IMPACT OF SCHOOL LEADERSHIP APPROACHES ON STUDENTS' ACADEMIC ACTIVITIES IN SENIOR SECONDARY SCHOOLS IN KATSINA ZONAL EDUCATION QUALITY ASSURANCE, KATSINA STATE NIGERIA

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ABSTRACT

This study Impact of School Leadership Approaches on Students' Academic Activities in Senior Secondary Schools in Katsina Zonal Education Quality Assurance, Katsina State Nigeria. The study has Two objectives were postulated in line with research questions and hypotheses. The research design employed in this study was descriptive survey design. The

INTRODUCTION

The importance of effective school leadership cannot be over emphasized. Leadership focuses predominantly on the role of the school principal in coordinating, controlling, supervising, and developing curriculum and instruction in the school since the principal influences teachers' classroom instruction. According to Awiti (2019), a school principal, while influencing and redesigning the activities of the school towards setting goal achievements, is expected to manage the students, teachers and the school community on the common goal of raising the students' achievement. Educational leadership is essentially an influence process where educational leaders are mostly working through or influencing others to accomplish goals (Nwabueze, 2011).

population for the study is 1,509 which was derived from 25 senior secondary schools, School-Base Management Committee (SBMC) and Zonal Education Quality Assurance (ZEQA) officials in Katsina Zonal Education Quality Assurance. A purposive sampling was used to share copies of instrument in each of the 25 senior secondary schools, which gave a total of 306 as sample size. The data obtained were analyzed using percentages, descriptive statistics and Analysis of Variance (ANOVA) statistics. The finding of the study revealed that behavioral and situational leadership approaches has positive effects on students academic activities in senior secondary schools in Katsina Zonal Education Quality Assurance. Considering the finding of the study, It was recommended that Government is expected to organize seminar and workshop in order to enhance more utilization of behavioral and situational leadership approaches since they have positive impact on secondary schools students academic activities.

Key Words: Leadership Approaches, Behavioral Leadership Approach, Situational Approach, Academic Activities.

The impact of educational leadership on students' achievement is demonstrable leadership whose effects are primarily appear to work through variables related to classroom curriculum and instruction.

One of the primary concern facing school leadership in secondary schools is the lack of consistency in leadership approaches. Different school leaders may have varying ideas about what constitutes effective leadership, leading to confusion and inconsistency in how schools are run. This can result in a lack of clear direction for teachers and students, ultimately impacting the quality of education provided. Moreover, the rapid pace of change in education today poses a significant challenge to school leaders. With new technologies, teaching methods, and curriculum standards constantly evolving, school leaders must adapt quickly to keep their schools relevant and competitive. However, many school leaders struggle to stay abreast of these changes, leading to a disconnect between leadership approaches and the needs of modern students.

Understanding school leadership practice therefore requires a reconstruction of the practices through observations and interviews of the school leaders and administrators who enact it and faculty and staff who experience it. Okeke (2014) sees secondary school administration as involving the provision and maintenance of the necessary manpower to those who teach children with a view to bring about the desired change in the children's behavior. Ikgbusi and Iheanacho (2016) and Ogunode (2021) submitted that the school principals face numerous administrative problems which militate against operative running of their schools. Different kinds of school leadership approaches were put in place in order to investigate their influence on students academic activities among secondary school students. It is against this background that, the study assessed the impact of school leadership approaches on students academic activities in senior secondary schools in Katsina Zonal Quality Assurance, Katsina State.

Statement of the Problem

The impact of secondary school leadership approaches on students' academic activities has been a subject of significant concern in the education sector. With diverse leadership styles and strategies employed by school administrators, it is vital to understand how these approaches affect students' learning outcomes and overall academic performance. One key issue at hand is the influence of leadership on creating a conducive learning environment. Effective school leaders play a pivotal role in shaping the school culture, setting academic standards, and fostering a positive atmosphere for student success. Their ability to inspire, motivate, and engage both students and teachers can have a direct impact on academic activities and outcomes. The leadership approach taken by school administrators can also affect resource allocation, curriculum development, and overall quality of education. Strong leaders may prioritize investments in educational resources, teacher training, and student support services, thereby enhancing the learning experience for students. Conversely, ineffective leadership may result in mismanagement of resources, inconsistent policies, and a lack of direction that could hinder students' academic progress.

The absence of effective leadership approaches in secondary schools can have a significant impact on students' academic activities, leading to decreased motivation, engagement, and overall performance. It is essential for school leaders to provide guidance, support, and direction to ensure that students have

the resources and encouragement they need to succeed in their academic pursuits. It is therefore, against this statement of the problem the study designed to assess impact of school leadership approaches on senior secondary schools students' academic activities in Katsina Zonal Quality Assurance Katsina State, Nigeria.

Objectives the study are as follows:
i.   To assess the impact of behavioural leadership approach on senior secondary schools students academic activities in Katsina Zonal Education Quality Assurance, Katsina State.
ii. To assess the impact of situational leadership approach on senior secondary schools students academic activities in Katsina Zonal Education Quality Assurance, Katsina State.

Research Questions
The research questions of the study are as follows:
i.   What is the impact of behavioural leadership approach on senior secondary schools students academic activities in Katsina Zonal Education Quality Assurance, Katsina State?
ii. What is the impact of situational leadership approach on senior secondary schools students academic activities in Katsina Zonal Education Quality Assurance, Katsina State?

Research Hypotheses
The research Hypotheses of the study are as follows:
Ho1: There is no significant difference on the opinions of the respondents regarding the impact of behavioural leadership approach on senior secondary schools students academic activities in Katsina Zonal Education Quality Assurance, Katsina State.
Ho2: There is no significant difference on the opinions of the respondents regarding the the impact of situational leadership approach on senior secondary schools students academic activities in Katsina Zonal Education Quality Assurance, Katsina State.

Literature Review
Concept of Leadership

Despite the extensive and intensive study of the concept of leadership, no agreement has been reached among scholars on a single conceptual definition of the term for the purpose of universal acceptability. Different scholars have viewed and defined leadership from different perspectives. The views depend fundamentally on the aspects of leadership styles and the type of organization they have in focus leadership as the process of influencing the activity of an organized group towards goal setting and goal achievement, supporting the above assertion, Peretemode (2019) maintains that leadership is considered as the process of influencing group activity towards organizational goal attainment.

Okumbe (2018) considered leadership as interpersonal influence, exercised in situation and directed through the communication process toward the attainment of a specific groups set goals. Ukeje (2012) asserts that leadership is an input in an organization and involves interpersonal influences as one initiates structure and acts that result into consistent pattern of group interaction aimed at productivity and self-fulfillment of individuals‖. Olubadewo (2012) maintains that leadership behavior can be considered as dimensional, these dimensions are finite in number and vary according to the leaders personality, the requirement of task to be performed by him and his followers, and attitudes, needs and expectations of the followers and the organizational and physical environment in which he and they operate, Leithwood (2014) argue that true leaders must lead not dominate, inspire and encourage not force and bully and arouse in others an emergent leadership‖. Golgman (2020) opines that leading is the process of influencing people to accomplish desired objectives either their objectives or those of the leader. Furthermore, in his summation, Sodhi (2019) see leadership to mean the process of influencing the activities of an individual or a group in efforts towards goal achievement in a given situation.

Behavioural Leadership Approach in Senior Secondary Schools

The behavioural approach in leadership has had a significant impact on secondary schools. This approach focuses on the actions and behaviors of the leader and how they influence and motivate the followers. By understanding and utilizing this approach, secondary school leaders can effectively guide and inspire their staff and students. The behavioural approach emphasizes the importance of building

strong relationships with staff and students. Research has shown that positive relationships between leaders and employees foster trust, cooperation, and higher job satisfaction (Sergiovanni, 2019). Secondary school leaders who adopt this approach invest time and effort in building rapport with their staff, actively listening to their concerns, and supporting their professional growth. This approach helps to create a positive school culture where everyone feels valued and motivated to work towards common goals.

The behavioural approach highlights the significance of effective communication. Clear and frequent communication between leaders, staff, and students is crucial for a well-functioning secondary school. Leaders who utilize this approach ensure that they communicate the organization's vision and goals to everyone involved. They also foster open and transparent communication, allowing for ideas, feedback, and concerns to be shared and addressed (Goleman, 2017). Effective communication helps to keep everyone informed and engaged, fostering a sense of unity and shared purpose within the school community.

Situational Leadership Approach in Senior Secondary Schools

The situational approach to leadership has had a significant impact on the leadership practices in secondary schools. According to Leithwood, Harris & Strauss, (2014) opined this approach suggests that effective leadership is contingent upon the specific circumstances of a given situation. In the context of secondary schools, this means that leaders must be able to adapt their leadership style based on factors such as the needs and abilities of their students, the goals and objectives of the school, and the overall school culture. One of the main impacts of the situational approach in the leadership of secondary schools is the recognition that there is no one-size-fits-all leadership style. Leaders may need to employ different leadership styles depending on the situation they are facing. For example, in situations where there is a high level of structure and control needed, a more directive leadership style may be appropriate. On the other hand, in situations where students are more self-directed and have a high level of skills and knowledge, a more participative leadership style may be more effective.

Research Methodology

The methodology employed in this study was designed to assess the Impact of School Leadership Approaches on Students' Academic Activities in Senior Secondary Schools in Katsina Zonal Education Quality Assurance, Katsina State

Nigeria. A mixed-methods approach was adopted to gather quantitative and qualitative data, providing a holistic understanding of the impact of Leadership Approaches in Senior Secondary Schools.

Research Design

This research utilized a descriptive survey design. The survey method is appropriate for collecting a large amount of data from a sizeable population in a relatively short period. This design is particularly suitable for studies aimed at understanding the Impact of School Leadership Approaches on Students' Academic Activities in public secondary schools.

Population and Sampling Techniques

The population for this study is 1,509 and a sample of 306 which comprised Teachers, SBMCs, and ZEQA officials in the 25 public (state government owned) secondary schools in the zone. The rationale for using Teachers, ZEQA, SBMC officials in this study was because they are directly involved with the activities of the secondary schools in the State. A multistage sampling technique was employed to select the participants.

Data Collection Instruments

Data was collected using an adapted questionnaire titled "Impact of school leadership approaches and their impact on students academic activities Questionnaire (ISLAP). The questionnaire was designed to capture various dimensions of school leadership approaches, in the administration of secondary schools.

Data Analysis

The collected data was analyzed using both descriptive and inferential statistics: Descriptive Statistics, Inferential Statistics and Qualitative Data Analysis with the help of Statistical Package for Social Sciences (SPSS version 23) at 0.05 level of significance.

Results

Descriptive statistics of frequencies, percentages and standard deviation for the various components of the instrument were used to summarized the data.

Altogether, the instrument was administered to three hundred and six (306) subjects and two hundred and ninety-one (291) were successfully retrieved. The summary was presented in the table below:

Table 1: Number of Copies of Questionnaire Dispatched and Retrieved:

Respondents	Dispatched	Retrieved	Retrieved
Teachers	221	210	68.63%
SBMCs	75	71	23.20%
ZEQAs	10	10	3.27%
Total	**306**	**291**	**95.10%**

Data in table 1 shows that though 306 questionnaires were used in the study, 291 or 100% of the questionnaires were successfully retrieved. In other words, the researcher was able to successfully retrieved 221 out of 210 questionnaires dispatched to teachers. However, the table shows that the questionnaires dispatched to the SBMC officials 75 out of which 71 was successfully filled and retrieved and 10 questionnaires dispatched to ZEQA officials were successfully retrieved. Therefore, this further shows that 291 or 95.10% response rate used in this study is sufficient for the analysis.

Table 2: Frequency and Percentage of Respondents' Status:

Status	Frequency	Percentage
Teachers	210	72.20%
SBMC officials	71	24.40%
Z.E.Q.A officials	10	3.40%
Total	**291**	**100%**

Table 2 showed that a total of 291 or 100% of respondents participated in the study with teachers having 210 or 72.20%, SBMC officials with 71 or 24.40% and ZEQA officials with 10 or 3.40%. Based on this figure, it is evident that the population of teachers were more represented in the study than that of SBMC officials and ZEQA Officials.

Table 3: Frequency and Percentage of Respondents' Work Experience

Work Experience (in years)	Frequency	Percentage
0-5 years	81	27.84%
6-10 years	67	23.02%
11-15 years	90	30.93%
16-20 years	27	9.28%
21-Above year	26	8.93%
Total	291	100%

Table 4.4 shows that, 81 or 27.84% of the respondents are between 0-5 years of work experience, while 67 or 23.02% are between 6-10 years of work experience and 90 or 30.93% are between 11-15 years of work experience. Similarly, 27 or 09.28% are between 16-20 years of experience, while 26 or 08.93% are between 21 and above years of work experience. This result however, shows that the population of the respondents who are between 11-15 years of work experience were more represented than the respondents with other years of work experience in the study.

Research Question One:

Table 4: Descriptive Statistics on the Impact of Behavioural Leadership Approach on Senior Secondary Schools Students Academic Activities in Katsina Zonal Education Quality Assurance, Katsina State.

SA= Strongly agree; A= Agree; D= Disagree; SD= Strongly disagree; STD= Standard deviation

S/N	Item statement	Respondents	N 291	SA F	A F	D F	SD F	Mean	STD
1	Our senior secondary school leadership emphasizes clear communication and feedback mechanisms to support student growth and development enhance students' academic activities.	Teachers SBMCs ZEQAs	210 71 10	64 30 4	98 27 3	38 11 2	10 3 1	3.03 3.18 3.00	.171 .311 .775
2	Senior secondary school leaders actively listen to student and department concerns and strive to address them promptly and effectively on students' academic activities.	Teachers SBMCs ZEQAs	210 71 10	110 24 3	85 27 4	12 18 2	3 2 1	3.44 3.03 2.70	.202 .293 .718

3	Our school's leadership fosters a positive and inclusive school culture that values diversity and promotes equity on students' academic activities.	Teachers SBMCs ZEQAs	210 71 10	62 21 4	117 35 4	21 9 1	10 6 1	**3.10** **3.00** **3.10**	**.176** **.292** **.802**
4	Senior secondary school leaders prioritize collaborative decision-making and seek input from various stakeholders in the school community enhance students' academic activities.	Teachers SBMCs ZEQAs	210 71 10	65 38 3	120 28 5	20 0 2	5 5 0	**3.15** **3.39** **3.10**	**.179** **.339** **.802**
5	The leadership in our senior secondary school were valuing and respecting diverse opinions and perspective that affect students' academic activities.	Teachers SBMCs ZEQAs	210 71 10	77 32 6	100 26 2	26 13 2	7 0 0	**3.18** **3.27** **3.40**	**.182** **.322** **.908**
6	Our school leaders seek an input and feedback from team members before making decisions enhance students' academic activities.	Teachers SBMCs ZEQAs	210 71 10	52 33 3	115 27 3	29 8 3	14 3 1	**2.98** **3.13** **2.80**	**.168** **.305** **.732**
7	Senior secondary school leaders were building consensus and facilitating collaboration among team members promote students' academic activities.	Teachers SBMCs ZEQAs	210 71 10	91 19 3	67 29 5	34 20 1	18 3 1	**3.10** **2.90** **3.00**	**.176** **.281** **.775**

The result in Table 4 shows that each of the items 1, 2, 3, 4, 5, 6, and 7, of the impact of behavioural leadership approach on senior secondary schools students academic activities in Katsina Zonal Education Quality Assurance, Katsina State. The above results imply that the respondents rated behavioural leadership approach used by senior secondary school administrators in items 1, 2, 3, 4, 5, 6, and 7, as having positive effect on students academic activities.The tabulated results exposed: Teachers with an average mean of 3.14 scores, SBMC officials with an average mean of 3.13 scores and ZEQA officials with an average mean of 3.01 scores. All of the 3 categories of respondents average mean scores fall above

the criterion of 2.50 set for the study. Therefore, the result implies that the behavioural leadership approach used by senior secondary school administrators has positive effect on senior secondary schools students academic activities in Katsina Education Quality Assurance Zone, Katsina State, Nigeria.

Research Question Two:

Table 5: Descriptive Statistics on the Impact of Situational Leadership Approach on Senior Secondary Schools Students Academic Activities in Katsina Zonal Education

SA= *Strongly agree;* **A**= *Agree;* **D**= *Disagree;* **SD**= *Strongly disagree;* **STD**= *Standard deviation*

S/N	Item statement	Respondents	N 291	SA F	A F	D F	SD F	Mean	STD
8	The leaders in senior secondary schools should adapt their leadership style based on the specific situation at hand that enhance students' academic activities.	Teachers	210	98	64	40	8	3.20	.182
		SBMCs	71	21	29	12	9	2.87	.279
		ZEQAs	10	3	5	2	0	3.10	.802
9	Leaders should be flexible in their approach to leadership in order to effectively address different challenges on students' academic activities.	Teachers	210	108	84	15	3	3.41	.199
		SBMCs	71	8	35	10	5	3.01	.292
		ZEQAs	10	8	2	0	0	3.80	1.084
10	There is a one-size-fits-all leadership approach that is appropriate for all situations in senior secondary schools that promote students' academic activities.	Teachers	210	73	115	17	5	3.22	.184
		SBMCs	71	28		9	7	3.07	.298
		ZEQAs	10	4	4	2	0	3.20	.834
11	Leaders should rely on a single leadership approach without considering the unique circumstances they are facing in secondary schools can enhance students' academic activities.	Teachers	210	82	110	14	4	3.29	.189
		SBMCs	71	28		13	3	3.13	.305
		ZEQAs	10	5	3	1	1	3.20	.834
12	Situational leadership allows senior secondary school leaders to effectively manage and delegate tasks to staff members in order to enhance students' academic activities.	Teachers	210	74	101	19	16	3.11	.176
		SBMCs	71	21		17	4	2.94	.285
		ZEQAs	10	3	5	1	1	3.00	.775
13	The situational approach to leadership positively influences the overall functioning of secondary schools enhance students' academic activities.	Teachers	210	71	115	15	9	3.18	.182
		SBMCs	71	34		11	7	3.13	.305
		ZEQAs	10	3	3	3	1	2.80	.732
14	Senior secondary school leaders should adopt a situational approach to address individual student needs effectively on students' academic activities.	Teachers	210	98	67	30	15	3.18	.182
		SBMCs	71	23	29	12	7	2.96	.286
		ZEQAs	10	3	5	0	2	2.90	.751

The result in Table 5 shows that each of the items 8, 9, 10, 11, 12, 13, and 14, of the impact of situational leadership approach in senior secondary schools on students

academic activities in Katsina Zonal Education Quality Assurance, Katsina State. The above results imply that the respondents rated situational leadership approach used by senior secondary school administrators in items 8, 9, 10, 11, 12, 13, and 14, as having positive effect on students academic activities. The tabulated results shows: Teachers with an average mean of 3.23 scores, SBMC officials with an average mean of 3.02 scores and ZEQA officials with an average mean of 3.14 scores. All of the 3 categories of respondents average mean scores fall above the criterion of 2.50 set for the study. Therefore, the result implies that situational leadership approach used by senior secondary school administrators in the school system has positive effect on students academic activities in senior secondary schools in Katsina ZEQA Katsina State.

Hypotheses Testing

Hypothesis One: There is no significant difference on the opinion of the respondents regarding the impact of behavioural leadership approach on senior secondary schools students academic activities in Katsina Zonal Education Quality Assurance, Katsina State. In testing this hypothesis, inferential statistics of ANOVA was employed and processed on SPSS (Version 23). The detail of the result was presented in table 6.

Table 6: Summary of the Analysis of Variance (ANOVA) of Respondents' Opinion Regarding the Impact of Behavioural Leadership Approach on Senior Secondary Schools Students Academic Activities in ZEQA, Katsina

Status	Sum of Squares	df	Mean Square	f-value	p-value	Decision
Between Groups	51.792	2	25.896	1.245	.289	Retained
Within Groups	6198.009	288	21.521			
Total	6249.801	290				

The Table 6 presents analysis of variance of difference in the respondents' opinion regarding the impact of behavioural leadership approach on Senior Secondary Schools students academic activities in Katsina Education Quality Assurance Zone. The result indicated that the sum of square between the groups is 51.792; sum of

square within the group is 6198.009, While, mean sum of square within group is 21.521 and between the groups is 25.896. The f-value recorded was 1.245 and p-value observed at 0.05 level of significance is 0.289. Therefore, p-value is greater than Alpha value. Since the observed p-value is greater than Alpha value, the hypothesis which states that there is no significant difference in the respondents opinions regarding the impact of behavioural leadership approach on senior secondary schools students academic activities in Katsina Education Quality Assurance Zone is retained. Thus, this implies that there is no significant difference in the respondents' opinions regarding the impact of behavioural leadership approach on senior secondary schools students academic activities in Katsina Education Quality Assurance Zone.

Hypothesis Two: There is no significant difference on the opinion of the respondents regardingthe the impact of situational leadership approach on senior secondary schools students academic activities in Katsina Zonal Education Quality Assurance, Katsina State. In testing this hypothesis, inferential statistics of ANOVA was employed and processed on SPSS (Version 23). The detail of the result was presented in table 4.13.

Table 7: Summary of the Analysis of Variance (ANOVA) of Respondents' Opinion of the Impact of Situational Leadership Approach on Senior Secondary Schools Students Academic Activities in ZEQA, Katsina

Status	Sum of Squares	df	Mean Square	f-value	p-value	Decision
Between Groups	75.561	2	37.780	2.084	.126	Retained
Within Groups	5492.674	288	19.072			
Total	5568.235	290				

The table 7 presents analysis of variance of difference in the respondents opinion regarding the impact of situational leadership approach on senior secondary schools students academic activities in Katsina Education Quality Assurance Zone. The result indicated that the sum of square between the groups is 75.561; sum of square within the group is 5492.674. While, mean sum of square within group is 19.072 and between the groups is 37.780. The F-value recorded was 2.084 and p-

value observed at 0.05 level of significance is 0.126. Therefore, p-value is above the Alpha value. Since the observed p-value is above than Alpha value, the hypothesis which states that there is no significant difference in the respondents opinions regarding the impact of situational leadership approach on senior secondary schools students academic activities in Katsina Education Quality Assurance Zone is retained. Thus, this implies that there is no significant difference in the respondents' opinions regarding the impact of situational leadership approach on senior secondary schools students academic activities in Katsina Education Quality Assurance Zone.

Finding of the Study

The study was aimed at assessing the Impact of School Leadership Approaches on Students' Academic Activities in Senior Secondary Schools in Katsina Zonal Education Quality Assurance, Katsina State Nigeria. The discussions of the research findings comprised discussions on the findings from the responses of the respondents and results of the tested hypotheses.

Hypothesis one, which stated that there is no significant difference on the opinion of the respondents regarding the impact of behavioural leadership approach in senior secondary schools on students academic activities in Katsina Zonal Education Quality Assurance, Katsina State The null hypothesis was retained. This was because in table 4.6, majority of the respondents were with the opinion that there are application of behavioural leadership approach being executed by the school management, as shown in item eight to fourteen, where the grand mean scores of the cluster is 3.09 which is above the decision mean 2.50. This is in line to the a study by Avolio and Bass (2020) found that leaders who exhibit transformational behaviors, such as inspiring and motivating their team members, have a positive impact on tudent outcomes. Another study by Brown and Mitchell (2021) explored the role of adaptive leadership behaviors in navigating challenges within secondary schools. The study found that leaders who demonstrate adaptability and flexibility in their leadership styles are better equipped to address complex issues and drive positive change.

Hypothesis two stated that There is no significant difference on the opinion of the respondents regardingthe the impact of situational leadership approach in senior secondary schools on students academic activities in Katsina Zonal Education Quality Assurance, Katsina State. Therefore, this null hypothesis was retained, meaning that no significance difference existed in the opinion of respondents

regarding the impact of situational leadership approach in senior secondary schools. This was because situational leadership approach were involved in the management of senior secondary schools, which was shown on table 4.7 where some of the respondents were of the opinion that situational leadership approach in senior secondary schools has direct impact on students academic activities as shown in item 15 to 21. And this cluster has the grand mean scores of 3.13 which was above the decision mean 2.50. The finding of this cluster was in line with the finding of Smith (2020) who explored the application of situational leadership in a secondary school setting and found that teachers who used this approach reported higher levels of satisfaction and success in their teaching practices. Another study by Johnson (2021) highlighted the importance of ongoing professional development in situational leadership for school leaders to effectively apply this model in educational settings.

Conclusion

The study assessed the impact of school leadership approaches on students academic activities in senior secondary schools in Katsina Zonal Quality Assurance, Katsina State. Two research questions were raised to guide the study and each question was digested into seven statement items to ease the respondents' understanding of the questions. The descriptive and inferential statistics involving Mean and Standard Deviation as well as ANOVA were used for the analysis of the data. In line with the analyses, the result indicated that the respondents agreed with items statement in cluster 1 and 2 respectively; as such the study concluded that:

The study concluded that utilization of behavioral and situational, approaches in secondary schools has a significant impact on the overall effectiveness and success of educational institutions. By incorporating behavioral leadership strategies encourages positive behaviors and fosters a conducive learning environment. Situational leadership enables administrators to adapt their approach based on the specific needs and circumstances of the school community, promoting flexibility and responsiveness. Together, these diverse leadership approaches contribute to create a dynamic and inclusive secondary school environment that nurtures academic excellence, students engagement, and overall well-being.

Recommendations

In line with the findings of this study, it is recommended that:
   1. Educational administrators are expected to reinstate the value of behavioral leadership approach in secondary education focuses on understanding and improving leadership behaviors and styles within

schools. This approach emphasizes the importance of leaders adopting specific behaviors to effectively lead and manage their teams.

2. School administrator should prioritize situational leadership approach in education, particularly in secondary school settings, as it has a significant impact on student outcomes and the overall learning environment. This leadership model emphasizes the importance of adapting leadership styles based on the readiness and maturity levels of individual students or student groups.

3. Government is expected to organize workshop about the importance of applying various leadership approaches in order to address all wanted and unwanted occurances in their respective senior secondary schools in Katsina ZEQA Katsina state.

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