

DOI: 10.5281/zenodo.21301149

LEADERSHIP STYLE AND ORGANISATIONAL CHANGE MANAGEMENT IN SENIOR SECONDARY SCHOOLS IN NIGERIA

Olaseni Vivian Morenike^{1*}

¹*Foundations of Education, Faculty of Education, Walter Sisulu University (WSU), Mthatha, South Africa,
Email: volaseni@wsu.ac.za Orcid ID: <https://orcid.org/0000-0002-3187-2341>*

Received: 03/04/2026
Accepted: 09/05/2026

Corresponding Author: Olaseni Vivian Morenike
(volaseni@wsu.ac.za)

ABSTRACT

This study examined the relationship between leadership style and organisational changes in secondary schools. The findings revealed a significant relationship between the leadership style of school administrators and the effectiveness of organisational change processes in schools. The results indicate that leadership approaches such as transformational and instructional leadership are more likely to foster a supportive environment that encourages innovation, collaboration, and continuous improvement. In contrast, less participatory or rigid leadership styles may hinder the successful implementation of change initiatives. The study underscores the critical role of school leaders in shaping the direction and success of organisational reforms. The implications highlight the need for sustained professional development, coaching, and mentoring programmes to strengthen administrators' leadership competencies. Furthermore, schools are encouraged to invest in capacity-building initiatives and structured change management strategies that consider the needs of teachers, staff, and students. The study also recommends the establishment of monitoring and evaluation mechanisms to assess the impact of leadership practices on organizational outcomes. Overall, the research affirms that effective leadership is central to successful organizational transformation in secondary schools.

KEYWORDS: Leadership, Transformation, Effective, Change, Instruct, Practice.

1. INTRODUCTION

Education remains one of the most powerful instruments for national development, and in Nigeria, secondary education occupies a strategic position in shaping the intellectual, social, and economic future of the nation. Secondary schools serve as the bridge between basic and tertiary education, preparing young people for higher learning, vocational engagement, and responsible citizenship. However, the Nigerian secondary school system continues to grapple with numerous challenges, including inadequate funding, infrastructural deficits, teacher shortages, policy inconsistencies, resistance to reform initiatives, and fluctuating academic performance. In the midst of these challenges, leadership has increasingly been recognised as a central force in driving meaningful and sustainable organisational change.

Organisational change in secondary schools may involve curriculum reforms, instructional improvement strategies, integration of technology, restructuring of administrative processes, staff development initiatives, or policy implementation. In Nigeria, reforms such as curriculum revisions, quality assurance mechanisms, and accountability measures have required schools to adapt quickly to new expectations. Yet, the success of these reforms often depends not merely on the policies themselves, but on how school leaders interpret, communicate, and implement them within their institutions. This underscores the importance of leadership style in shaping the direction and outcomes of change processes.

Recent studies within the Nigerian educational context affirm that leadership style significantly influences school effectiveness, teacher commitment, and organisational performance. For instance, research has shown that transformational leadership practices positively affect teachers' job performance and school improvement efforts in public secondary schools (Akanbi & Olatoye, 2023). Similarly, instructional leadership has been associated with improved teaching quality and enhanced student academic outcomes in various Nigerian states (Adeyemi, 2022). These findings align with global leadership theories, which suggest that leaders who inspire, motivate, and support their staff are more likely to create environments that embrace innovation and continuous improvement.

Transformational leadership, characterised by vision-building, motivation, intellectual stimulation, and individual consideration, is particularly relevant in periods of change. In many Nigerian secondary schools, principals who adopt this style are better

positioned to foster teacher collaboration, reduce resistance to reform, and encourage shared ownership of school goals. Instructional leadership, on the other hand, emphasises supervision of teaching and learning, curriculum coordination, and professional development. In a system where instructional quality directly impacts student outcomes, such leadership becomes critical in sustaining academic excellence during transitions.

Conversely, autocratic or highly bureaucratic leadership styles may limit teacher participation in decision-making, suppress creativity, and generate resistance to change initiatives. In contexts where educational reforms require collective effort and stakeholder engagement, rigid leadership approaches can hinder progress. Nigerian schools often operate within hierarchical administrative structures, which sometimes constrain participatory leadership practices. Therefore, understanding how leadership style either facilitates or obstructs organisational change becomes essential for educational advancement.

Furthermore, the Nigerian education sector is currently navigating rapid global shifts, including digital transformation, demands for inclusive education, and competency-based curricula. These evolving dynamics require leaders who are adaptive, emotionally intelligent, and strategically oriented. As scholars increasingly argue, leadership is no longer confined to administrative control but extends to building resilient learning organisations capable of responding to internal and external pressures (Oyetunji & Akinola, 2024).

Despite growing recognition of leadership as a driver of school effectiveness, there remains a need for more empirical investigation into how specific leadership styles directly influence organisational change processes in Nigerian secondary schools. Much of the existing literature focuses on leadership and teacher performance or student achievement, with comparatively less attention to leadership and structured organisational transformation. This gap makes it imperative to examine how leadership approaches shape change implementation, institutional adaptability, and long-term school development.

Against this backdrop, this study explores the relationship between leadership style and organisational change management in secondary schools in Nigeria. By situating the investigation within the realities of the Nigerian education system, the study aims to provide evidence-based insights that can inform leadership development programmes, policy decisions, and administrative

practices. Ultimately, strengthening leadership capacity may be one of the most sustainable pathways toward achieving continuous improvement and systemic transformation in Nigerian secondary education.

1.1. Statement of the Problem

Secondary schools in Nigeria are continually exposed to waves of reforms and organisational changes aimed at improving educational quality, accountability, and student outcomes. These changes include curriculum restructuring, implementation of new assessment frameworks, integration of technology into teaching and learning, teacher professional development initiatives, and policy-driven administrative adjustments. Despite these reform efforts, many secondary schools still struggle to achieve sustained improvement. Resistance to change, poor policy implementation, low teacher morale, and inconsistent academic performance remain recurring concerns across various states in Nigeria.

One critical factor that may explain the uneven success of organisational change in secondary schools is leadership style. School principals are the key drivers of institutional direction, yet their approaches to leadership differ widely. While some leaders adopt participatory, transformational, or instructional leadership styles that encourage collaboration and shared vision, others rely on rigid, authoritarian, or highly bureaucratic approaches that may limit staff engagement. In contexts where effective change requires collective commitment, open communication, and shared responsibility, leadership style becomes a determining factor in whether reforms succeed or fail.

Although several studies in Nigeria have examined the relationship between leadership and teacher performance or student achievement, there is comparatively limited empirical focus on how leadership styles specifically influence the management and outcomes of organisational change in secondary schools. Consequently, there is insufficient clarity on which leadership approaches are most effective in facilitating sustainable transformation within the Nigerian educational context. This knowledge gap poses a challenge for policymakers, educational planners, and training institutions seeking to design effective leadership development programmes.

Therefore, the problem addressed by this study is the persistent difficulty in successfully implementing and sustaining organisational change in Nigerian secondary schools, potentially linked to variations in

leadership styles. Without a clear understanding of how different leadership approaches impact change processes, efforts toward school improvement may continue to yield inconsistent results. This study seeks to bridge this gap by examining the relationship between leadership style and organisational change in secondary schools in Nigeria, with the aim of providing evidence-based guidance to strengthen school leadership and promote effective institutional transformation.

2. OBJECTIVES OF THE STUDY

The following are the objectives of the study;

- a) To investigate the effect of leadership style on public secondary schools' performance
- b) To find out the multiple leadership styles and organisational changes in secondary schools
- c) To find out the relationship between leadership style and organisational change in public secondary schools

2.1. Significance of the Study

This study is significant because it addresses a pressing concern in Nigeria's secondary education system the challenge of effectively managing and sustaining organisational change. As schools continue to respond to policy reforms, curriculum adjustments, technological advancements, and increasing accountability demands, the role of leadership becomes more critical than ever. By examining the relationship between leadership style and organisational change, this study provides insights to help secondary schools adapt and grow in a rapidly changing educational environment.

For school administrators, the findings of this study will offer practical guidance on the leadership approaches most effective for managing change. Understanding how transformational, instructional, or participatory leadership styles influence teachers' attitudes and institutional progress can help principals reflect on and refine their leadership practices. This may lead to more inclusive decision-making, improved staff morale, and smoother reform implementation. For teachers and other school staff, the study highlights the importance of leadership in shaping the school climate and work environment. When leadership styles promote collaboration, professional growth, and open communication, teachers are more likely to feel valued and motivated. This, in turn, can enhance their commitment to change initiatives and improve instructional delivery.

For policymakers and educational planners, the study provides evidence-based insights to inform

leadership training programmes and policy formulation. If leadership style significantly influences organisational transformation, then investment in leadership development becomes not just desirable but necessary. The findings can therefore support the design of targeted professional development programmes, mentoring systems, and capacity-building initiatives for current and aspiring school leaders in Nigeria.

For researchers and scholars, the study contributes to the growing body of literature on educational leadership within the Nigerian context. By focusing specifically on leadership style and organisational change rather than solely on teacher performance or student achievement, it helps to fill an identified research gap. It also provides a foundation for further studies that may explore other dimensions of leadership, such as emotional intelligence, distributed leadership, or adaptive

leadership in relation to school reform.

Ultimately, this study is significant because sustainable improvement in secondary education depends not only on well-crafted policies but also on effective leadership capable of guiding change. By shedding light on how leadership style influences organisational transformation, the study offers pathways to strengthen school systems and promote continuous improvement in Nigeria's secondary education sector.

3. SCOPE OF THE STUDY

The study covered only public secondary schools in Ondo State. The research work focuses on the role of leadership style and the progressive change of the organisation of secondary schools in Ondo State.

Conceptual Framework

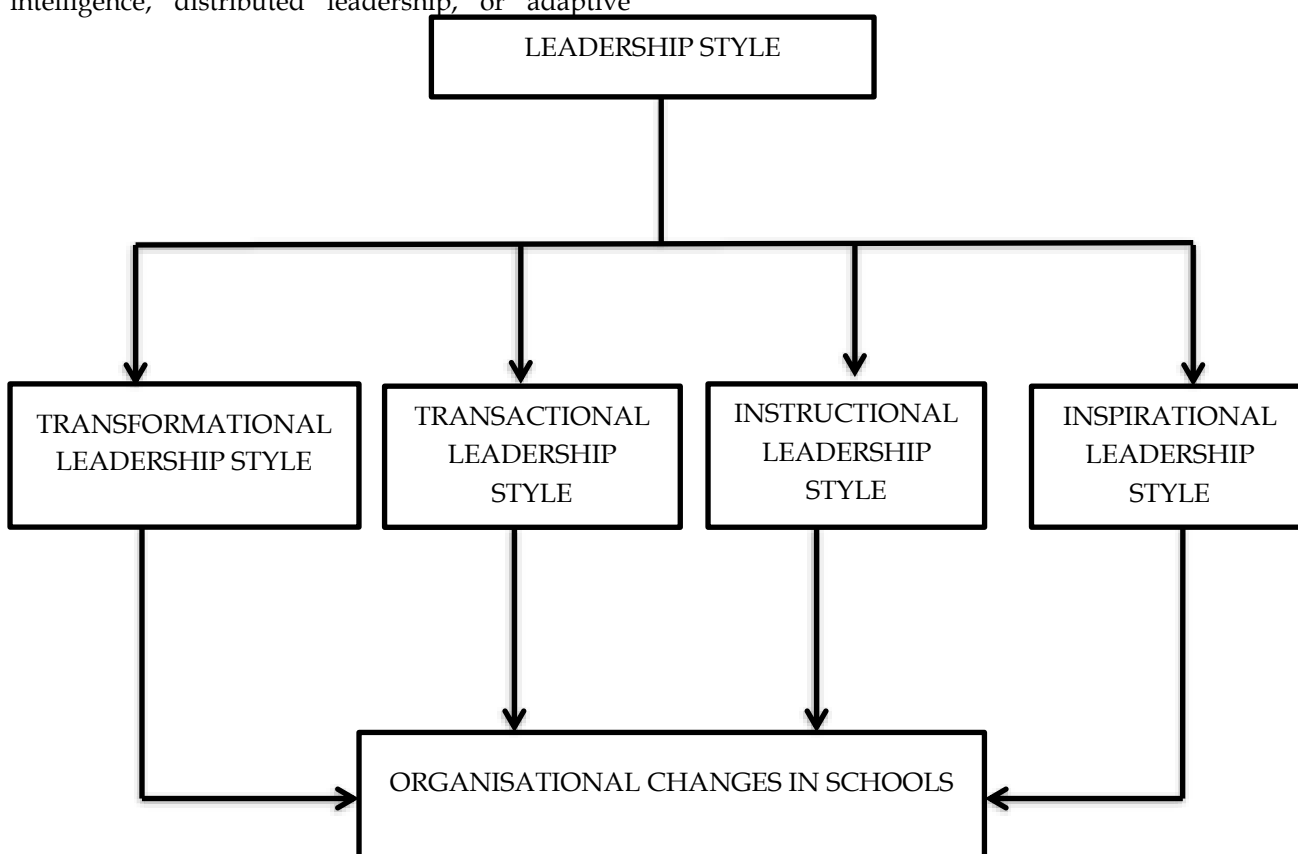


Figure: LEADERSHIP STYLE.

This study is anchored on the understanding that leadership style plays a central role in shaping how organisational change is initiated, managed, and sustained in secondary schools. The conceptual framework explains the relationship between the independent variable (leadership style) and the dependent variable (organisational change), while

recognising that the school environment provides the context within which this relationship operates.

At the core of this framework is the assumption that the leadership approach adopted by a school principal directly influences how teachers and staff perceive, accept, and participate in change processes. Leadership style determines the level of

communication, collaboration, motivation, and support available within the school system. When leadership practices are inclusive, visionary, and supportive, they create an enabling environment that encourages innovation, reduces resistance, and promotes shared ownership of reforms. Conversely, when leadership is rigid, authoritarian, or non-participatory, it may generate fear, low morale, and resistance to change, thereby hindering organisational transformation.

In this study, leadership style is conceptualised to include:

- **Transformational leadership** – characterised by vision, inspiration, intellectual stimulation, and individual consideration.
- **Instructional leadership** – focused on teaching quality, curriculum supervision, and professional development.
- **Transactional or autocratic leadership** – based on authority, control, and compliance.

These leadership styles are expected to influence key dimensions of organisational change, such as:

- Implementation of new policies and reforms
- Adoption of innovative teaching strategies
- Staff collaboration and teamwork
- School climate and adaptability
- Sustainability of improvement initiatives

The framework assumes that transformational and instructional leadership styles positively influence organisational change by fostering teacher commitment, trust, and engagement. On the other hand, transactional or authoritarian styles may yield limited or short-term compliance without genuine commitment, thereby weakening long-term change efforts.

Furthermore, the Nigerian secondary school context, characterised by policy reforms, resource limitations, and socio-cultural diversity, serves as the setting within which these relationships occur. While leadership style is the primary predictor variable, organisational change effectiveness may also be influenced by contextual factors such as school size, resource availability, teacher experience, and government policies. However, this study focuses specifically on the direct relationship between leadership style and organisational change.

In summary, the conceptual framework proposes that:

3.1. Leadership Style → School Climate & Staff Engagement → Effectiveness of Organisational Change

This implies that the leadership style adopted by school administrators shapes the school's internal

environment, which, in turn, determines how successfully organisational change initiatives are implemented and sustained. The framework, therefore, positions leadership as a driving force in achieving meaningful, lasting transformation in Nigerian secondary schools.

3.2. Theoretical Framework

This study is grounded in leadership and organisational change theories that explain how leadership behaviour influences institutional transformation. The theoretical framework draws primarily on Transformational Leadership Theory, Instructional Leadership Theory, and Lewin's Change Theory, which collectively provide a strong foundation for understanding how leadership style shapes organisational change in Nigerian secondary schools.

3.3. Transformational Leadership Theory

Transformational Leadership Theory, developed by James MacGregor Burns (1978) and later expanded by Bernard M. Bass (1985), posits that leaders can inspire followers to exceed expectations by creating a compelling vision, fostering commitment, and encouraging innovation. Transformational leaders influence followers through four key components: idealised influence, inspirational motivation, intellectual stimulation, and individualised consideration.

In the context of Nigerian secondary schools, transformational leadership is particularly relevant because organisational change often requires teachers to move beyond routine practices and embrace new policies, teaching strategies, or administrative reforms. School leaders who communicate a clear vision, motivate teachers, and provide intellectual support are more likely to reduce resistance to change and promote collective responsibility. This theory supports the assumption that leadership style directly affects teachers' attitudes toward change and the overall success of reform initiatives.

3.4. Instructional Leadership Theory

Instructional Leadership Theory focuses on the leader's role in improving teaching and learning processes. Scholars such as Philip Hallinger emphasise that effective school leaders prioritise curriculum supervision, teacher professional development, monitoring of student progress, and the creation of a positive learning climate.

In Nigerian secondary schools, where academic performance and curriculum implementation remain

central concerns, instructional leadership provides a practical lens for understanding how principals influence organisational change. When school leaders actively support instructional improvement and guide teachers through pedagogical adjustments, organisational change becomes more structured and sustainable. This theory reinforces the idea that leadership effectiveness is closely tied to the quality of educational outcomes during periods of reform.

3.5. *Lewin's Change Theory*

The study is also anchored in Kurt Lewin's (1947) Change Theory. Lewin conceptualised change as a three-stage process: unfreezing, changing (or moving), and refreezing. The unfreezing stage involves preparing members of an organisation to accept that change is necessary. The changing stage entails the actual implementation of new behaviours or systems. Finally, refreezing ensures that new practices become institutionalised and sustained.

This model is highly applicable to secondary schools in Nigeria, where reforms often fail not because they are poorly designed, but because they are inadequately managed. Leadership style plays a crucial role at each stage of Lewin's model. During unfreezing, leaders must communicate the need for change and address concerns. During the change phase, they must provide support and guidance. During refreezing, they must reinforce new practices and ensure continuity. Therefore, an effective leadership style becomes the driving force that moves organisational change from intention to sustainable practice.

3.6. *Integration of the Theories*

Together, these theories provide a comprehensive explanation of how leadership style influences organisational change. Transformational Leadership Theory explains how leaders inspire and motivate teachers to embrace change. Instructional Leadership Theory highlights the leader's responsibility in improving core teaching and learning processes during reform. Lewin's Change Theory provides a structured understanding of how change unfolds within an organisation and the leader's role in managing each stage.

By integrating these theories, this study assumes that leadership style is not merely an administrative preference but a strategic factor that determines the success or failure of organisational change in Nigerian secondary schools. The framework therefore positions school leaders as change agents whose behaviours, decisions, and interactions

significantly shape institutional transformation and long-term school improvement.

3.7. *Empirical Review*

A growing body of empirical research in Nigeria affirms the significant influence of leadership styles on key organisational outcomes in schools, reinforcing the need to understand how leadership behaviour affects change processes in secondary education.

Recent empirical work by Angwaomaodoko (2025) in senior secondary schools in Ibadan North Local Government Area, Oyo State, found that transformational leadership was the most commonly used leadership style among principals and that it had a significant positive effect on student academic outcomes. Teachers reported that transformational leadership contributed notably to improved performance, accounting for a substantial portion of the variation in academic results (with a strong correlation, $p < 0.01$) (Abonyi, 2026). This supports the view that leadership behaviour can influence how well schools adapt and respond to internal and external demands.

Similarly, studies in other Nigerian regions emphasise the positive effects of transformational leadership on various aspects of school functioning. In Kaduna State, research into transformational leadership in government secondary schools observed that such leadership approaches helped improve teachers' performance and provided essential supports for teaching-learning activities, thereby creating conditions favourable for organisational progress. (Asenge, and Dewua, (2024)) Although not directly focused on organisational change, these findings imply that effective leadership styles contribute to improved institutional processes – a key element of successful change implementation.

Empirical evidence from Zamfara State shows that leadership styles influence organisational effectiveness within secondary schools, particularly by shaping committee functioning, decision-making, and collaborative efforts. Leaders who adopted structured and supportive styles fostered clearer communication and cooperation among staff, whereas laissez-faire or non-directive approaches undermined motivation and collective action. (Olaseni, 2022) This highlights how leadership style can either facilitate or hinder the internal dynamics necessary for organisational change.

In Oyo State specifically, investigations into principals' transformational leadership reveal that such leadership enhances the learning environment

and provides avenues for meaningful development, despite the contextual constraints Nigerian schools often face. (Alade 2022) These insights align with broader empirical work showing that leadership styles correlate with administrative effectiveness and staff engagement factors that are critical for sustained change.

Although research explicitly focusing on organisational change remains limited, a consistent pattern in Nigerian studies suggests that leadership style influences school effectiveness, teacher commitment, and institutional adaptability. Taken together, these empirical findings affirm that transformational and other participatory leadership styles are associated with more positive educational outcomes, while less inclusive styles may not effectively support the change processes needed in today's secondary schools.

In summary, the empirical literature from Nigeria reinforces the premise of this study: leadership style plays a significant role in shaping school outcomes and is likely to influence the success of organisational change initiatives. However, there is a noticeable gap in studies that directly link leadership style to the *process* of organisational change itself a gap this study aims to address with specific evidence from secondary schools in the Nigerian context.

Empirical studies across Nigeria continue to demonstrate that leadership style is closely connected to how schools respond to reform and improvement efforts. For example, research conducted in public secondary schools in Lagos State found that principals who practised transformational and participatory leadership recorded higher levels of teacher commitment and collaboration during curriculum innovation initiatives (Adebayo & Ogunsanya, 2022). Teachers in these schools reported feeling more involved in decision-making processes, which reduced resistance to new instructional strategies. This suggests that when leadership is inclusive and motivating, teachers are more willing to support organisational changes.

In a related study in Anambra State, Alade, (2022).) examined the relationship between instructional leadership and school improvement efforts. Their findings revealed that principals who regularly supervised instruction, organised professional development workshops, and provided constructive feedback were more successful in implementing school-wide reforms. The study concluded that instructional leadership significantly predicted teachers' readiness to adopt new teaching approaches. This reinforces the argument that leadership behaviours that focus directly on teaching

and learning can strengthen the sustainability of organisational change.

Similarly, a study in Kwara State by Habeeb, and Eyupoglu, (2024) investigated the influence of leadership style on teachers' job satisfaction and school adaptability. The results indicated that democratic and transformational leadership styles were positively associated with higher job satisfaction and openness to innovation. Schools where principals encouraged dialogue and teamwork were better able to adjust to policy changes introduced by educational authorities. Conversely, autocratic leadership was linked to low morale and resistance to institutional reforms. These findings highlight the human dimension of change, showing that leadership affects not just structures, but also emotions and attitudes within the school environment.

Empirical evidence from Rivers State also supports the connection between leadership and organisational transformation. A study by Štrukelj, and Dankova, (2025), found that secondary schools led by principals with strong communication skills and a shared vision were more effective in implementing technology-based learning initiatives. Teachers in these schools expressed greater confidence in adapting to digital platforms, suggesting that leadership style influences how schools navigate modern educational shifts. This is particularly relevant in Nigeria, where digital transformation has become increasingly necessary in response to global trends.

Despite the growing body of research linking leadership style to school effectiveness and teacher performance, relatively few Nigerian studies have explicitly examined leadership style in relation to structured organisational change processes. Many focus on academic achievement or staff productivity rather than on how reforms are initiated, managed, and institutionalised. This gap indicates the need for more focused empirical investigations into how leadership behaviours influence the stages of change in secondary school implementation. Therefore, this study extends existing knowledge by directly examining the relationship between leadership style and organisational change, providing context-specific evidence for the Nigerian educational landscape.

4. RESEARCH METHODOLOGY

This study employed a quantitative research approach to investigate the relationship between leadership style and organisational change in secondary schools in Ondo State, Nigeria. The

quantitative approach was considered suitable because it allowed for systematic measurement of variables, statistical analysis of relationships, and generalisation of the findings to a wider population of schools. The study aimed to provide empirical evidence on how the leadership styles adopted by school administrators influence the implementation and success of organisational change initiatives in the state's secondary schools.

4.1. Research Design

A correlational research design was adopted to examine the strength and direction of the relationship between leadership style and organisational change. This design was appropriate as it enabled the study to explore whether certain leadership styles were associated with more effective organisational change without manipulating the school environment. The approach facilitated a clear understanding of how leadership practices influenced school reforms and teacher engagement in Ondo State secondary schools.

4.2. Population of the Study

The population comprised all principals and teachers in public and private secondary schools across Ondo State. These groups were selected because principals are responsible for setting the leadership tone and guiding organisational changes, while teachers are primary stakeholders whose engagement is crucial for the successful implementation of reforms. According to the Ondo State Ministry of Education (2025), the state has approximately 500 secondary schools, which formed the basis for determining the sample size.

4.3. Sample And Sampling Technique

A stratified random sampling technique was used to select 150 participants, comprising 50 principals and 100 teachers. Schools were first stratified by type (public and private) and by location (urban and rural) to ensure representation of the diversity of school contexts in Ondo State. Participants were then randomly selected from each stratum. This approach ensured that the sample reflected the state's educational landscape and provided robust data for analysis.

4.4. Instrumentation

Data were collected using a structured questionnaire divided into three sections:

1. Demographic Information – capturing age, gender, years of teaching or administrative experience, and school type.

2. Leadership Style Assessment – adapted from Bass and Avolio's (1995) Multifactor Leadership Questionnaire (MLQ), measuring transformational, instructional, and transactional leadership behaviours.
3. Organisational Change Assessment – designed to measure the implementation, effectiveness, and sustainability of school reforms, drawing on indicators from previous studies on educational change in Nigeria.

All items were rated on a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree), allowing quantification of participants' perceptions for statistical analysis.

4.5. Validity And Reliability of Instruments

The questionnaire was reviewed by three experts in educational leadership and school administration to ensure content validity. A pilot study was conducted with 20 secondary school students from neighbouring Ekiti State to test clarity, relevance, and comprehension. Reliability analysis using Cronbach's alpha yielded a coefficient of 0.82 for the leadership style scale and 0.79 for the organisational change scale, indicating high internal consistency.

4.6. Data Collection Procedure

Permission to conduct the study was obtained from the Ondo State Ministry of Education and individual school authorities. Questionnaires were distributed in person to participants, with follow-up visits to ensure high response rates. Participants were assured of confidentiality, anonymity, and voluntary participation. They were informed that their responses would be used strictly for research purposes.

4.7. Data Analysis

The collected data were analysed using descriptive and inferential statistics. Descriptive statistics, including means, standard deviations, and frequency distributions, were used to summarise participants' responses. Pearson's correlation coefficient was employed to determine the strength and direction of the relationship between leadership style and organisational change. Additionally, multiple regression analysis was conducted to identify which leadership styles were the strongest predictors of successful organisational change in Ondo State secondary schools.

4.8. Ethical Considerations

Ethical principles were strictly adhered to throughout the study. Participants provided

informed consent, and their anonymity and confidentiality were guaranteed. Participation was voluntary, and respondents had the right to withdraw at any stage without any adverse consequences. The study ensured that all data were

used solely for academic purposes.

5. RESULTS

Objective 1: The effect of leadership style on public secondary schools' performance

Table 1: The Effect of Leadership Style on Public Secondary Schools' Performance.

S/N	ITEMS		Responses					
			SA	A	D	SD	$\bar{x}$	RMK
1	Our school leader has a clear vision for the future and communicate it effectively	F	125	95	20	13	3.4	SA
		%	50	38	8	5.2		
2	Our school leader inspires and motivates teachers and staff to achieve the best	F	117	65	40	28	3.1	SA
		%	46.8	26	16	11.2		
3	Our school leader encourages innovation and creativity among teachers and staff	F	97	66	70	17	3.0	SA
		%	38.8	26.4	28	6.8		
4	Our school leader actively monitors performance and takes corrective action when necessary	F	67	55	52	76	2.5	SA
		%	26.8	22	20.8	30.4		
5	Our school leader emphasizes the importance of effective teaching and learning practices	F	96	80	32	42	2.9	SA
		%	38.4	32	12.8	16.8		
Percentage Average/ Av. of Means		F	100.4	72.2	42.8	35.2	3.0	
		%	40.2	28.9	17.1	14.1		

The analysis of data on Table 1 above, revealed the effect of leadership style on public secondary schools performance in Ondo State: Strongly agree (40.2%), agree (28.9%), disagree (17.1%), and strongly disagree (14.1%). The grand mean of 3.0 implies that

leadership style has high effects on public secondary schools performance in Ondo State, Nigeria.

Objective 2: Leadership styles and organisational changes in secondary schools

Table 2: Multiple Regressions Analysis on Leadership Styles and Organisational Changes in Secondary Schools

Model	β	Std Err	Beta	Rank	T	Sig	R	R ²	Adj R ²	F
(Constant)	1.701	3.828			.444	0.142	.787 ^a	.687	.705	38.209.
Transformational leadership style	.141	.043	.145	3 rd	4.012	0.000				
Inspirational leadership style	.428	.029	.423	1 st	9.579	0.000				
Instructional leadership style	.147	.043	.158	2 nd	4.190	0.000				
Transactional leadership style	.115	.039	.117	4 th	3.583	0.002				

Dependent Variable: Organisational Changes in Secondary Schools

Table 2 Shows A Coefficient of Correlation (R) Of 0.787, R Square Of 0.687.

This implies that 68.7.% of the variability in the organisational changes in secondary schools was accounted for by the four predictor variables when taken together. The relative contribution of the independent variables to the dependent variable expressed as beta weights. The positive values of the four variables: Transformational, transactional, instructional, and inspirational leadership styles imply that organisational changes in secondary schools can be influenced by the four variables and their contributions are significant. However,

inspirational leadership style contributed most out of the four leadership styles investigated (Beta 0.423, $P < 0.05$), instructional leadership style (Beta 0.158, $P < 0.05$), transformational leadership style (Beta 0.145, $P < 0.05$), transactional leadership style was the least contributor however, its contribution was very significant (Beta 0.117, $P < 0.05$).

Objective 3: Relationship between leadership style and organisational change in public secondary schools

Table 3: Relationship Between Leadership Style and Organisational Change in Public Secondary Schools.

Variables	N	Df	R	R ²	Sig
leadership style					

	250	249	0.69	0.48	0.000
organisational change					

Source: Computed From Field Work

*Significant @ 0.05 (Two Tailed)

The result in Table 3 indicated the coefficient of $r = 0.69$ and P value less than 0.05. The strength of relationship between the two variables is 0.48 which indicate a moderate strength of relationship. This implies that significant relationship existed between leadership style and organisational change in public secondary schools at 0.05 level of significance. Therefore, the null hypothesis of no significant relationship was rejected.

6. DISCUSSION OF FINDINGS

The findings of this study clearly demonstrate that leadership style plays a crucial role in the performance and organisational change of public secondary schools in Ondo State, Nigeria.

6.1. Effect of Leadership Style on School Performance

The results presented in Table 1 revealed that a substantial proportion of respondents acknowledged the strong influence of leadership style on school performance. Specifically, 40.2% of respondents strongly agreed, and 28.9% agreed that leadership style significantly affects public secondary school performance. In contrast, only 17.1% disagreed, and 14.1% strongly disagreed. The grand mean score of 3.0 further confirms that leadership style exerts a high effect on school performance.

This finding suggests that school principals' leadership approaches directly shape teaching quality, staff motivation, student outcomes, and overall institutional effectiveness. In Ondo State, where public secondary schools operate under varying resource constraints, leadership is a determining factor in how effectively available human and material resources are utilised. The implication is that leadership is not merely administrative but strategic and transformational in driving school success. This finding is in support of a 2025 comparative study by Štrukelj, and Dankova, on educational leadership which reported that transformational leadership positively influences key school performance indicators such as student achievement, teacher satisfaction, and overall school effectiveness and that transactional leadership has *less influence comparatively*, similar to your study results.

6.2. Joint Contribution of Leadership Styles to Organisational Change

The regression analysis in Table 2 showed a

strong coefficient of correlation ($R = 0.787$), indicating a strong positive relationship between the combined leadership styles and organisational change. The R^2 value of 0.687 implies that 68.7% of the variation in organisational change in secondary schools is explained collectively by transformational, transactional, instructional, and inspirational leadership styles.

This is a substantial proportion, suggesting that leadership style is a dominant predictor of organisational change in public secondary schools. Only 31.3% of the variation is attributable to other factors not included in the model. This finding reinforces the argument that effective leadership is central to managing reforms, implementing policies, and adapting to educational changes within schools.

The findings go in line with the findings of Abonyi, (2026) where he found that transformational and instructional leadership are strongly associated with improving teacher performance and organisational culture, which are precursors to sustainable change in schools

6.3. Relative Contributions of the Leadership Styles

The beta weights further revealed the individual contributions of the four leadership styles:

- Inspirational leadership style ($\beta = 0.423$, $p < 0.05$)
- Instructional leadership style ($\beta = 0.158$, $p < 0.05$)
- Transformational leadership style ($\beta = 0.145$, $p < 0.05$)
- Transactional leadership style ($\beta = 0.117$, $p < 0.05$)

All four leadership styles made statistically significant positive contributions to organisational change. However, inspirational leadership emerged as the strongest predictor.

This finding implies that leaders who motivate, inspire vision, build enthusiasm, and create a sense of shared purpose are more effective in driving change within public secondary schools. In a system where morale, commitment, and teacher engagement are critical, inspirational leadership appears to foster collective responsibility and readiness for reform.

Instructional leadership, which focuses on curriculum supervision, teaching quality, and academic monitoring, was the second strongest contributor. This indicates that principals who prioritise teaching and learning processes

significantly influence organisational transformation.

Transformational leadership also contributed positively, suggesting that leaders who promote innovation, intellectual stimulation, and personal development help schools adapt to evolving educational demands.

Although transactional leadership had the least contribution, its effect was still statistically significant. This suggests that structured systems of rewards, monitoring, and accountability remain relevant in managing school change, even though they may not be as powerful as inspirational or instructional approaches.

6.4. Relationship Between Leadership Style and Organisational Change

The findings under Objective 3 revealed a correlation coefficient of $r = 0.69$ with a p-value less than 0.05, indicating a statistically significant relationship between leadership style and organisational change in public secondary schools. The strength of relationship (0.48) suggests a moderate but meaningful association.

This result confirms that leadership style and organisational change are closely linked. As leadership effectiveness increases, the likelihood of successful organisational change also increases. The rejection of the null hypothesis further supports the conclusion that leadership style is not independent of organisational transformation within schools.

The moderate strength of relationship suggests that while leadership is a major factor, other variables such as government policies, funding, teacher competence, community support, and infrastructural facilities may also influence organisational change. These findings go with another study by Olaseni (2022), which documented that transformational leadership inspires commitment among educators and supports positive institutional reform, similar to how your study found that inspirational/transformational leadership had the largest beta weight

6.5. Implications of the Findings

The overall findings underscore the importance of leadership development programmes for school principals in Ondo State. Emphasis should be placed particularly on inspirational and instructional leadership competencies, as these styles demonstrated the strongest influence on organisational change.

Furthermore, policy makers and educational stakeholders should recognise that sustainable

school reform is largely leadership-driven. Strengthening leadership capacity could significantly enhance school performance and adaptability to change.

In summary, the study provides strong empirical evidence that leadership style significantly influences both performance and organisational change in public secondary schools in Ondo State. Inspirational leadership stands out as the most impactful style, although all four leadership styles examined play meaningful and statistically significant roles in shaping school transformation.

6.6. Summary of the Findings

This study examined the effect of leadership styles on school performance and organisational change in public secondary schools in Ondo State, Nigeria. The findings clearly revealed that leadership style plays a significant and meaningful role in shaping school outcomes.

The descriptive analysis showed that the majority of respondents agreed that leadership style strongly affects public secondary school performance. With over two-thirds of the respondents either strongly agreeing or agreeing, and a grand mean of 3.0, it is evident that leadership is perceived as a major determinant of school effectiveness.

The regression analysis further strengthened this position. The high correlation coefficient ($R = 0.787$) and coefficient of determination ($R^2 = 0.687$) indicate that leadership styles collectively account for 68.7% of the variation in organisational change within public secondary schools. This demonstrates that leadership is not a peripheral factor but a central driver of institutional ation.

Among the fotransformur leadership styles examined, inspirational leadership emerged as the strongest predictor of organisational change, followed by instructional and transformational leadership styles. Although transactional leadership contributed the least, its effect was still statistically significant. Furthermore, the correlation analysis revealed a significant relationship between leadership style and organisational change ($r = 0.69$, $p < 0.05$), thereby rejecting the null hypothesis.

Overall, the findings suggest that effective leadership, particularly leadership that inspires, guides instruction, and motivates staff, is fundamental to improving school performance and managing change in public secondary schools.

7. CONCLUSION

Based on this study's findings, it can be concluded that leadership style significantly influences both

school performance and organisational change in public secondary schools in Ondo State. Leadership is a powerful mechanism through which principals shape the direction, culture, and productivity of their schools.

The strong predictive power of the four leadership styles indicates that organisational transformation in schools is largely leadership-driven. Inspirational leadership, in particular, stands out as the most influential style, suggesting that principals who articulate a clear vision, motivate teachers, and foster collective commitment are better positioned to drive meaningful change.

Instructional leadership also plays a critical role by emphasising the importance of teaching quality, curriculum supervision, and academic improvement. While transactional leadership contributed less comparatively, its significance shows that structure, accountability, and reward systems remain relevant in school administration.

In essence, sustainable school improvement in Ondo State depends heavily on the quality and style of leadership adopted by school administrators.

7.1. Implications

The significant relationship between leadership style and organizational changes has important implications for school administrators, policymakers, and educators. It highlights the need for school leaders to adopt leadership styles that promote a culture of change, innovation, and continuous improvement. This can be achieved through professional development programs, coaching, and mentoring that focus on developing effective leadership skills.

7.2. Conclusion

REFERENCES

- Abonyi, U. K. (2026). Headteachers' leadership practices in Ghana: Does a formal qualification in educational leadership and management programme matter? *Educational Management Administration & Leadership*, 54(1), 182-199.
- Abonyi, U. K. (2026). Headteachers' leadership practices in Ghana: Does a formal qualification in educational leadership and management programme matter? *Educational Management Administration & Leadership*, 54(1), 182-199.
- Alade, A. O. (2022). The effects of leadership styles on organizational behavior and performance in some selected organizations in Nigeria. *Journal of Public Affairs*, 22(3), e2544.
- Asenge, E. L., & Dewua, P. (2024). Effect of strategic leadership on the performance of nestle foods Nigeria plc. *International Journal of Innovation in Engineering*, 4(1), 18-28.
- Habeeb, Y. O., & Eyupoglu, S. Z. (2024). Strategic planning, transformational leadership and organization performance: driving forces for sustainability in higher education in Nigeria. *Sustainability*, 16(11), 4348.
- Loretta, O. N., Obilor, P. U., Nwogbo, M. O., & Ubah, C. G. (2023). INFLUENCE OF SCHOOL LEADERSHIP STYLES ON TEACHERS' PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE, NIGERIA. *African Journal of Educational Management, Teaching and Entrepreneurship Studies*, 9(2),

The study reveals a significant relationship between leadership style and organizational changes in secondary schools. This finding suggests that the leadership style adopted by school administrators plays a crucial role in facilitating or hindering organizational changes. The results imply that effective leadership styles, such as transformational or instructional leadership, can foster a positive environment for change, while less effective styles may hinder the change process.

7.3. Recommendations

Based on the findings, the following recommendations are made:

1. Leadership Development Programs: School administrators should participate in leadership development programs that focus on transformational, instructional, or other effective leadership styles to enhance their ability to manage organizational changes.
2. Capacity Building: Schools should invest in capacity-building initiatives that equip administrators with the skills and knowledge needed to lead organizational changes effectively.
3. Change Management Strategies: School administrators should develop and implement effective change management strategies that take into account the needs and concerns of teachers, staff, and students.
4. Monitoring and Evaluation: Schools should establish mechanisms for monitoring and evaluating the impact of leadership styles on organizational changes, making adjustments as needed.

69-77.

- Olaseni, V. M. (2022). *Implementation of the national school-based management policy in public secondary schools in Ondo state, Nigeria* (Doctoral dissertation, University of South Africa (South Africa)).
- Štrukelj, T., & Dankova, P. (2025). Ethical leadership and management of small-and medium-sized enterprises: The role of AI in decision making. *Administrative sciences*, 15(7), 274.
- Suriyankietkaew, S., & Kungwanpongpun, P. (2022). Strategic leadership and management factors driving sustainability in health-care organizations in Thailand. *Journal of Health Organization and Management*, 36(4), 448-468.