkan amalan kepimpinan yang kreatif dan inovatif dalam menjayakan organisasi mereka. Persekitaran akademik yang kondusif membantu mewujudkan konsep baru dan pemahaman yang mendalam berkaitan proses pengajaran dan pembelajaran yang menyediakan para guru dengan tahap kepakaran yang cukup, mematuhi standard serta mempunyai elemen asertif untuk berusaha bersungguh. Walau bagaimanapun, hubungan kolaboratif antara persekitaran sekolah dengan penambahbaikan sekolah sukar ditentukan, dan melibatkan pelbagai faktor dan situasi. Kajian ini bertujuan untuk mengenal pasti hubungan dan implikasi berkaitan gaya kepimpinan pengetua dan persekitaran sekolah terhadap penambahbaikan sekolah menengah di Nigeria. Kajian ini juga dijalankan untuk mengkaji perbezaan antara sekolah menengah perpaduan dan bukan perpaduan di Nigeria berkaitan dengan aspek kepimpinan, persekitaran sekolah dan penambahbaikan sekolah. Kajian telah menggunakan tiga set instrumen kajian iaitu Multi-factor Leadership Questionnaire (MLQ), School-Level Environment Questionnaire (SLEQ) dan School Improvement Questionnaire (SIQII). Seramai 550 guru daripada sekolah perpaduan dan sekolah bukan perpaduan telah dipilih sebagai responden. Statistik deskriptif dan statistik inferential telah digunakan dalam analisis data. Dapatan kajian menunjukkan terdapat hubungan yang signifikan antara aspek persekitaran sekolah dan penambahbaikan sekolah, dengan gaya kepimpinan transformational pengetua. Hasil kajian ini juga menunjukkan bahawa gaya kepimpinan pengetua di sekolah-sekolah perpaduan mempunyai pengaruh yang besar ke atas persekitaran sekolah yang juga telah mempengaruhi penambahbaikan sekolah dan pencapaian akademik pelajar. Kajian ini memperluaskan skop terhadap kajian-kajian terdahulu, dengan mendalami aspek hubungan antara gaya kepimpinan transformasional, persekitaran sekolah dan penambahbaikan sekolah di Nigeria. Kesimpulannya, kajian ini telah menghasilkan satu kerangka teoretikal sebagai sumbangan terhadap gaya kepimpinan transformasional dan persekitaran sekolah terhadap penambahbaikan sekolah. Hasil kajian ini menyokong penglibatan pemimpin transformasional yang berkesan di sekolah menengah di Nigeria untuk menggunakan aspek persekitaran yang bersesuaian dalam perancangan penambahbaikan sekolah.

**Kata kunci:** Kepimpinan Transformational, Perpaduan Sekolah, Persekitaran Sekolah, Sekolah perpaduan dan bukan perpaduan, Penambahbaikan sekolah.

## Abstract

Transformational leadership and school environments are among the pertinent factors that will potentially influence the effectiveness and excellence of the school. Challenges as well as changes in the educational system mandate principals to exercise more creative and innovative leadership practices for the success of their organizations. A conducive and sound academic environment help to initiate new concepts and deep understanding regarding teaching and learning process, which will provide the teachers with an adequate level of expertise, standards, and assertiveness within their respective human endeavours. However, the collaborative linkages between school environment and school improvement among the teachers are difficult to determine, and it involves various factors and situations. The purpose of the study was to identify the relationship and implication of educational administrators' Leadership styles and school environment towards school improvement in Nigerian secondary schools. This study was also aimed to investigate whether there is a significant difference between the Nigerian unity and non-unity secondary schools regarding their leadership, school environment, and school improvement aspects. The study had used three sets of instruments namely Multi-factor Leadership Questionnaire (MLQ), School-Level Environment Questionnaire (SLEQ) and School Improvement Questionnaire (SIQII). A total of 550 teachers from unity and non-unity schools were selected as respondents. Descriptive statistics and inferential were used for data analysis. The findings had shown that there was a significant relationship between school environment and school improvement, towards principals' transformational leadership style. The results of this study also revealed that the leadership styles of principals in unity schools had imposed major influence on the school environment, which had also influenced the school's improvement and students' academic achievement. This study has extended previous studies by exploring the relationship between transformational leadership style, school environment and school improvement in Nigeria. In conclusion, the study had drawn a significant theoretical framework to demonstrate the contribution of transformational leadership styles and school environment towards school improvement. The study supports the involvement of effective transformational leaders in Nigerian secondary schools to utilizing the appropriate environment for viable school improvement planning.

**Keywords:** Transformational Leadership, Unity Schools, School Environment, Unit and Non-unity schools, School Improvement.

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## List of Abbreviations

CBN	Central Bank of Nigeria
CR	Contingent Reward
ETF	Education Trust Fund
EE	Extra Effort
EFA	Education for All
EFA	Exploratory Factor Analysis
EEF	Effectiveness
ICCLE	International Centre of Child Labor Education
IC	Individualized Consideration
FGN	Federal Government of Nigeria
FME	Federal Ministry of Education
FGC	Federal Government College
FGGC	Federal Government Girls College
KMO	Kaiser-Meyer-Olkin
LS	Leadership Style
MSA	Measuring of Sampling Adequacy
MLQ(5X)	Multifactor Leadership Questioner Form 5x
NCE	National Certificate of Education
NECO	National Examination Council
NPE	National Policy on Education
PCA	Principal Component Analysis
PhD	Doctor of Philosophy
OLS	Ordinary Least Square
r	Correlation Coefficient
SA	School Achievement
SE	School Environment
SIQII	School Improvement Questioner
SLEQ	School Level Environment Questioner
SPSS	Statistical Package for Social Sciences
SS	Secondary School
SSCE	Senior Secondary Certificate Examination

TF	Transformational Leader
TL	Transactional Leader
VIF	Variance Inflation Factor
WES	Work Environment Scale



# CHAPTER ONE

## INTRODUCTION

### 1.1 Introduction

Education is a human right as declared in article 26 of Universal Declaration of Human Rights; a key to developing up distinct dimensions as well as accumulating their skills that are essential for techno-economic growth and development and a means for confidently tackling some of the persistent communal issues. In Nigeria education is regarded as a mechanism for changing characters, public and the country and as an instrument for knowledge and skills acquisition required for societal existence and growth (Kazeem, 2010). In a study conducted by three prominent scholars; Agba, Ushie, and Agba, (2007), it was discovered that education is a significant instrument for realising socio-economic as well as political development. Furthermore, in support of the findings, a government's white paper said that schooling is a perfect tool for the nation's economic, social reform and expansion (NPE, 2004). Schooling in Nigeria is an essential mechanism for accomplishing national growth. The nation's schooling aims have always been mentioned in the draft education policy in relation to their importance to the wishes of the single and distinct people and the populace (FGN, 2004). Going by the above, the drafted policy on education governing the implementation of it set up clear aspirations and targets that were aimed at simplifying growth of education in the nation at large. In promoting these wishes and goals, the school leader has an imperative function to perform. Among this functions include delivering operational secondary school's administration, thereby increasing better work presentation among teachers (FGN, 2014).

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## Appendix A QUESTIONER AFTER FACTOR ANALYSIS



### THE INFLUENCE OF LEADERSHIP STYLES TOWARDS SCHOOL ENVIRONMENT AND SCHOOL ACHIEVEMENT IN NIGERIAN UNITY SCHOOLS

This survey is conducted as part of the PhD thesis requirement for the Doctor of philosophy programme at Universiti Utara Malaysia. The general objective of this study is to examine the influence of leadership styles towards school environment and school achievement in Nigerian unity schools. This study will take fifteen minutes of your valuable time, and your participation in this survey is voluntary. All information provided will be held in strict confidence and used for evaluation purposes only.

**Complete This Form Only If You Are Working In One Of The Federal Government Colleges In Nigeria (Unity Schools).**

Yours Sincerely

**KHALIL YUSUF UTHMAN (S. 95412)**

PhD Candidate

Awang Had Saleh School of Graduate Studies,

Universiti Utara Malaysia.

+601667970972, +601114464013, +2348036880123.

**SECTION A**

**1. Gender**

Male

Female

**2. Nationality**

---

**3. Age**

20 – 30

31 – 40

41 – 50

51 – 60

61 – Above

**4. Educational level**

Secondary

Degree

Masters

PhD

**5. Department**

(Please specify) \_\_\_\_\_

**6. How long have you been working in FGC in Nigeria** \_\_\_\_\_

**7. Are you**

Part time

Full

## SECTION B

### LEADERSHIP STYLES

Please indicate the extent to which you agree or disagree with each of following statement. Circle a number from 1 to 5 that best represents your level of agreement with the statement.

**Please Circle Only One (1) Number or Answer to Described Your Opinion**

**{1} = Strongly Disagree**

**{2} = Disagree**

**{3} = Neutral {4} = Agree {5} = Strongly Agree**

- 1 My principal provide others with assistance in exchange 1 2 3 4 5  
for their efforts.
- 2 My principal re-examines critical assumptions to 1 2 3 4 5  
questions whether they are appropriate
- 3 My principal fail to interfere until problems become 1 2 3 4 5  
serious.
- 4 My principal focus attention on irregularities, mistakes, 1 2 3 4 5  
exceptions and deviations from standards.
- 5 My principal avoid getting involved when important 1 2 3 4 5  
issues arise.
- 6 My principal talk about my most important values and 1 2 3 4 5  
beliefs.

- 7 My principal is absent when needed. 1 2 3 4 5
- 8 My principal seek differing perspectives when solving problems. 1 2 3 4 5
- 9 My principal talk optimistically about the future. 1 2 3 4 5
- 10 My principal instil pride in others for being associated with me. 1 2 3 4 5
- 11 My principal discuss in specific terms who is responsible for achieving performance targets. 1 2 3 4 5
- 12 My principal wait for things to go wrong before taking action. 1 2 3 4 5



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Universiti Utara Malaysia

## SECTION C

### SCHOOL ENVIRONMENT

- 13 There are many disruptive, difficult students in the school. 1 2 3 4 5
- 14 I seldom receive encouragement from colleagues. 1 2 3 4 5
- 15 Teachers frequently discuss teaching methods and strategies with each other. 1 2 3 4 5
- 16 I am often supervised to ensure that I follow directions correctly. 1 2 3 4 5
- 17 Decisions about the running of the school are usually made by the principal or a small group of teachers. 1 2 3 4 5
- 18 It is very difficult to change anything in this school. 1 2 3 4 5
- 19 There is constant pressure to keep working. 1 2 3 4 5
- 20 Most students are helpful and cooperative to teachers. 1 2 3 4 5
- 21 I feel accepted by other teachers. 1 2 3 4 5
- 22 Teachers avoid talking with each other about teaching and learning. 1 2 3 4 5
- 23 I am not expected to conform to a particular teaching style. 1 2 3 4 5
- 24 I have to refer even small matters to a senior member of staff for a final answer. 1 2 3 4 5
- 25 Teachers are encouraged to be innovative in this school. 1 2 3 4 5
- 26 The supply of equipment and resources is inadequate. 1 2 3 4 5

## **SECTION D**

### **SCHOOL ACHIEVEMENT**

Your answer to the following statements will assist us in understanding what is like to teach in unity schools and the zone you are posted.

27 Teachers in this school are continually learning and seeking new ideas, 1 2 3 4 5

28 You can count on most teachers to help out anywhere, anytime-even though it may not be part of their official assignments. 1 2 3 4 5

29 There is a great deal of cooperating among teachers at this school. 1 2 3 4 5

30 Teachers maintain high standards at this school. 1 2 3 4 5

31 This school seems like a big family, everyone is so close and cordial. 1 2 3 4 5

32 In this school we solve problems; we don't just talk about them. 1 2 3 4 5

33 My job provides me continuing professional stimulation and growth. 1 2 3 4 5

34 In this school I am encouraged to experiment with my teaching. 1 2 3 4 5

**THANK YOU**

## Appendix B SPSS RESULTS FOR PILOT ST Reliability

Scale: ALL VARIABLES

### Case Processing Summary

		N	%
Cases	Valid	10	100.0
	Excluded	0	.0
	Total	10	100.0

a. List wise deletion based on all variables in the procedure.

### Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.814	.882	6

### Inter-Item Correlation Matrix

	Environmen t	Leadership	ethical	political	network	teacher
Environmen t	1.000	.564	.558	.519	.813	.537
Leadership	.564	1.000	.809	.210	.471	.523
Ethical	.558	.809	1.000	.437	.448	.766
Political	.519	.210	.437	1.000	.551	.488
Network	.813	.471	.448	.551	1.000	.610
Teacher	.537	.523	.766	.488	.610	1.000

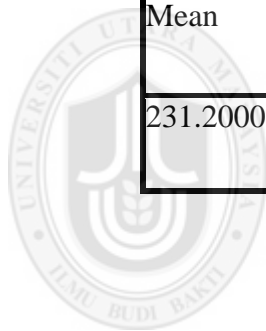


### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Environment	142.5000	209.389	.778	.730	.824
Leadership	207.6000	452.489	.612	.774	.797
Ethical	201.0000	460.222	.706	.870	.796
Political	212.3000	445.344	.561	.472	.798
Network	203.4000	355.378	.805	.781	.735
Teacher	189.2000	397.067	.677	.747	.769

### Scale Statistics

Mean	Variance	Std. Deviation	N of Items
231.2000	536.844	23.16990	6



Universiti Utara Malaysia

## Appendix C QUESTIONER BEFORE FACTOR ANALYSIS



### **THE INFLUENCE OF LEADERSHIP STYLES TOWARDS SCHOOL ENVIRONMENT AND SCHOOL ACHIEVEMENT IN NIGERIAN UNITY SCHOOLS**

This survey is conducted as part of the PhD thesis requirement for the Doctor of philosophy programme at Universiti Utara Malaysia. The general objective of this study is to examine the influence of leadership styles towards school environment and school achievement in Nigerian unity schools. This study will take fifteen minutes of your valuable time, and your participation in this survey is voluntary. All information provided will be held in strict confidence and used for evaluation purposes only.

**Complete This Form Only If You Are Working In One Of The Federal Government Colleges In Nigeria (Unity Schools).**

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**SECTION A**

**3. Gender**

Male

Female

**4. Nationality**

---

**3. Age**

20 – 30

31 – 40

41 – 50

51 – 60

61 – Above

**6. Educational level**

Secondary

Degree

Masters

PhD

**7. Department**

(Please specify) \_\_\_\_\_

**6. How long have you been working in FGC in Nigeria** \_\_\_\_\_

**7. Are you**

Part time

Full



## SECTION B

### LEADERSHIP STYLES

Please indicate the extent to which you agree or disagree with each of following statement. Circle a number from 1 to 5 that best represents your level of agreement with the statement.

**Please Circle Only One (1) Number or Answer to Described Your Opinion**

**{1} = Strongly Disagree**

**{2} = Disagree**

**{3} = Neutral {4} = Agree {5} = Strongly Agree**

1		My principal provides others with assistance in exchange for their efforts.	1	2	3	4	5
2		My principal re-examines critical assumptions to questions whether they are appropriate	1	2	3	4	5
3		My principal fails to interfere until problems become serious.	1	2	3	4	5
4		My principal focus attention on irregularities, mistakes, exceptions and deviations from standards.	1	2	3	4	5
5		My principal avoids getting involved when important issues arise.	1	2	3	4	5
6		My principal talks about my most important values and beliefs.	1	2	3	4	5
7		My principal is absent when needed.	1	2	3	4	5
8		My principal seeks differing perspectives when solving problems.	1	2	3	4	5
9		My principal talks optimistically about the future.	1	2	3	4	5
10		My principal instills pride in others for being associated with me.	1	2	3	4	5

11		My principal discuss in specific terms on who is responsible for achieving performance targets.	1	2	3	4	5
12		My principal wait for things to go wrong before taking action.	1	2	3	4	5
13		My principal talks enthusiastically about what needs to be accomplished.	1	2	3	4	5
14		My principal specifies the importance of having a strong sense of purpose.	1	2	3	4	5
15		My principal spends time teaching and coaching.	1	2	3	4	5
16		My principal make clear what one can expect to receive when performance goals are achieve.	1	2	3	4	5
17		My principal show that I am a firm believer in “if it ain’t broke, don’t fix it”	1	2	3	4	5
18		My principal go beyond self-interest for the good of the group.	1	2	3	4	5
19		My principal treats others as individuals rather than just as a member of a group.	1	2	3	4	5
20		My principal demonstrates that problems must become chronic before he takes action.	1	2	3	4	5
21		My principal act in ways that build others’ respect for me.	1	2	3	4	5
22		My principal concentrates his full attention on dealing with mistakes, complaints and failures.	1	2	3	4	5
23		My principal considers the moral and ethical consequences of decisions.	1	2	3	4	5
24		My principal keeps track of all mistakes.	1	2	3	4	5
25		My principal display a sense of power and confidence,	1	2	3	4	5
26		My principal articulates a compelling vision of the future.	1	2	3	4	5
27		My principal directs his attention toward failures to meet standards.	1	2	3	4	5

28		My principal avoid making decisions	1	2	3	4	5
29		My principal considers an individual as having different needs, abilities and aspirations from others.	1	2	3	4	5
30		My principal get others to look at problems from many different angles.	1	2	3	4	5
31		My principal helps others to develop their strengths.	1	2	3	4	5
32		My principal suggests new ways of looking at how to complete assignments.	1	2	3	4	5
33		My principal delay responding to urgent operations.	1	2	3	4	5
34		My principal emphasized the importance of having a collective sense of mission	1	2	3	4	5
35		My principal express satisfaction when others meet expectations	1	2	3	4	5
36		My principal express confidence that goals will be achieved	1	2	3	4	5
37		My principal is effective in meeting others job-related needs	1	2	3	4	5
38		My principal use methods of leadership that is satisfying.	1	2	3	4	5
39		My principal gets others to do more than they expected to do.	1	2	3	4	5
40		My principal is effective in representing others to higher authority.	1	2	3	4	5
41		My principal work with others in a satisfactory way.	1	2	3	4	5
42		My principal heighten others desire to succeed.	1	2	3	4	5
43		My principal is effective in meeting organizational requirements.	1	2	3	4	5
44		My principal increases others' willingness to try harder.	1	2	3	4	5
45		My principal needs a group that is effective.	1	2	3	4	5

## SECTION C

### SCHOOL ENVIRONMENT

<b>46</b>	<b>There are many disruptive, difficult students in the school.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>47</b>	I seldom receive encouragement from colleagues.	1	2	3	4	5
<b>48</b>	Teachers frequently discuss teaching methods and strategies with each other.	1	2	3	4	5
<b>49</b>	I am often supervised to ensure that I follow directions correctly.	1	2	3	4	5
<b>50</b>	Decisions about the running of the school are usually made by the principal, or a small group of teachers.	1	2	3	4	5
<b>51</b>	It is very difficult to change anything in this school.	1	2	3	4	5
<b>52</b>	It is very difficult to change anything in this school.	1	2	3	4	5
<b>53</b>	There is constant pressure to keep working.	1	2	3	4	5
<b>54</b>	Most students are helpful and cooperative to teachers.	1	2	3	4	5
<b>55</b>	I feel accepted by other teachers.	1	2	3	4	5
<b>56</b>	Teachers avoid talking with each other about teaching and learning.	1	2	3	4	5
<b>57</b>	I am not expected to conform to a particular teaching style.	1	2	3	4	5
<b>58</b>	I have to refer even small matters to a senior member of staff for a final answer.	1	2	3	4	5
<b>59</b>	Teachers are encouraged to be innovative in this school.	1	2	3	4	5
<b>60</b>	The supply of equipment and resources is inadequate.	1	2	3	4	5
<b>61</b>	Teachers have to work long hours to complete their entire task.	1	2	3	4	5
<b>62</b>	Most students are pleasant and friendly to teachers.	1	2	3	4	5
<b>63</b>	I am ignored by other teachers.	1	2	3	4	5
<b>64</b>	Professional matters are seldom discussed during staff meetings.	1	2	3	4	5
<b>65</b>	It is considered very important that I closely follow syllabuses and lesson plans.	1	2	3	4	5

66	Action can usually be taken without gaining the approval of the subject department head or a senior member of staff.	1	2	3	4	5
67	There is a great deal of resistance to proposals for curriculum change	1	2	3	4	5
68	Video equipment, tapes and films are readily available and accessible.	1	2	3	4	5
69	Teachers don't have to work very hard in this school.	1	2	3	4	5
70	There are many noisy, badly-behaved students.	1	2	3	4	5
71	I feel that I could rely on my colleagues for assistance if I need it.	1	2	3	4	5
72	Many teachers attend in-service and other professional development courses.	1	2	3	4	5
73	There are few rules and regulations that I am expected to follow.	1	2	3	4	5
74	Teachers are frequently asked to participate in decisions concerning administrative policies and procedures.	1	2	3	4	5
75	Most teachers like the idea of change.	1	2	3	4	5
76	Adequate duplicating facilities and services are available to teachers.	1	2	3	4	5
77	There is no time for teachers to relax.	1	2	3	4	5
78	Students get along well with teachers.	1	2	3	4	5
79	My colleagues seldom take notice of my professional views and opinions.	1	2	3	4	5
80	Teachers show little interest in what is happening in other schools.	1	2	3	4	5
81	I am allowed to do almost everything as I please in the classroom.	1	2	3	4	5
82	I am encouraged to make decisions without reference to a senior member of staff.	1	2	3	4	5
83	New courses or curriculum materials are seldom implemented in the school.	1	2	3	4	5



84	Tape recorders and cassettes are seldom available when needed.	1	2	3	4	5
85	You can take it easy and still get the work done.	1	2	3	4	5
86	Most students are well-mannered and respectful to the school staff.	1	2	3	4	5
87	I feel that I have many friends among my colleagues at this school.	1	2	3	4	5
88	Teachers are keen to learn from their colleagues.	1	2	3	4	5
89	My classes are expected to use prescribed textbooks and prescribed resource material	1	2	3	4	5
90	I must ask my subject department head or senior member of staff before I do most things.	1	2	3	4	5
91	There is much experimentation with different teaching approaches.	1	2	3	4	5
92	Facilities are inadequate for catering for variety of classroom activities and learning groups of different sizes.	1	2	3	4	5
93	Seldom are there deadlines to be met	1	2	3	4	5
94	Very strict discipline is needed to control many of the students.	1	2	3	4	5
95	I often feel lonely and left out of things in the staffroom.	1	2	3	4	5
96	Teachers show considerable interest in the professional activities of their colleagues.	1	2	3	4	5
97	I am expected to maintain very strict control in the classroom.	1	2	3	4	5
98	I have very little say in the running of the school.					5
99	New and different ideas are always being tried out in this school.	1	2	3	4	5
100	Projectors for filmstrips, transparencies and films are usually available when needed.	1	2	3	4	5
101	It is hard to keep up with your work load.	1	2	3	4	5

## SECTION D

### SCHOOL ACHIEVEMENT

Your answer to the following statements will assist this research in understanding what is like to teach in unity schools and the zone you are posted.

- |            |  |          |          |          |          |          |
|------------|--|----------|----------|----------|----------|----------|
| <b>102</b> | <b>Teachers in this school are continually learning and seeking new ideas,</b>   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| <b>103</b> | You can count on most teachers to help out anywhere, anytime even though it may not be part of their official assignments. | 1        | 2        | 3        | 4        | 5        |
| <b>104</b> | There is a great deal of cooperation among teachers at this school.  | 1        | 2        | 3        | 4        | 5        |
| <b>105</b> | Teachers maintain high standards at this school.   | 1        | 2        | 3        | 4        | 5        |
| <b>106</b> | This school seems like a big family. Everyone is so close and cordial.   | 1        | 2        | 3        | 4        | 5        |
| <b>107</b> | In this school we solve problems; we don't just talk about them.   | 1        | 2        | 3        | 4        | 5        |
| <b>108</b> | My job provides me continuing professional stimulation and growth.   | 1        | 2        | 3        | 4        | 5        |
| <b>109</b> | In this school I am encouraged to experiment with my teaching.   | 1        | 2        | 3        | 4        | 5        |
| <b>110</b> | The principal is interested in innovation and new ideas.   | 1        | 2        | 3        | 4        | 5        |
| <b>111</b> | I can get good advice from other teachers in this school when I have a teaching problem.                                   | 1        | 2        | 3        | 4        | 5        |
| <b>112</b> | If I try really hard, I can get through to even the most difficult or unmotivated students.                                | 1        | 2        | 3        | 4        | 5        |
| <b>113</b> | I would accept almost any class or school assignment in order to keep working for the zone.                                | 1        | 2        | 3        | 4        | 5        |
| <b>114</b> | It will take very little change in my present circumstances to cause me to leave this zone.                                | 1        | 2        | 3        | 4        | 5        |
| <b>115</b> | I feel that this zone inspires the very best in the job performance of its teachers.                                       | 1        | 2        | 3        | 4        | 5        |
| <b>116</b> | Often I find it difficult to agree with this zone's policies on important matters relating to its teachers.                | 1        | 2        | 3        | 4        | 5        |
| <b>117</b> | I am proud to tell others that I work for this zone.   | 1        | 2        | 3        | 4        | 5        |
| <b>118</b> | The zone is a source of considerable dissatisfaction with my teaching job.   | 1        | 2        | 3        | 4        | 5        |

**Please indicate how strongly you agree or disagree with these statements regarding your present teaching job generally.**

**119 At this school, stress and disappointment take the joy out of teaching.** 1 2 3 4 5

**120 I am willing to put in a great deal of effort beyond what is expected of teachers.** 1 2 3 4 5

**121 If I could get a higher paying job, I'd leave teaching.** 1 2 3 4 5

**122 In general, I really enjoy my students.** 1 2 3 4 5

**123 I don't seem to have as much enthusiasm now as I did when I began teaching.** 1 2 3 4 5

**124 I fell little loyalty to the teaching profession.** 1 2 3 4 5

**Regarding your classroom teaching, indicate how strongly you agree or disagree with each of the following statements.**

**125 I adjust assignments to fit the learning styles of individual students.** 1 2 3 4 5

**126 How confident are you that...Student in this school will improve their percentile ranking on the SSCE/NECO reading test this year?** 1 2 3 4 5

**127 How confident are you that...Students in this school will improve their percentile ranking on the SSCE/NECO mathematics test this year?** 1 2 3 4 5

**128 How confident are you that...students in this school will improve their scores on SSCE/NECO writing test this year?** 1 2 3 4 5

**129 How confident are you that...minority students in this school will improve their percentile ranking on the SSCE/NECO reading test this year?** 1 2 3 4 5

**130 How confident are you that.... minority students in this school will improve their percentile ranking on the SSCE/NECO mathematics test this year?** 1 2 3 4 5

**131 How confident are you that ....minority students in this school will improve their scores on the SSCE/NECO writing test this year?** 1 2 3 4 5

**132 How confident are you that.... student in this school will improve** 1 2 3 4 5

	their school attendance rates this year?					
133	How confident are you that...students in this school will have fewer suspensions than they did last year.	1	2	3	4	5
134	How confident are you that.... students will report that they feel safe in this school.	1	2	3	4	5
135	How confident are you that...students in this school will report being more satisfied with this school than they were last year?	1	2	3	4	5
136	How confident are you that.... parents will report being more satisfied with this school than they were last year?	1	2	3	4	5
137	How confident are you that...students with disabilities <i>assigned to regulate classes</i> will improve their academic performance this year?	1	2	3	4	5
138	How confident are you that...student with disabilities <i>assigned to regulate classes</i> will improve their percentile ranking on the SSCE/NECO reading test this year?	1	2	3	4	5
139	How confident are you that....student with disabilities <i>assigned to regulate classes</i> will improve their percentile ranking on the SSCE/NECO mathematics test this year?	1	2	3	4	5
140	How confident are you that...students with disabilities <i>assigned to regulate classes</i> will improve their scores on SSCE/NECO writing test this year?	1	2	3	4	5

**Using the scale provided, please indicate how much say or influence you have on each of the following areas.**

141	<b>How much say do you have in policy making at your school?</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
142	How much say do you have in how you teach?	1	2	3	4	5
143	How much say do you have in deciding <i>what</i> you teach?	1	2	3	4	5
144	How much say do you have in team or department decisions?	1	2	3	4	5
145	How much can you influence the principal's decisions?	1	2	3	4	5
146	How much can you influence the discipline policies at your school?	1	2	3	4	5
147	How much say do you have about the form and content of in-service programs?	1	2	3	4	5
148	How much can you influence your student's motivation to learn?	1	2	3	4	5

149	How much can you influence the grading policy at your school?	1	2	3	4	5
150	How much can you influence <i>how</i> your colleagues teach?	1	2	3	4	5
151	How much can your colleagues influence <i>how you</i> teach?	1	2	3	4	5
152	How much can your colleagues influence <i>what to</i> teach?	1	2	3	4	5

**The following questions ask about the STUDENTS YOU ARE TEACHING THIS YEAR using the scale provided, please indicate your degree of confidence that your students will improve their performance on various indicators:**

**153 How confident is that.... student you teach will improve their school attendance rate this year? 1 2 3 4 5**

**154 How confident are you that.... students you teach will have fewer suspensions than they did last year? 1 2 3 4 5**

**155 How confident are you that...student you teach will report being more satisfied with this school than they have been in the last two years? 1 2 3 4 5**



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## Appendix D SPSS RESULTS USED FOR DATA ANALYSIS

**Table 1.1: world Bank ranking on financing education**

S/N	Country	Percentage Allocation	Position
1	Ghana	31 %	1 <sup>st</sup>
2	Cote d'Ivoire	30 %	2 <sup>nd</sup>
3	Uganda	27 %	3 <sup>rd</sup>
4	Mexico	26.4 %	4 <sup>th</sup>
5	South Africa	25.8 %	5 <sup>th</sup>
6	Swaziland	24.6 %	6 <sup>th</sup>
7	Mexico	24.3 %	7 <sup>th</sup>
8	Kenya	23 %	8 <sup>th</sup>
9	United Arab Emirate	22.5 %	9 <sup>th</sup>
10	Botswana	19 %	10 <sup>th</sup>
11	Iran	17.7 %	11 <sup>th</sup>
12	United States of America	17.1 %	12 <sup>th</sup>
13	Tunisia	17 %	13 <sup>th</sup>
14	Lesotho	17 %	14 <sup>th</sup>
15	Burkina Faso	16.8 %	15 <sup>th</sup>
16	Norway	16.2 %	16 <sup>th</sup>
17	Columbia	15.6 %	17 <sup>th</sup>
18	Nicaragua	15 %	18 <sup>th</sup>
19	India	12.7 %	19 <sup>th</sup>
20	Nigeria	8.4 %	20 <sup>th</sup>

Source: World Bank, 2012



**APENDIX C OUT PUT RESULTS**

**MULTIPLE REGRESSION**

**Descriptive Statistics**

	Mean	Std. Deviation	N
ACHIEVEMENT	3.8127	.38727	559
LEADERSHIP	3.7456	.40440	559
ENVIRONMENT	3.7814	.40798	559

**Correlations**

		ACHIEVEMENT	LEADERSHIP	ENVIRONMENT
Pearson Correlation	ACHIEVEMENT	1.000	.953	.937
	LEADERSHIP	.953	1.000	.955
	ENVIRONMENT	.937	.955	1.000
Sig. (1-tailed)	ACHIEVEMENT	.	.000	.000
	LEADERSHIP	.000	.	.000
	ENVIRONMENT	.000	.000	.
N	ACHIEVEMENT	559	559	559
	LEADERSHIP	559	559	559
	ENVIRONMENT	559	559	559

### Variables Entered/Removed

Model	Variables Entered	Variables Removed	Method
1	ENVIRONM ENT, LEADERSHI P <sup>b</sup>		Enter

a. Dependent Variable: ACHIEVEMENT

b. All requested variables entered.

### Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.957 <sup>a</sup>	.916	.916	.11246	.916	3030.670	2	556	.000	1.787

a. Predictors: (Constant), ENVIRONMENT, LEADERSHIP

b. Dependent Variable: ACHIEVEMENT

### ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	76.656	2	38.328	3030.670	.000 <sup>b</sup>
	Residual	7.032	556	.013		
	Total	83.687	558			

a. Dependent Variable: ACHIEVEMENT

b. Predictors: (Constant), ENVIRONMENT, LEADERSHIP

### Coefficients<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
	B	Std. Error				Lower Bound	Upper Bound	Zero order	Partial	Part	Tolerance	VIF
	1	(Constant)	.344			.045	7.677	.000	.256	.433		
	LEADERSHIP	.626	.040	15.828	.000	.548	.704	.953	.557	.195	.089	11.292
	ENVIRONMENT	.297	.039	7.574	.000	.220	.374	.937	.306	.093	.089	11.292



**a. Dependent Variable: ACHIEVEMENT**

**Collinearity Diagnostics**

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions		
				(Constant)	LEADERSHIP	ENVIRONMEN T
1	1	2.992	1.000	.00	.00	.00
	2	.008	19.961	1.00	.02	.02
	3	.001	75.799	.00	.98	.98

a. Dependent Variable: ACHIEVEMENT

**Casewise Diagnostics<sup>a</sup>**

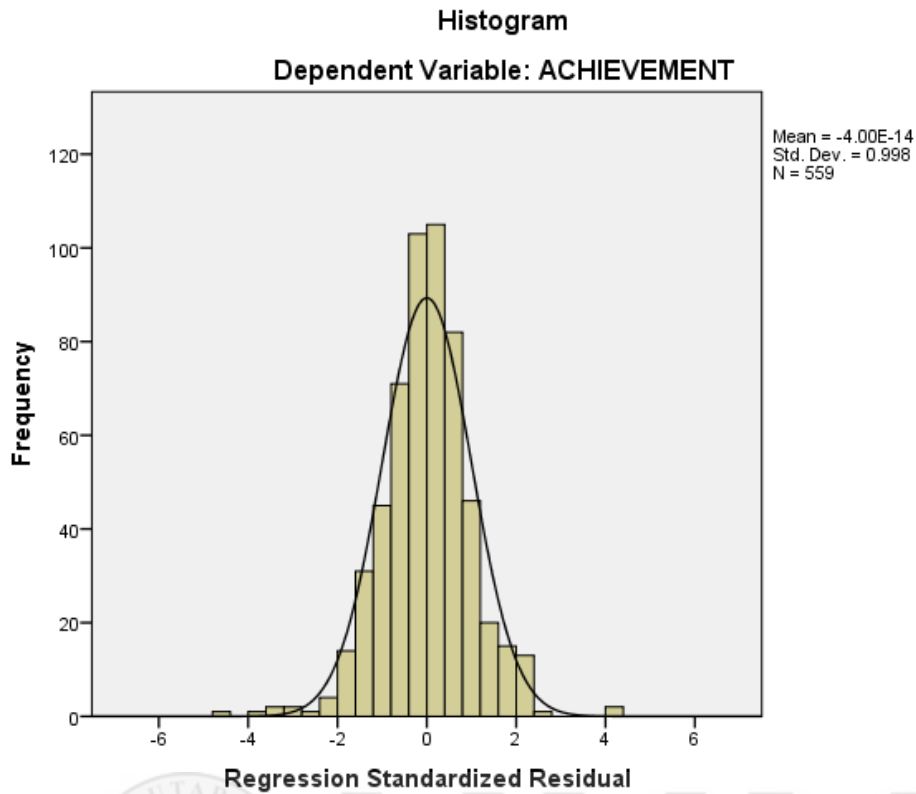
Case Number	Std. Residual	ACHIEVEM ENT	Predicted Value	Residual
514	-4.721	3.65	4.1790	-.53089
515	-3.897	3.28	3.7160	-.43822
539	-3.419	3.48	3.8660	-.38449
544	-3.018	3.57	3.9135	-.33940
548	4.273	4.15	3.6676	.48051
550	-3.541	3.74	4.1390	-.39821
559	4.393	3.96	3.4689	.49406

a. Dependent Variable: ACHIEVEMENT

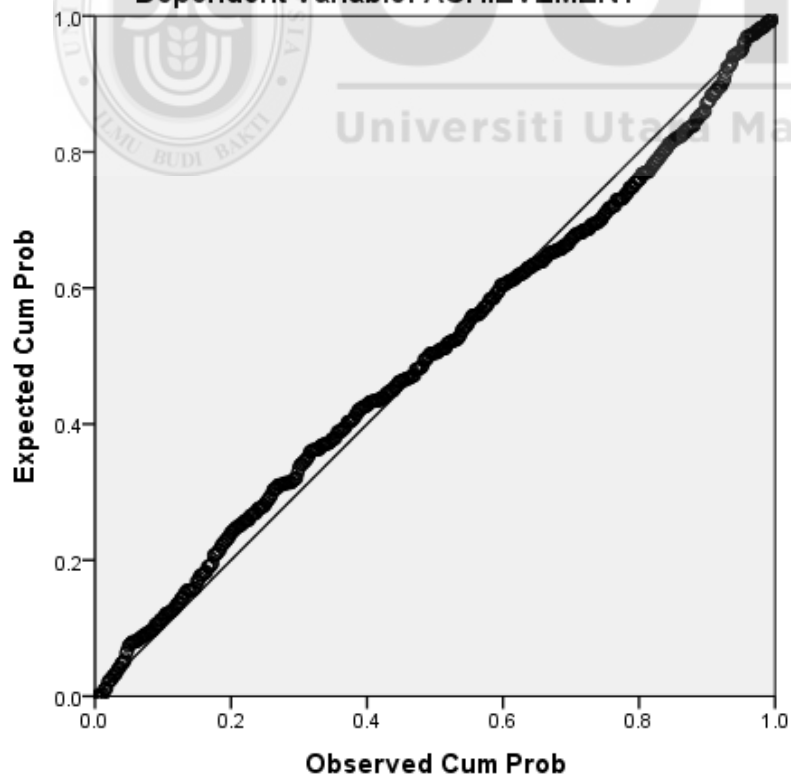
**Residuals Statistics<sup>a</sup>**

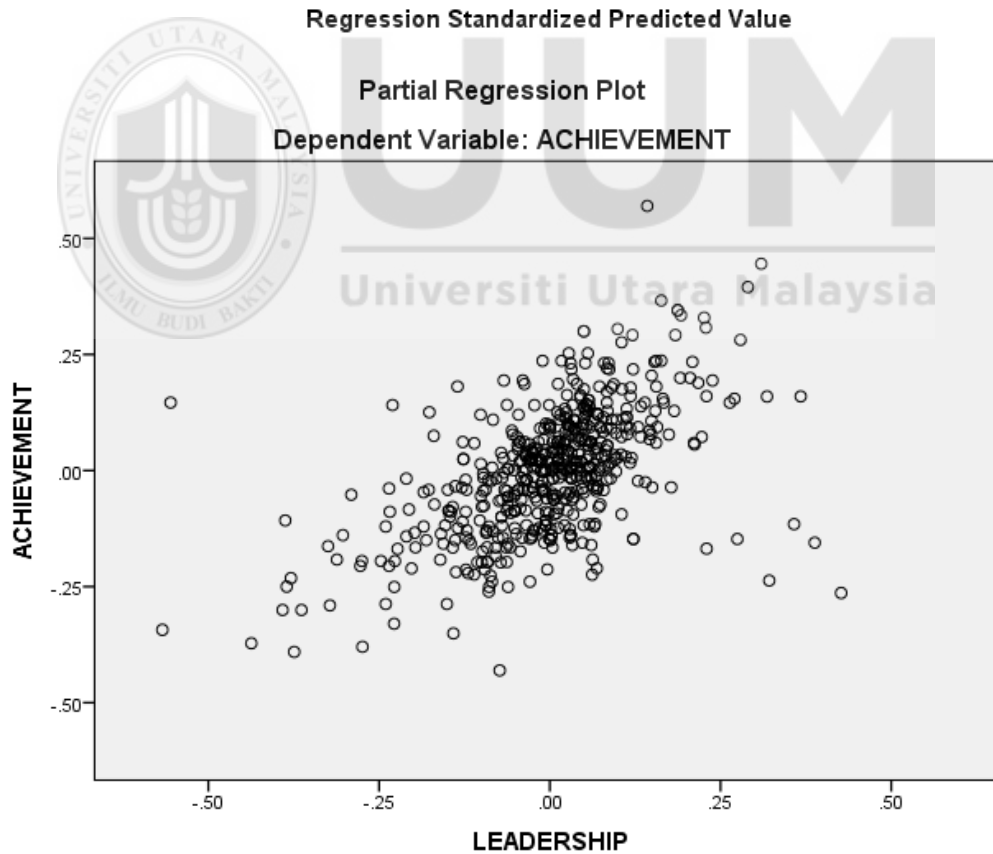
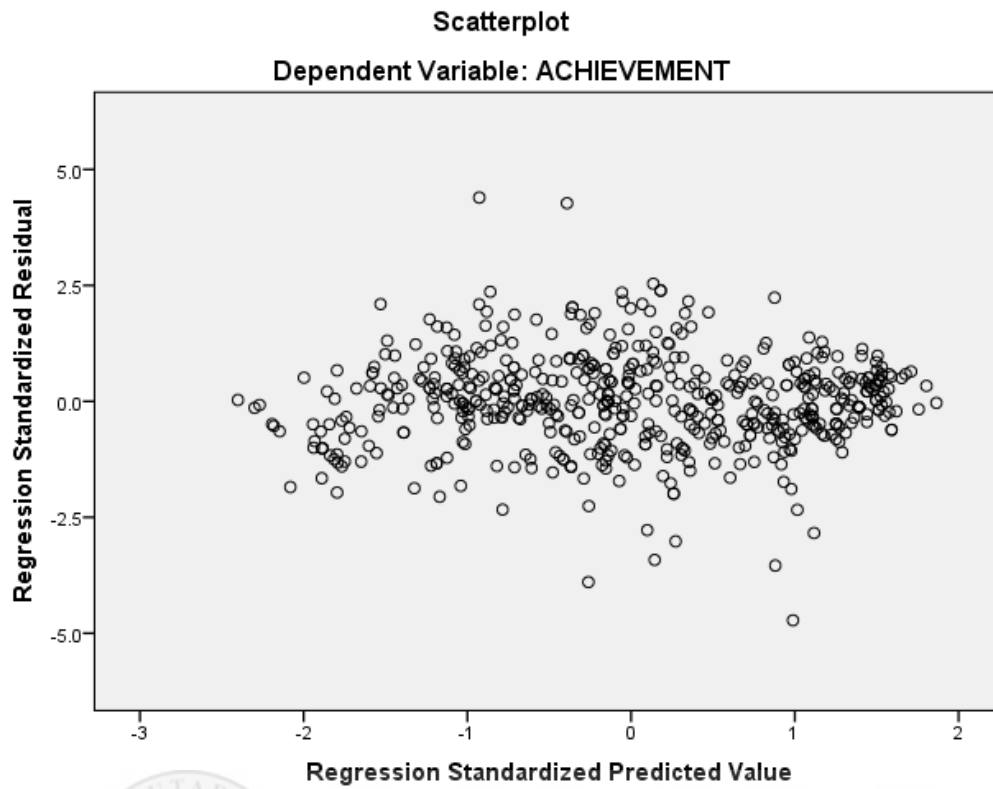
	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	2.9225	4.5038	3.8127	.37064	559
Std. Predicted Value	-2.402	1.865	.000	1.000	559
Standard Error of Predicted Value	.005	.023	.008	.003	559
Adjusted Predicted Value	2.9224	4.5038	3.8128	.37065	559
Residual	-.53089	.49406	.00000	.11226	559
Std. Residual	-4.721	4.393	.000	.998	559
Stud. Residual	-4.780	4.484	.000	1.002	559
Deleted Residual	-.54419	.51462	-.00003	.11316	559
Stud. Deleted Residual	-4.877	4.563	.000	1.006	559
Mahal. Distance	.000	22.258	1.996	2.348	559
Cook's Distance	.000	.279	.003	.016	559
Centered Leverage Value	.000	.040	.004	.004	559

a. Dependent Variable: ACHIEVEMENT



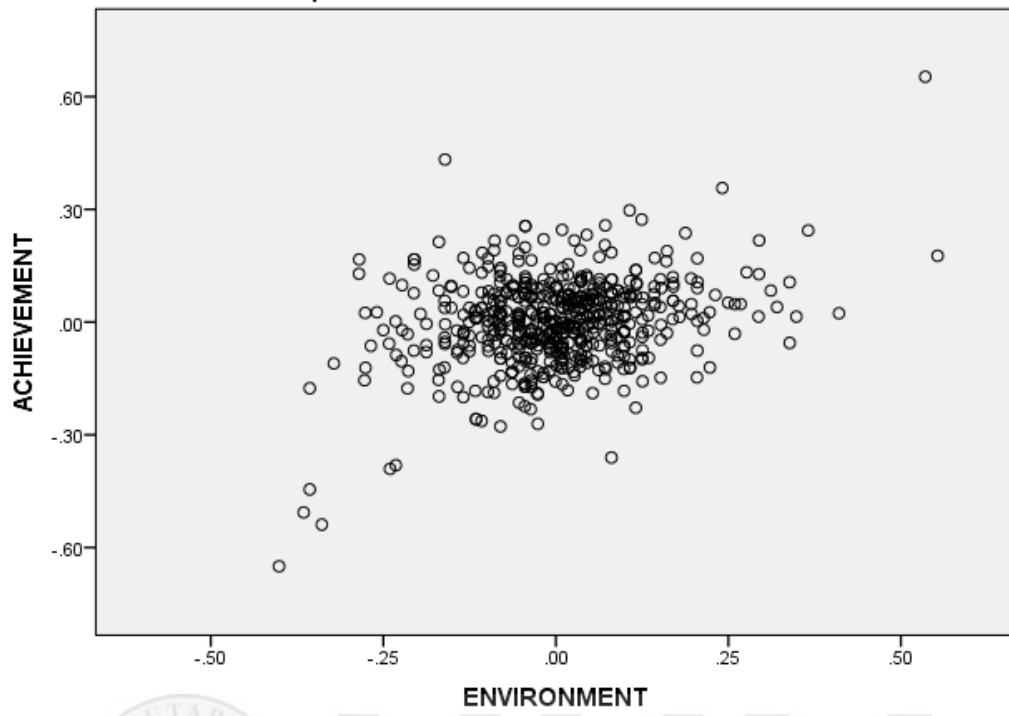
Normal P-P Plot of Regression Standardized Residual  
Dependent Variable: ACHIEVEMENT





Partial Regression Plot

Dependent Variable: ACHIEVEMENT



ENVIRONMENT

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## Appendix E DEMOGRAPHIC OUT PUT

### SchoolType

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Unity School	384	68.7	68.7	68.7
	Non Unity School	175	31.3	31.3	100.0
	Total	559	100.0	100.0	

### GENDER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MALE	331	59.2	59.2	59.2
	FEMALE	228	40.8	40.8	100.0
	Total	559	100.0	100.0	

### NATIONALITY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NIGERIAN	559	100.0	100.0	100.0

### AGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-30YEARS	47	8.4	8.4	8.4
	31-40YEARS	198	35.4	35.4	43.8
	41-50YEARS	235	42.0	42.0	85.9
	51 - 60 YEARS	79	14.1	14.1	100.0
	Total	559	100.0	100.0	

### EDUCATIONAL LEVEL

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid NCE	30	5.4	5.4	5.4
DEGREE	270	48.3	48.3	53.7
MASTERS	213	38.1	38.1	91.8
PHD	46	8.2	8.2	100.0
Total	559	100.0	100.0	

### DEPT

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid VOC/TECH	105	18.8	18.8	18.8
SCIENCE	233	41.7	41.7	60.5
ARTS	221	39.5	39.5	100.0
Total	559	100.0	100.0	

### HOW LONG HAVE YOU BEEN WORKING IN FGC IN NIGERIA ( IN YEARS)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1-10	399	71.4	71.4	71.4
11-20	130	23.3	23.3	94.6
21-30	24	4.3	4.3	98.9
31 and above	6	1.1	1.1	100.0
Total	559	100.0	100.0	

### ARE YOU

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid PART TIME	68	12.2	12.2	12.2
FULL TIME	491	87.8	87.8	100.0
Total	559	100.0	100.0	

## RELIABILITY

### Case Processing Summary

		N	%
Cases	Valid	559	100.0
	Excluded <sup>a</sup>	0	.0
	Total	559	100.0

a. Listwise deletion based on all variables in the procedure.

### *Reliability Results Leadership style*

Variable	Dimension	No of Items	n
Leadership Style	Idealized influence-(Attributed)	4	.727
	Idealized influence-(Behaviour)	4	.718
Total	Idealized influence A & B	8	.892
	Inspirational motivation	4	.819
	Intellectual stimulation	4	.809
	Individualized consideration	4	.832
	Contingent reward	4	.752
	Management-y-exception(Active)	4	.833
	Management-by-exception(Passive)	4	.883
Total	MBE A & P	8	.806
	Laissez-faire	4	.763
	Transformational LS	24	.724
	Transactional LS	12	.785
	Total Leadership Style	36	.853

***Reliability result School Environment***

<b>Variable</b>	<b>Dimension</b>	<b>No of items</b>	<b>n</b>
School Achievement	Student support	7	.837
	Affiliation	7	.885
	Professional interest	7	.847
	Staff freedom	7	.876
	Participatory decision making	7	.722
	Innovation	7	.704
	Resource adequacy	7	.825
	Work pressure	7	.884
<b>Total</b>		<b>56</b>	<b>.906</b>

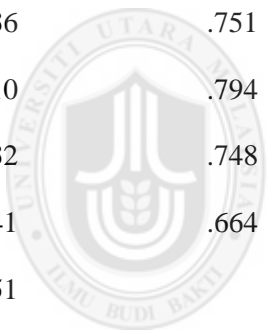
***Reliability result School Achievement***

<b>Variable</b>	<b>Dimensions</b>	<b>No of items</b>	<b>N</b>
<b>School Achievement</b>	Collegiality	9	.868
	Collective efficacy	9	.896
	Personal efficacy	9	.6813
	Policy-say-so	9	.853
	Job satisfaction	9	.838
	Teaming	9	.851
	<b>Total</b>		<b>54</b>



*Exploratory Factor Loading for School environment*

No of items	1	2	3	4	5	6	7	8
SE15	.796							
SE7	.729							
SE11	.714							
SE43	.666							
SE6	.643							
SE1	.643							
SE49	.611							
SE33	.480							
SE34		.801						
SE36		.751						
SE10		.794						
SE32		.748						
SE41		.664						
SE51			.878					
SE17			.871					
SE13			.771					
SE55				.887				
SE21				.889				
SE9				.829				
SE4				.543				
SE44				.466				
SE5					.796			
SE45					.502			
SE27						.709		
SE26						.614		



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SE25	.563
SE24	.504
SE29	.498
SE38	.678
SE16	.902
SE50	.901
SE47	.595
SE53	.881
SE19	.878
SE48	.726

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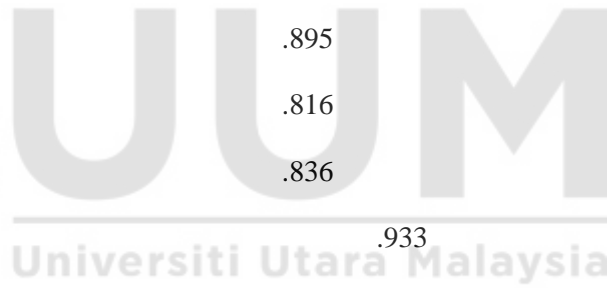
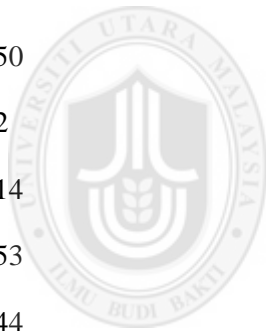
**KMO and Bartlett's Test**

Percentage of variance explained in %	74.94
Kaiser-Meyer-Olkin Degree of Selection Competence.	.679
Approx. Chi-Square	25661.014
Bartlett's Test of Sphericity	
df	1540
Sig.	.000

***Exploratory Factor Loading for School Achievement***

No of items	1	2	3	4	5	6
SA37	.802					
SA35	.796					
SA42	.768					
SA32	.749					
SA36	.692					
SA40	.668					
SA41	.454					
SA17	.400					
SA48		.925				

SA33	.921	
SA13	.914	
SA4	.787	
SA51	.881	
SA16	.880	
SA7	.748	
SA8	.723	
SA19	.897	
SA54	.893	
SA47	.835	
SA24	.648	
SA15	.897	
SA50	.895	
SA2	.816	
SA14	.836	
SA53	.933	
SA44	.879	
SA9	.876	
SA45	.851	
SA18	.931	
SA20	.511	
SA22	.836	
SA1	.664	
SA23	.881	
SA21	.452	
SA49	.811	



**KMO and Bartlett's Test**

Percentage of variance explained in %		75.12
Kaiser-Meyer-Olkin Degree of Selection Capability.		.540
Bartlett's Test of Sphericity	Approx. Chi-Square	29695.817
	df	1431
	Sig.	.000

*Model summary*

Model	R	Square	Adjusted R. Square	Standard error of the estimate
1	.957 <sup>a</sup>	.916	.916	11246

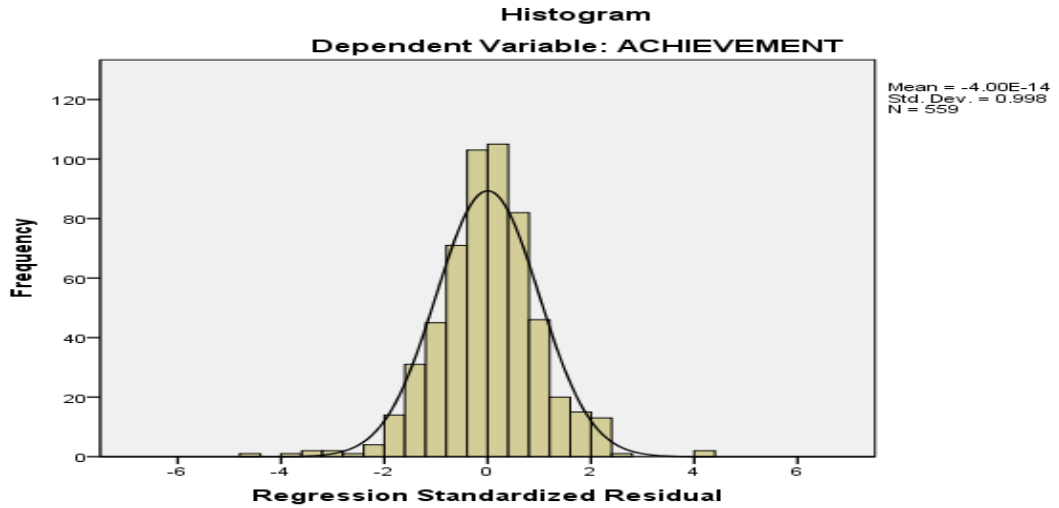
*Descriptive Statistics (N=388)*

Variables	N	Mean	Std. Deviation
Leadership Style	559	3.74	.556
School Achievement	559	3.80	.510
School Environment	559	3.81	.956

*Correlation analysis*

	LEADERSHIP	ENVIRONMENT	ACHIEVEMENT
LEADERSHIP	1	.955** .000	.953** .000
ENVIRONMENT	.955** .000	1	.937** .000
ACHIEVEMENT	.953** .000	.937** .000	1

\*\* . Correlation is significant at the 0.01 level (2-tailed).



*Statistic Values of Skewness and Kurtosis (Descriptive Statistics)*

VARIABLES	SKEWNESS		KURTOSIS	
	statistics	Std error	statistics	Std error
LEADERSHIP	-196	.103	-861	.206
ENVIRONMENT	-137	.103	-930	.206
ACHIEVEMENT	-238	.103	-684	.206
Valid N (Listwise) 559				