
Relationship between Principal Leadership Styles and Staff Job Performance in Secondary Schools in Adamawa State

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ABSTRACT

This paper investigated relationship between principals' leadership styles and teachers' job performance in senior secondary schools in Adamawa State, Nigeria. The study population comprised all the 154 senior secondary schools in the State. Out of this population, a sample of 30 senior secondary schools was purposive randomly selected at rate 6 schools per educational zone. Therefore, all the 429 teaching staff as well as 30 principals from the sampled schools served as respondents for this study. Two instruments were used to collect data for the study. These were the principals' leadership style questionnaire and the teachers' job performance questionnaire. The data collected were analyzed using frequency counts, percentages, chi-square and t-test. It was found that the democratic leadership style was the most commonly used leadership style among principals of senior secondary schools in the State. Teachers' job performance was also found to be at a moderate level in the schools. Teachers' job performance was found better in schools having principals using autocratic leadership style, followed by those schools with democratic principles, while the teacher's performance under Laissez-faire principals is below average. It was recommended that school principals should mix autocratic and democratic styles of leadership in the school administration in order to enhance better job performance among teachers. It was suggested that the use of the Laissez-faire leadership style should be discouraged.

Keywords: Principals, leadership, styles, teachers, job, performance

INTRODUCTION

Leadership is an interactive process in which leaders and followers engage in mutual interaction in a complex environment to achieve mutual goals. According to Warren (2000), leadership is neither a position or title, nor the actions of an identifiable leader; rather, it is an influence relationship between leaders and followers, within a leadership system. Leadership in the schools is more robust, challenging and tasking, due to the nature of secondary school settings. By default, principal in every school assume leadership role, and their perception and ways of running the school's activities is their leadership styles. The unfortunate things were the facts that

most principals have little knowledge about leadership styles, while most show less concern about which particular style they were using. As such, Ibukun (1997) argued that the main task of the principal is to create a conducive atmosphere for the teachers to be able to achieve desired changes in students' learning. Supporting this argument Ijaiya (2000) remarked that secondary schools teachers in Nigeria, do express a desire for more participation in decision-making, though, most principals are not giving their teachers this opportunity. In a nutshell, the way the principal relates with his or her staff could contribute immensely to the school overall effectiveness or otherwise.

LITERATURE REVIEW

Leadership and Management at School

There is a difference between leadership and management. The leader and those who follow represent one of the oldest, most natural and most effective human relationships (Siskin, 1994). The manager and those managed are a later product with neither so romantic nor inspiring a history. Leadership is of the spirit, compounded of personality and vision –its practice is an art. Management is of the mind, more a matter of accurate calculation, statistics, methods, timetables and routines – its practice is a science" (Townsend & Gebhardt, 1997).

Obilade (1999) expressed leadership as process of influencing the activities of a group of people by a leader in efforts towards goal achievement. It involves a force that initiates actions in people. A leader in a school setting is someone that display ability of getting something done with the assistance and co-operation of other people within the school system (Omolayo, 2000; Aghenta, 2001). Leadership style could be described in various ways. It refers to the underlying needs of the leader that motivate his behavior (Siskin, 1994; Oluwatoyin, 2003). It is the manifestation of the dominant pattern of behavior of a leader (Okurumeh, 2004). It is also a process through which persons or group influence others in the attainment of group goals (Akinwumiju & Olaniyan, 1996; Adeyemi, 2006).

Researchers have identified certain leadership behaviours used in organizations (Obilade, 1999, Adeyemi, 2006). These are autocratic, democratic, Transactional and Laissez-faire leadership styles. The autocratic leadership style is also known as the authoritarian style of leadership. Power and decision-making reside in the autocratic leader. The autocratic leader

directs group members on the way things should be done. A principal with such style does not maintain clear channel of communication between him/her and the subordinates (teachers). He or she does not delegate authority nor permit teachers to participate in policy-making in school (Siskin, 1994; Oyedokun, 2000).

The democratic style of leadership emphasizes group and leader participation in the making of policies. Decisions about school matters are arrived at after consultation and communication with various people and teachers concerned with school-setting. A democratic principal, as school leader, attempts as much as possible to make each individual teacher feel that he/she is an important member of the schools, under democratic principal communication is multidirectional while ideas are exchanged between teachers, non-teachers and the principal (Nakpodia, 2009). In this style of leadership, a high degree of staff morale is always enhanced (Ndidiamaka, 2014). Laissez-faire leadership style allows complete freedom to group decision without the leader's participation. Thus, subordinates are free to do what they like. The role of the leader is just to supply materials. The leader does not interfere with or participate in the course of events determined by the group (Townsend and Gebhardt, 1999). Performance could be described in various ways. It could be an act of accomplishing or executing a given task (Oyedokun, 2000). It could also be described as the ability to combine skillfully the right behaviour towards the achievement of organizational goals and objectives (Oyedokun, 2000).

Teacher's Job Performance

Teachers' job performance could be described as the duties performed by a teacher at a particular period in the school system in achieving organizational goals (Obilade, 1999). It could also be described as the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes (Oluwatoyin, 2003; Okurumeh, 2004). However, Peretemode (2012) argued that job performance is determined by the worker's level of participation in the day to day running of the organization. It is noted that employees behave differently under different situations. Principals' can therefore encourage effective performance of their teachers by identifying their needs and trying to satisfying or meeting them. Supporting this argument, Obilade (1999) asserted that variables of job performance such as effective teaching, lesson note preparation, effective use of scheme of work, effective supervision, monitoring of students' work and

disciplinary ability are virtues which teachers should uphold effectively in the school system. In this regard, the teachers' performance could be measured through annual report of his/her activities in terms of performance in teaching, lesson preparation, lesson presentation, mastery of subject matter, competence, teachers' commitment to job and extra-curricular activities. Other areas of assessment include effective leadership, effective supervision, effective monitoring of students' work, motivation, class control and disciplinary ability of the teachers.

It is against this background that this study was set out to examine critically the relationship between principals' leadership styles and teachers' job performance in senior secondary schools in Adamawa State, Nigeria. The concern of the study was to determine the best style of leadership out of the autocratic, democratic, and Laissez-faire leadership style that would enhance better job performance among teachers in senior secondary schools in the State

STATEMENT OF THE PROBLEM

The relationship between principals' leadership style and teachers' job performance has been a subject of controversy by researchers (Omolayo, 2000; Adeyemi, 2006). The controversy was centered on whether or not the style of leadership of principals influences the level of job performance among teachers. Common observations in the school system shows that the leadership style of a principal could perhaps have serious impact on teachers' job performance. The problem of this study therefore was to determine what relationship exists between principals' leadership styles and teachers' job performance in senior secondary schools' in Adamawa State, Nigeria. In addressing this problem, the following research questions were raised:

1. Which leadership style is mostly used by school principals in senior secondary schools in Adamawa State, Nigeria?
2. What is the level of job performance among teachers in Senior Secondary Schools in Adamawa State?
3. Is there any significant relationship between principals' leadership style and teachers' job performance in senior secondary schools in Adamawa State, Nigeria?
4. Is there any significant difference in teachers' job performance in those schools having principal's using autocratic leadership style and

- schools having principals using democratic leadership style in the State?
5. Is there any significant difference in teachers' job performance in schools having principal's using autocratic leadership style and schools having principals' using Laissez-faire leadership style in the State?
 6. Is there any significant difference in teachers' job performance in schools having principals using democratic leadership style and schools having principals' using Laissez-faire leadership style in the State?

METHODOLOGY

This study adopted the descriptive research design. The study population comprised all the 154 senior secondary schools, with total of 2119 teaching staff, in Adamawa State, Nigeria. Out of this population, the study used purposive randomly technique to select 6 senior secondary schools from each of the five educational zone in the state, given total to 30 schools. Thereby, the total of 459 comprises of 30 principals as well as 429 teaching staff in the sampled schools served as sample size for this study. Two instruments were used to collect data for the study. These were the principals' leadership style questionnaire (PLSQ) and the teachers' job performance questionnaire (TJPQ). The principals' leadership style questionnaire was in two parts A and B. Part A sought the demographic information of respondents. Part B consisted of two sections. Section 1 requested information on what leadership style was being used by school principals in each of the school. Section 2, elicited information on how effective was a school principal in utilizing the leadership style in his or her school.

TJPQ was also in two parts A and B. Part A elicited demographic information about each school such as the name of the school and its location, the rank of the teachers and years of teaching experience. Part B consisted of 5 sections. Section 1 required information on the qualification of the teacher. Section 2 required information on the competence of the teacher in terms of mastery of subject matter. Section 3 elicited information on the teacher's job performance in terms of lesson note preparation, effective teaching, class control, use of teaching materials, and method of teaching and evaluation of teaching. Section 4 required information on the teacher's

personality in terms of loyalty, integrity and human relationship. Section 5 requested information on the teacher's extracurricular activities.

The content validity of the instrument was determined by two experts, while the reliability of instrument was determined through the test-retest reliability technique. In doing this, the instruments were administered to 40 respondents in 4 senior secondary schools outside the study area. Using Pearson Product Moment Correlation, a correlation coefficient of 0.81 was obtained indicating that the instruments were reliable for the study. The study recorded 98% return rate, 450 questionnaires were duly completed and returned out 459. The data collected were analyzed using frequency counts, percentages, t-test and Pearson Product Moment Correlation while the hypotheses were tested at 0.05 alpha levels.

RESULTS

Question 1: Which leadership style is mostly used by school principals in senior secondary schools in Adamawa State, Nigeria?

In answering this question, data on the leadership styles used by school principals' in senior secondary schools in Adamawa State, Nigeria were collected from teachers' and principal responses. The data collected were analyzed during frequency counts and percentages. The findings as indicated in Table 1 show that the democratic style of leadership was the mostly used leadership style among principals of senior secondary schools in Adamawa State, Nigeria. 309 respondents (69%) gave this response. This was followed by the Autocratic leadership style. Only 96 respondents (21%) claimed that the Autocratic leadership style is another common style of leadership used by principals of senior secondary schools in the state. The remaining 45 respondents (10%) indicated that some principals used the Laissez-faire leadership style.

Table 1: Leadership styles commonly used by principals of senior secondary schools in Adamawa State, Nigeria

Leadership Style	Frequency	Percentage
Autocratic	96	21%
Democratic	309	69%
Laissez-fair	45	10%
Total	450	100%

Question 2: What is the level of job performance among teachers in Senior Secondary Schools in Adamawa State?

In answering this question, data on teachers' job performance in senior secondary schools in the State were collected from the principals' responses to the teacher's job performance. The results on Table 2 revealed the principal rating of job performance of teachers. The results indicated that 40% of principal rated lesson note preparation ability as moderate (average 2.13). Likewise, 40% of the sample principals rated teacher lesson presentation 'low' (average = 1.87). Also, 46.7% of the principals indicated that class teachers cannot effectively used teaching aids (average = 1.77). Most principals (43.3%) expressed that the method of teaching by the teaching staff in secondary school is poor (average =1.73). On the aspect of effective teaching, most principals (66.7%) indicated that teachers in the senior secondary schools are lacking effective teaching (average = 1.43). The supervision of pupils work by the school teachers was rated 43.3% (average = 1.83). Majority of principals (83.3%) indicated that teachers in the secondary schools has low class control (average = 1.23%). Likewise, 56.7% of the sampled schools principal indicated that teaching staff could not adequately evaluate lesson (Average = 1.60). More so, 56.7% of principals indicated that teachers in their schools had moderate integrity and loyalty (average = 2.10). Also, 43.3% of the principals expressed that teachers in their schools have good human relationship (average = 2.20). Most principal (56.7%) expressed that teachers in the senior secondary schools in Adamawa State were less motivated (average = 1.60). the results also showed that 43.3% of the principals expressed that their teachers do moderately participate in various school activities. Likewise, 46.7% of the principal indicated that their teachers are moderately disciplined (average = 1.87).

Table 2: Teachers job Performance in the State

Variables	High Fx(%)	Moderate Fx(%)	Low Fx(%)	Average N = 30
Lesson note preparation	11(36.7%)	12(40%)*	7(23.3%)	2.13
Lesson presentation	8(26.7%)	10(33.3%)	12(40%)*	1.87
Use of teaching aid	7(23.3%)	9(30.0%)	14(46.7%)*	1.77
Method of teaching	5(16.7%)	12(40.0%)	13(43.3%)*	1.73
Effective teaching	3(10.0%)	7(23.3%)	20(66.7%)*	1.43
Monitoring/supervision pupils work	6(20.0%)	13(43.3%)*	11(36.7%)	1.83
Class control/participation	2(6.7%)	3(10.0%)	25(83.3%)*	1.23

Evaluation of lesson	5(16.7%)	8(26.7%)	17(56.7%)*	1.60
Loyalty/ Integrity	8(26.7%)	17(56.7%)*	5(16.7%)	2.10
Human relationship	13(43.3%)*	10(33.3%)	7(23.3%)	2.20
Motivation	5(16.7%)	8(26.7%)	17(56.7%)*	1.60
Participation in school activities	11(36.7%)	13(43.3%)*	6(20.0%)	2.17
Disciplinary ability	6(20.0%)	14(46.7%)*	10(33.3%)	1.87

* Significant rating, among the High, Moderate and Low

Question 3: Is particular principals' leadership style play significant impact on teachers' job performance in senior secondary schools in Adamawa State, Nigeria?

In addressing this question, the question was transformed into hypothesis statements as following:

HO: The principal leadership style does not significantly impacting on teacher's job performance in senior secondary schools in Adamawa State. The data on teachers' job performance were collected from teacher's responses on job performance and sorted into group based on the identified principal leadership styles from principal indicated choice of leadership. The data were categorically analyzed with chi-square.

Table 3a: Cross-Tabulation between Teacher Job Performance and Principal Leadership Styles

Style		Teachers Job Performance			Total
		Low	Moderate	High	
Autocratic	Count	8	14	66	88
	%	9.1%	15.9%	75.0%	100.0%
Democratic	Count	15	136	139	290
	%	5.2%	46.9%	47.9%	100.0%
Laisser-faire	Count	14	19	9	42
	%	33.3%	45.2%	21.4%	100.0%
Total	Count	37	169	214	420
	%	8.8%	40.2%	51.0%	100.0%

Table 3b: Results of Chi-Square Analysis on Influence of Leadership Style on Teachers Job Performance

Stat	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	27.129	4	0.001
Critical Chi-square	9.488	4	0.002
N of Valid Cases	420		

The results on Table 3a revealed the cross tabulation of principal leadership style and rating of teachers job performance. The results indicated that 75% of the teachers under autocratic principal recorded high performance, likewise, 47.9% of those teachers under democratic leaders were rated high in their job performance while only 21.4% of those teachers under laissez-faire got high job performance.

Likewise, the results on the Table 3b revealed chi-square value 27.129 which is greater than critical chi-square value 9.488 at degree of freedom of 4, p-value < 0.05. Therefore, since calculated chi-square value is greater than critical value, the null hypothesis is rejected. This implies that having majority of teaching staff under autocratic leaders and those under democratic leaders performed high is not accidental.

Question 4: Is there any significant difference in teachers' job performance in those schools having principals using autocratic leadership style and schools having principals using democratic leadership style in the State? In order to addressing this question, the question was transformed into hypothesis statement as following:

HO: There is no significant difference in teachers' job performance in those schools having principals using autocratic leadership style and schools having principals using democratic leadership style in the State. The data collected on teachers' job performance assessment for the category of teachers under autocratic and democratic principals were compared using t-test analysis.

Table 4: T-test Analysis on Difference in the Job Performances of Teachers under Autocratic Principal and those under Democratic Principal

Style	N	Mean	Std. Error Mean	Mean Diff	Std Error Diff	t-test	t-crit	df	Sig. (2-tailed)
Autocratic	88	30.40	0.507	1.598	0.483	3.31	1.962	376	0.001
Democratic	290	28.80	0.217						

The results on Table 4 revealed the t-test results on difference in the mean performance of those teachers under autocratic leaders and those under democratic. The results indicated t-test value 3.31 which is greater than t-critical value 1.962 at degree of freedom of 376, p-value < 0.05. Therefore, since calculated t-test value is greater than t-critical value, the null hypothesis is rejected. This implies that there significant difference in the job performances between the teachers under the two categories of leadership principal. The result on the table indicated further, that teachers under autocratic leaders had 30.40 mean job performance which more than 28.80 mean job performance for those under democratic leaders.

Question 5: Is there any significant difference in teachers' job performance in schools having principals using autocratic leadership style and schools having principals' using Laissez-faire leadership style in the State?

In addressing this question, the question statement was transformed into hypothesis statement as following:

HO: There is no significant difference in teachers' job performance in schools having principals using autocratic leadership style and schools having principals' using Laissez-faire leadership style in the State. The data on teacher's job performance for the category of teachers under autocratic principal and those under laisser-faire style principal were subjected to t-test analysis.

Table 5: T-test Analysis on Difference in the Job Performances of Teachers under Autocratic Principal and those under Laisser-faire Principal

Style	N	Mean	Std. Error Mean	Mean Diff	Std Error Diff	t-test	t-crit	Df	Sig. (2-tailed)
Autocratic	88	30.40	0.507						
Laisser-faire	42	23.86	0.819	6.541	0.926	7.061	1.976	128	0.001

The results on Table 5 revealed the result of t-test analysis on the mean difference in the job performance of those teachers under autocratic principal and those under laisser-faire principals. The result indicated 7.061 as calculated t-test value as against t-critical value 1.976 at degree of freedom of 128, p-value less than 0.05. Thus, since the calculated t-test value is greater than t-critical value, the null hypothesis is rejected. This implies that the 30.40 mean performance for those teachers under autocratic significantly outweighed 23.86 recorded by those teachers under laisser-faire principals.

Questions 6: Is there any significant difference in teachers’ job performance in schools having principals using democratic leadership style and schools having principals’ using Laissez-faire leadership style in the State? In answering this question, the statement was transformed into hypothesis statement as following:

HO: There is no significant difference in teachers’ job performance in schools having principals using democratic leadership style and schools having principals’ using Laissez-faire leadership style in the State.

Table 6: T-test Analysis on Difference in the Job Performances of Teachers under Democratic Principal and those under Laisser-faire Principal

Style	N	Mean	Std. Err. Mean	Mean Diff	Std Err. Diff	t-test	t-crit	Df	Sig. (2-tailed)
Democratic	290	28.80	0.217						
Laisser-faire	42	23.86	0.819	4.942	0.649	7.614	1.976	330	0.001

The results on Table 6 revealed the t-test analysis on significant of differences between job performance of teachers for those under democratic and those under laisser-faire leadership styles. The results indicated t-test

value 7.614 which is greater than t-critical value 1.976 at degree of freedom of 330. Therefore, the null hypothesis is rejected. This implies that there is significant difference in the 28.8 mean job performance score recorded by those teachers under democratic than 23.86 for those under *laissez-faire* principal.

DISCUSSION

This study, as indicated democratic leadership style as commonest style of leadership used by principals of senior secondary schools in the State. This finding was consistent with the findings earlier made by Ajibade (1990); Obilade (1999) and Adeyemi (2010). Also, the findings of this study indicated that teachers' job performance in the state is below moderate. In a situation whereby the level of teachers' job performance in the schools was just 38.8% on the average does not augur well for effective teaching and learning in the senior secondary schools. There as on for this could not be unconnected with the low level of motivation of teacher's found in this study. This finding was in consonance with the findings made in previous studies by Bolarinwa (2002) and Duze (2012). The finding of this study indicated high influence of autocratic leadership style on teacher's job performance. This shows that in certain situations, the more authoritarian a leader is, the more effective the subordinates. This implies that many teachers need to be strictly monitored by the principal before they could improve on their job performance. This finding was contrary to the findings made by Siskin (1994), Grant (2003) and Akerele (2007), their study found no significant relationship between principals' autocratic leadership style and teachers' job performance in secondary schools. However, this finding is in accordance with the finding made by recent researches (Adeyemi, 2010; Duze, 2012; and Ndidiamaka, 2014). Likewise, the finding of this study indicates that democratic leadership style is influencing teachers' job performance. This implies that principals using democratic leadership style could also enhance job performance among teachers. This finding agreed with the findings made by previous researchers (Ijaiya, 2000; Ogunyika & Adedoyin, 2013). However, the finding indicating no significant influence of *Laissez-faire* leadership style on teachers' job performance. This implies that principals' who showed uncared attitude in their leadership roles would normally expect a low level job performance among their teachers. This finding was consistent with the findings made by previous researchers (Oluwatoyin, 2003; Ndidiamaka, 2014).

The finding of this study also, indicating better job performance among teachers' in schools having principals' using autocratic leadership style than in schools having principals using democratic leadership style implies that in certain situations people need to be forced to work in order to enhance better productivity. The finding was consistent with the findings made in some previous studies (Oluwatoyin, 2003; Duze, 2012). The finding was however contrary to the findings made by Akerele (2007) and Ndidiamaka (2014) who found that teachers perform better in schools having principals using democratic style of leadership than in schools having principals using autocratic style of leadership. The finding indicating better job performance among teachers' in schools having principals using autocratic leadership style than in schools having principals' using Laissez-faire leadership style was an indication that Laissez-faire leadership style is not a good style of leadership that could enhance better job performance among teachers in schools. This finding was in consonance with the findings made by previous researchers (Ibukun, 1997; Adeyemi, 2010). The finding of this study indicating significant difference in teachers' job performance in schools having principals using democratic style of leadership and in schools having principals using Laissez-faire leadership style, this shows that democratic leadership style was a better leadership style in enhancing better job performance among teachers. The finding was in consonance with the findings made in previous studies (Obilade, 1999; Adeyemi, 2006; Roul, 2012). This confirmed the fact that the Laissez-faire leadership style is not a workable style of leadership that could enhance better job performance among teachers in schools.

CONCLUSION

It has been established by this study, that principals' leadership style is a crucial variable in teachers' job performance in senior secondary schools in Adamawa State, Nigeria. This is evident in the findings of this study which interact the style of leadership used by a principal as a function of teachers' job performance in school. The significant influential roles play by autocratic leadership style on teachers' job performance is unique and value added to the earlier findings. In some situations, people need to be strictly guided before they could improve productivity. The findings of this study have therefore led the researcher to conclude that the autocratic leadership style is the best style of leadership that could enhance better job performance among teachers in senior secondary the State. This could be only reason, while most

school principal in the private organization prefer the choice of autocratic style to the others

RECOMMENDATION

Based on the findings of this study, it was recommended that school principals should imbibe a mixture of autocratic and democratic styles of leadership in their school administration in order to enhance better job performance among teachers. As such, principals could transform from being either democratic or autocratic into transactional leaders. The use of the Laissez-faire leadership style should be discouraged by school principals as it could not bring a better job performance among teachers. The State Ministry of Education should organize regular inspection to schools to monitor the style of leadership used by principals that could enhance better job performance among teachers. The state Ministry of Education should from time-to-time organized seminar for the schools principals on leadership style and roles of good principals. This is necessary in order to achieve the objective of secondary education as entrenched in the National Policy on Education.

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