



PRINCIPALS' MANAGERIAL STYLES AS DETERMINATE OF STUDENTS' DISCIPLINE AND ACADEMIC PERFORMANCE IN SECONDARY SCHOOLS IN NIGERIA

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Abstract

The study examines schools' principals' managerial styles and their influence on students' discipline; academic performance in secondary schools in Nigeria. Correlational survey research design was used for the study. The research involved 1092 students and 82 principals from 38 schools. The sample for the study was 98 (86 students and 12 principals) in secondary schools. The instruments used for data collection are Principals' Managerial Styles Questionnaire (PMSQ), Students Discipline Questionnaire (SDQ) and Students' Performance Test (SPT). The research questions, null hypothesis was answered and tested using Pearson Product Moment Correlation at 0.05 level of significance. Findings revealed that there was strong positive significant relationship between principals' autocratic managerial style and students' discipline in secondary schools in Nigeria. There was moderate positive significant relationship between principals' democratic managerial style on students' discipline in secondary schools in Nigeria. There was moderate positive significant relationship between principals' autocratic managerial style on students' academic performance. There was moderate positive significant relationship between principals' democratic managerial style and students' academic performance. There was strong positive significant relationship between principals' managerial style and students' academic performance in secondary schools in Nigeria. The study recommends among others that Principals in secondary schools should adapt a mixture of managerial styles in the management of schools in order to enhance their students' academic performance in the Senior School Certificate Examination (SSCE).

Key words: Managerial Styles, Students' Discipline, Academic Performance

Introduction

The effectiveness of school leadership is a major determinant of educational outcomes, particularly in developing countries such as Nigeria. Principals, as school leaders, play a pivotal role in schools management. Their managerial style influences school culture, teacher effectiveness, and student behavior. Nigerian secondary schools face increasing challenges such as overcrowded classrooms, inadequate resources, and indiscipline among students; there is a growing need to examine leadership approaches at this level of education. Talking about leadership; Saaondo (2025), contextualized leadership as only second to classroom instruction in its impact on student achievement. In short, good school leadership creates the conditions necessary for high-quality teaching and learning to flourish, ultimately driving better academic outcomes for students. Principals managerial style is key at any level of education. It is the duty of the leaders (school principals) to maintain law and order, to bring about positive change in the behaviors of learners for which the school accepts responsibility. This can only be achieved through discipline.

According to Jacob and Ndubuisi (2020) schools often struggle with maintaining discipline due to high student-teacher ratios, lack of adequate infrastructure, and socio-economic challenges. Factors such as parental neglect, peer pressure, cultism, and exposure to social media have also been linked to rising indiscipline among students. These conditions create a learning environment where academic achievement is hindered by frequent disruptions, teacher burnout, and diminished student engagement. Discipline in schools plays a pivotal role in shaping students' behavior, fostering a conducive learning environment, and influencing academic achievement. Student discipline refers to strategies and practices implemented to encourage positive behavior and deter disruptive conduct within educational institutions. It encompasses both preventive and corrective measures such as rule enforcement, behavior monitoring, and the development of moral responsibility. According to Oghuvbu (2018), discipline in Nigerian secondary schools is not merely about punishment but involves guiding students towards self-control and respect for authority. Discipline remains a key determinant of student performance. (Saaondo, Odoh, & Kayaange, 2022).

The poor performance of students in SSCE,

WAEC, and NECO examinations registered an average failure rate of 72 percent, 74 percent, 74 percent, and 75 percent in 2021, 2022, 2023, and 2024, respectively (WAEC, 2024) and (NECO, 2024). Less than 30 percent of over a million students who sat for the examination within the last four years obtained credits in five subjects, including English Language and Mathematics (Adesulu, 2014). Parents and stakeholders in education are in total agreement that indiscipline is one of the root causes of these failures over the years (Ekundayo, 2010 in Ugwueze; [Agbakwuru](#), and Ekeh, 2018). Asikhia (2010) as cited in [Ogunride](#), [Fasoro](#), [Ojo](#), [Alagbada](#), [Oluwatuyi](#) (2020) opined that, the falling level of academic achievement is attributable to teachers' non-use of the verbal reinforcement strategy. The attitude of some teachers to their job, poor attendance to lessons, lateness to school, unsavory comments about students' ability that could damage their ego, and poor methods of teaching are likely to affect students' academic performance. Aremu and Sokan, as cited by [Angwaomaodok](#) (2024). The search for the causes of poor academic achievement is unending, and some of the factors that have been put forward are motivational orientation, self-esteem/self-efficacy, emotional problems, study habits, teacher consultation, and poor interpersonal relationships (Adeyemi, 2008). The foundation for the development of human capital is primary and secondary education. Much of the outcry for the poor performance has been blamed on the student's indiscipline. Thus, the problem has been decontextualized from the schools, its teachers, and the principals. It is evident that the schools continue to grapple with the issue of how to best serve an ever-increasing indiscipline among students. In recent times, the increasing spate of indiscipline (the breakdown of law and order) is manifested in many secondary schools across the country. This malaise requires necessary attention. This is because everywhere you go, one is bound to notice acts of indiscipline in schools, universities, government offices, hospitals, on our roads, at workplaces, in the market, in some homes, and in churches and mosques. (Saaondo, Chia, and Ellah, 2020).

Asiyai (2005) as cited by Ngwokabuenui (2015), opined that an undisciplined child is an uncontrollable child and can do any damage in school when he does not get what he wants. To a great extent, the culture of students' indiscipline is rampant in schools nowadays and has leads to various negative consequences, such as destruction of school property, assault, indecent

behaviors such as rape and, in extreme cases, death of students, poor academic achievement, sexual assault, sneaking out of school, theft, fighting, vandalism, absenteeism, drug abuse, lateness, bullying, and truancy, among others. In fact, the acts of students' indiscipline are becoming alarming and posing a great challenge to everybody; educational administrators, teachers, students, parents, and the society at large. Indiscipline takes many forms, including the general behavior of students not wanting to obey even simple procedures, aggressiveness among students, and violence against teachers, as well as vandalization of school properties by students in schools. These acts make the school environment dangerous, and the educational attainment of the learners may be disrupted. One of the significant issues of concern is that violence and indiscipline in schools have resulted in teachers having less time to deliver lessons in order to effectively manage classroom disruption, as well as facing many other problems.

In as much as the government and stakeholders have been making efforts to instill discipline in schools, such as strengthening the board of management to deal decisively with this problem and training administrators and teachers through workshops, organizing seminars, and instituting strategies for the guidance and counseling department in schools. The problem of indiscipline has continued to increase needs to be checked. However, as the search for discipline in Nigerian secondary schools continues, the investigation of how principals' managerial styles impact students' discipline and performance at the Senior School in Nigeria continues. It is extremely difficult for any school to achieve its goals and objectives without discipline. Discipline in school is an essential part of learning because it is a very vital element in all schools, and in real terms, it is the epicenter of success of a school, as it ensures attainment of educational goals. The quality of student discipline is an important factor in determining the intellectual outcome of students and schools (Algar, 2014). This, to the author, is because discipline provides a sense of direction among learners and hence commitment to school values. Moreover, a disciplined student body has a likelihood of increasing teachers' job satisfaction, which is a critical correlate of commitment to institutional goals (Imber and Neidt, 2020). Besides, Gibbs (2012) opined that the success of any teaching process is determined by the quality of students' discipline. However, it may be difficult to adequately instill discipline in school without good

principals' managerial styles. Hence, school principals are the most influential persons in the secondary educational institutions. At the grass root level, the management's available resources rest solely upon the school principal. Inclusive in principals' roles is the provision of effective administrative skills, which cannot be separated from their managerial styles.

Every school principal is in a unique position as the manager or administrator of the resources in their schools. The school administrator is a leader of the staff and the students of the school. He is expected to be knowledgeable in the area of administration and able to address difficult issues or problems at different points in time. Leadership is concerned with human experience and energy in an organized group, and the concept is also of prime importance to administration. The managerial style of the principal is demonstrated in his abilities, which make him recognized as the leader of a group. Many people strongly believe that even when there is an educational plan, good school programmers, and adequate staff and facilities, what is more important is good administrative leadership (managerial style) to coordinate all these for the progress and success of the school. (Saaondo, Chia, and Ellah, 2023)

In a situation where the managerial style of the principal is ineffective, even the best school program, the most adequate resources, and the most motivational staff and students will be rendered unproductive. Therefore, the importance of good managerial style in a school setting cannot be overemphasized. The key for an effective leader is the ability to lead effectively, coordinate a complex situation, and show concern through the effective managerial style for students' discipline and academic performance in secondary schools. To ensure the possibility, principals too must provide a conducive atmosphere in the school. The type of managerial style being operated in the school could make students achieve their objectives. This is because leadership focuses on specific purposes and seeks to meet the needs of the member/group by performing the desired functions and involves creating change, not maintaining the status quo (D'Souza, 2016). Therefore, the managerial style adopted by the principal should be properly and carefully used to guide and motivate subordinates. Hence, the managerial style is the determining factor as to whether the school will thrive or not. In this case, the study considers the following managerial styles.

Autocratic managerial style which according to Kimaru, (2020) is style whereby the leader makes decisions without consulting his team members, even if their input would be useful. An autocratic leader works best when there is no need for team input on the decision. Hence, this style can be demoralizing, and it can lead to high levels of absenteeism and staff turnover. The use of an autocratic managerial style by the principals may affect students' discipline and academic performance in secondary schools. Democratic managerial style according to Wood (2019) consists of the leader sharing the decision-making abilities with group members, by promoting the interests of the group members, and by practicing social equality. Decisions about the organization are arrived at after consultations and communication with various people in the organization. The leader tries as much as possible to make each individual feel that he is important in the organization. Communication is multi-directional while ideas are exchanged between employees and the leader. The leader delegates responsibility to those with appropriate qualification, experience, and time. In this style a high degree of staff morale is enhanced. The use of democratic leadership may have a positive impact on students' discipline and academic performance in secondary schools whereby there is an open-door policy, as students are free to see the head of the institution to explain their problems. This type of managerial style motivates all stakeholders since they are involved in all decision-making (Mba, 2016). Eyal and Roth (2018) find out that a democratic style of leadership is, however, not appropriate during a crisis and when urgent action needs to be taken. However, as the search for discipline and enhanced academic performance in Nigerian secondary schools continues, this study is an attempt to provide a solution to the problems that constrained the realization of discipline and academic performance in Nigerian secondary schools based on principals' managerial styles.

Statement of the Problem

The problem of this study is that indiscipline among secondary school students leads to various negative consequences, such as destruction of school property, assault, indecent behaviors such as rape and, in extreme cases, death of students, poor academic achievement, sexual assault, sneaking out of school, theft, fighting, vandalism, absenteeism, drug abuse, lateness, bullying, and truancy, among others. In fact, the acts of students' indiscipline are becoming

alarming and posing a great challenge to everybody: educational administrators, teachers, students, parents, and the society at large.

To a great extent, the culture of students' indiscipline is rampant in the state. In as much as the government and stakeholders have been making efforts to instill discipline in schools, such as strengthening the board of management to deal decisively with this problem and training administrators and teachers through workshops, organizing seminars, and instituting strategies for the guidance and counseling department in schools. The problem of indiscipline has continued to increase. However, as the search for discipline in Nigerian secondary schools continues, the investigation of how principals' managerial styles impact students' discipline and performance at the Senior School in Nigeria continues.

Research Questions

The following research questions are raised to guide the study:

1. What is the relationship between principals' autocratic managerial style and students' discipline in secondary schools in Nigeria?
2. What is the relationship between principals' democratic managerial style and students' discipline in secondary schools in Nigeria?
3. What is the relationship between principals' autocratic managerial style and students' academic performance in Nigeria?
4. What is the relationship between principals' democratic managerial style and students' academic performance in secondary schools in Nigeria?

Hypotheses

The following null hypotheses were tested at the 0.05 level of significance:

1. There is no significant relationship between principals' autocratic managerial style and students' discipline in secondary schools in Nigeria.
2. Is there no significant relationship between principals' democratic managerial style and students' discipline in secondary schools in Nigeria?
3. There is no significant relationship between principals' autocratic managerial style and students' academic performance in Nigeria.
4. There is no significant relationship between

principals' democratic managerial style and students' academic performance in secondary schools in Nigeria.

METHOD

The study was carried out in secondary schools in Nigeria. Specifically, in Makurdi Local Government Area of Benue State. The blueprint of the study was a correlational survey research design. According to Emaikwu (2024), this design is considered appropriate for this study because the researcher does not manipulate the independent variable. Instead, the relationship between principals' managerial styles and students' discipline as well as academic performance in secondary schools was assessed.

Moreover, the design is also adopted as being appropriate for the study because its goal is to identify the linear relationships by using correlations techniques. Also, it is concerned with the relationship that exists between two or more variables in a given study (Emaikwu, 2024). The population for the study is 5138 secondary students, 1092 teachers and 82 principals in 38 secondary schools. The sample of 98 (86 students and 12 principals) in public secondary schools in Makurdi, Benue State. The sample size was selected from the schools using a multistage sampling procedure. The multistage sampling technique was used because it allowed sampling along local government and school levels. In the first phase, purposive sampling was used to select twelve secondary schools in Makurdi, Benue State.

Secondly, the simple random sampling technique was used to select a class in each of the twelve secondary schools. Thirdly, the purposive sampling technique was once more used to select 86 students and 12 principals in the secondary schools, which constituted the sample size for this study. The use of purposive sampling was based on the fact that only schools that suit certain necessities and measures vital to the study objectives can be selected. The instruments used for data collection are the Principals' Managerial Styles Questionnaire (PMSQ), the Students Discipline Questionnaire (SDQ), and Students' Performance Test (SPT), designed by the researchers. The Principals' Managerial Styles Questionnaire (PMSQ) contains two sections: A and B. Section A deals with the demographic data of the respondents. Section B contains two clusters I and II.

Cluster I contains items that deal with democratic managerial style while Cluster II contains items that deal with autocratic managerial style. The response of Section B of the PMSQ is on a four-point scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The Students Discipline Questionnaire (SDQ) contains two sections: A and B. Section A deals with the demographic data of the respondents. Section B contains items that deal with students' discipline. The response of Section B of the SDQ is on a four-point scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The Students' Performance Test (SPT) solicits information from the respondents on the demographic variable and measures of academic excellence. This was obtained from the student's promotion results.

The reliability index of (PMSQ) and Student Discipline Questionnaire (SDQ) were established using Cronbach's alpha and found to be 0.87 for cluster I, 0.85 for Cluster II and 0.79 for the full length of the instrument, while 0.77 for SDQ. The reliability of the SPT was established using Kuder-Richardson formula and found to be 0.81. According to Emaikwu (2017), a reliability of 0.60 and above is considered adequate to use an instrument for field study. Linear normalization and transformation to standard scores of raw data collected for all variables was done to permit easier judgment and reduce any vagueness coming from individual differences. Administration of the instruments was done by the researchers with the help of teaching staff. Two weeks were used for data collection works. Consent of the principal was required for the smooth administration of instruments. Regression analysis was employed for data analysis.

Ninety-eight (100) copies of the questionnaire were given to the students and principals in their schools. The completed copies of the questionnaires were collected by the researcher the same day of the visit to the schools and prepared for analysis. The researcher personally went round the schools selected for the study. Three research assistants were selected among the teachers and briefed to assist in the administration of the questionnaires. A total of 100 copies of the questionnaire were given to the respondents to fill out. The administration of the instruments was done the same day of the visit to the schools.

Result**Table 1:** Pearson Correlation of principals' autocratic managerial style and students' discipline in secondary schools

		principals' autocratic managerial style	students' discipline in secondary schools
principals' autocratic managerial style	Pearson Correlation	1	.940
	N	98	98

Table 1 shows the relationship between principals' autocratic managerial style and students' discipline in secondary schools in Nigeria, using Pearson Product Moment Correlation. The table reveals that the correlation between principals' autocratic managerial style and students' discipline in secondary schools is

0.940. This further shows a strong positive linear relationship between principals' autocratic managerial style and students' discipline in secondary schools. Therefore, the relationship between principals' autocratic managerial style and students' discipline in secondary schools in Nigeria is 0.940.

Table 2: Pearson Correlation of principals' democratic managerial style and students' discipline in secondary schools.

		principals' democratic managerial style	students' discipline in secondary schools
principals' democratic managerial style	Pearson Correlation	1	.661
	N	98	98

Table 2 shows the relationship between principals' democratic managerial style and students' discipline in secondary schools in Nigeria using Pearson Product Moment Correlation. The table reveals that the correlation between principals' democratic managerial style and students' discipline in secondary

schools is 0.661. This shows a moderate positive linear relationship between social media usage and indecent dressing among secondary school students. Thus, the relationship between principals' democratic managerial style and students' discipline in secondary schools in Nigeria, is 0.661.

Table 3: Pearson Correlation of principals' autocratic managerial style and students' academic performance in secondary schools.

		principals' autocratic managerial style	students' academic performance in secondary schools
principals' autocratic managerial style	Pearson Correlation	1	.549
	N	98	98

Table 3 shows the relationship between principals' autocratic managerial style and students' academic performance in secondary schools using Pearson Product Moment correlation. The table reveals that the correlation between principals' autocratic managerial style and students' academic performance in secondary schools in Nigeria is 0.549. The analysis

further shows a moderate positive linear relationship between principals' autocratic managerial style and students' academic performance in secondary schools in Nigeria. Therefore, the relationship between principals' autocratic managerial style and students' academic performance in secondary schools in Nigeria is 0.549.

Table 4: Pearson Correlation of principals' democratic managerial style and students' academic performance in secondary schools

		principals' democratic managerial style	students' academic performance in secondary schools
principals' democratic managerial style	Pearson Correlation	1	.611
	N	98	98

Table 4 shows the relationship between principals' democratic managerial style and students' academic performance in secondary schools in Nigeria using Pearson Product Moment Correlation. The table reveals that the correlation between principals' democratic managerial style and students' academic performance in secondary schools in Nigeria is 0.611.

The analysis further shows a strong positive linear relationship between principals' democratic managerial style and students' academic performance in secondary schools. Therefore, the relationship between principals' democratic managerial style and students' academic performance in secondary schools in Nigeria is 0.611.

Table 5: Pearson Correlation of principals' autocratic managerial style and students' discipline in secondary schools.

		principals' autocratic managerial style	students' discipline in secondary schools
principals' autocratic managerial style	Pearson Correlation	1	.940
	Sig. (2-tailed)		.010
	N	98	98

Table 5 reveals that $r = 0.940$, $n = 98$, and $p = 0.010 < 0.05$. Thus, the null hypothesis is rejected. This implies that there is a significant relationship between principals' autocratic managerial style and students' discipline in secondary schools in Nigeria. Thus,

based on evidence from data analysis, there is a strong positive significant relationship between principals' autocratic managerial style and students' discipline in secondary schools in Nigeria.

Table 6: Pearson Correlation of principals' democratic managerial style and students' discipline in secondary schools in Nigeria.

		principals' democratic managerial style	students' discipline in secondary schools
principals' democratic managerial style	Pearson Correlation	1	.661
	Sig. (2-tailed)		.001
	N	98	98

Table 6 reveals that $r = 0.661$, $n = 98$, and $p = 0.001 < 0.05$. Thus, the null hypothesis is rejected. This implies that there is a significant relationship between principals' democratic managerial style and students' discipline in secondary schools in Nigeria. Thus,

based on evidence from data analysis, there is a moderate positive significant relationship between principals' democratic managerial style and students' discipline in secondary schools in Nigeria.

Table 7: Pearson Correlation of principals' autocratic managerial style and students' academic performance in secondary schools.

		principals' autocratic managerial style	students' academic performance in secondary schools
principals' autocratic managerial style	Pearson Correlation	1	.549
	Sig. (2-tailed)		.000
	N	98	98

Table 7 reveals that $r = 0.549$, $n = 98$, and $p = 0.000 < 0.05$. Thus, the null hypothesis is rejected. This implies that there is a significant relationship between principals' autocratic managerial style and students' academic performance in secondary schools in

Nigeria. Thus, based on evidence from data analysis, there is a moderate positive significant relationship between principals' autocratic managerial style and students' academic performance in secondary schools in Nigeria.

Table 8: Pearson Correlation of principals' democratic managerial style and students' academic performance in secondary schools.

		principals' democratic managerial style	students' academic performance in secondary schools
principals' democratic managerial style	Pearson Correlation	1	.611
	Sig. (2-tailed)		.003
	N	98	98

Table 8 reveals that $r = 0.611$, $n = 98$, and $p = 0.003 < 0.05$. Thus, the null hypothesis is rejected. This implies that there is a significant relationship between principals' democratic managerial style and students' academic performance in secondary schools in Nigeria. Thus, based on evidence from data analysis, there is a moderate positive significant relationship between principals' democratic managerial style and students' academic performance in secondary schools in Nigeria.

Discussion of Findings

The findings of the study are discussed based on the four research questions that were answered and the corresponding null hypotheses that were tested. Findings on principals' autocratic managerial style and students' discipline revealed that there was a strong positive significant relationship between principals' autocratic managerial style and students' discipline in secondary schools in Nigeria. This implies that principals' autocratic managerial style had a linear and positive significant relationship with students' discipline in secondary schools in Nigeria. The finding concurs with Njami and Bula's (2018) study that there is a significant relationship between principals' autocratic style of leadership and students'

discipline in public secondary schools in Nakuru County. The finding also agrees with Amaefule and Amaechi (2020) that a principal's autocratic leadership style to a very moderate extent influences student discipline in public secondary schools in Rivers State, Nigeria.

The strong positive significant relationship found between principals' autocratic managerial style and students' discipline is because the autocratic principal in secondary schools in Nigeria directs students and staff on what to do and how to do it. The principal does not engage in communication with the students or staff aimed at making any decision concerning the school. Autocratic school principals do not give their juniors any leadership roles, and therefore he or she directs everything in the school.

Findings on principals' democratic managerial style and students' discipline revealed that there was a moderate positive significant relationship between principals' democratic managerial style and students' discipline in secondary schools in Nigeria. This implies that principals' democratic managerial style had a linear and positive significant relationship with students' discipline in secondary schools in Nigeria. The finding concurs with Njami and Bula (2018) that there is a significant relationship between principals'

democratic style of leadership and students' discipline in public secondary schools in Nakuru County. The finding also agrees with Al Qattan & Abdelwahed's (2025) study that democratic leadership explained 28.5% of the variance in teachers' students' emotional behavior, indicating leaders who prioritize participation and social equality are more attuned to teachers' students' emotional and psychosocial needs. This study emphasized democratic leadership's role in lowering stress and low influence on students' discipline.⁸ The democratic managerial style comprises the nature in which the leadership in school is exercised as well as the social set up of the community surrounding the school. This managerial style is appreciated by many education stakeholders since it involves them in the decision-making of the school. It adheres to ethical standards of the leadership in that all stakeholders feel important and their input appreciated. Through the democratic managerial style of leadership, parents are able to advocate for changes in school administration. A democratic managerial style in schools gave everyone a voice, including the students. This may be responsible for the moderate positive significant relationship found between principals' democratic managerial style and students' discipline in secondary schools in Nigeria.

Findings on principals' autocratic managerial style and students' academic performance revealed that there was a moderate positive significant relationship between principals' autocratic managerial style and students' academic performance in secondary schools in Nigeria. This implies that principals' autocratic managerial style had a linear and positive significant relationship with students' academic performance in secondary schools in Nigeria.

This finding agrees with Nwachukwu and Okeke (2022) that autocratic leadership is commonly practiced by principals in secondary schools in Nigeria. Autocratic principal leadership instilled fear in students and staff, and therefore the followers accomplished the tasks assigned to them because of fear of disciplinary action. This style could achieve a high degree of discipline by students, but it could not build trust between the principal and the students. The fear instilled by this managerial style could lead to student indiscipline as a mechanism to overcome the fear or evade any disciplinary action from the school principals. This may be responsible for the moderate positive significant relationship found between principals' autocratic managerial style and students'

academic performance in secondary schools in Nigeria.

Findings on principals' democratic managerial style and students' academic performance revealed that there was a moderate positive significant relationship between principals' democratic managerial style and students' academic performance in secondary schools in Nigeria. This implies that principals' democratic managerial style had a linear and positive significant relationship with students' academic performance in secondary schools in Nigeria. This finding agrees with Ugbor, Alo, Odo, Onyishi, and Chukwujindu (2023) That democratic managerial styles influence students' academic achievement. The democratic managerial style dictates that all decisions be made after consulting all stakeholders. The school principal tries to make every student feel like an essential part of the school by involving them before making any decision concerning them. In this, students can give their views to the principal, and the principal responds to their views, making it a two-way communication channel. This type of managerial style motivates all stakeholders since they are involved in all decision-making. This may be responsible for the moderate positive significant relationship found between principals' democratic managerial style and students' academic performance in secondary schools in Nigeria.

Conclusion And Recommendations

The study concluded that principals' autocratic and democratic leadership styles influenced students' discipline in secondary schools in Nigeria. The study further concluded that principals' autocratic and democratic styles are determinants of students' academic performance in secondary schools in Nigeria. The following recommendations were made in light of the findings of this study:

1. Principals in secondary schools should adopt a mixture of managerial styles in the management of schools in order to enhance their students' academic performance in the Senior School Certificate Examination (SSCE).
2. Government policymakers should provide important information, especially as to what needs to be changed or enhanced in school management/leadership styles to reduce indiscipline cases caused by students.
3. School management should review their

management and administration practices with an aim of containing student discipline to enhance academic performance.

4. The Ministry of Education (MOE) should evaluate the managerial styles used by school principals in secondary schools for enhanced leadership in learning institutions that may bring about students' discipline and excellent academic performance.

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