
Influence of Principal's Leadership Styles on Teachers Job Performance in Public Secondary Schools in Egbeda Local Government Area, Oyo State, Nigeria

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Abstract

This study investigated the influence of principal's leadership styles on teachers job performance in public secondary schools in Egbeda local government, Oyo state. The study adopted the descriptive survey research design of the correlational type. Proportionate sampling technique was used to select 30% of public secondary school teachers in Oyo State which is 268 out of 891 given total number of 283 respondents in all. The data collected were used to analyzed using Inferential statistics such as PPMC was used to analyze hypotheses 1-4, while hypotheses 5 and 6 was analyzed using multiple regressions, at $p < 0.05$ level of significance. It was revealed that there is no significant relationship between Democratic leadership styles and teachers' job performance ($r = 0.368 > 0.05$). There is no significant relationship between Autocratic leadership styles and teachers' job performance ($r = 0.126 > 0.05$). There is no significant relationship between laissez leadership styles and teachers' job performance ($r = 0.168 > 0.05$). There is no significant relationship between situational leadership styles and teachers' job performance ($r = 0.508 > 0.05$). It was recommended that Democratic style of leadership should be adopted by principals to improve performance. Principals should improve their way of public relations and accept constructive criticism. Autocratic leadership style should be adopted when necessary, especially in a situation where subordinate (teachers) in school who are inherently indolent and would avoid job if possible. Laissez-faire leadership style should be used by principals of public secondary school when need arise.

Keywords: Principal's Leadership Styles, Teachers Job Performance, Public Secondary Schools

Introduction

Leadership is tied to the continual development and attainment of organizational goal. Lack of vision in the management of schools often leads to imbalance in the allocation and use of resources. Education in Nigeria is an instrument for effecting national development. The country's educational goals have been set out in the National Policy on Education (NPE) in terms of their relevant to the needs of the individual and the society (Federal Republic of Nigeria, 2004). Towards this end, the National Policy on Education set up certain aims and objectives, which were to facilitate educational development in the country. To achieve these aims and objectives, the school leader (principal) has important roles to play. Among these roles includes providing effective leadership in secondary schools thereby enhancing better job performance among teachers.

According to Florence (2012), educational leaders play important role with the intension to make teaching and learning more effective and to give quality education to students. Leadership style of a head of school really depends on the leaders assumptions about human being, human nature and human learning. These assumptions consciously and

unconsciously are the main foundation for decision making and choosing a leadership style (Florence, 2012; Suraya & Yunus, 2012).

According to Ayoola (2017) in a study explained that in educational system, the head of schools are often blamed for falling standard of education due to student poor academic performance. He furthermore expatiate that the leader got condemned for being autocratic or for being inactive. Good educational plans, good school programmes, adequate human and material resources might not be effective if good administrative leadership to coordinate the progress and success of the school is not in place. Where the leadership style of the principal is ineffective, even the best school programme, the most adequate resources and the most motivated staff and students will be rendered unproductive (Ayoola, 2017). The successes of a leaders have been taught to be, due to the various methods ranging from the most 'democratic, autocratic and laissez-fair (Florence, 2012). The importance of good leadership style cannot be over emphasized. School leader however most time has not considered their styles of leadership as determinants of teacher's job performance in difficult to administer their schools effectively. Leadership processes define, establish, identify, or translate this direction for their followers and facilitate or enable the organizational processes with the aim of achieving the organizational purpose (Suraya and Yunus, 2012).

In every organization especially the schools, teachers should be given proof of being entitled to be in the school system. In this way, teachers are expected to perform their tasks effectively. A successful school system is a pride of a teacher and this is desirable behaviour towards effective job performance. Teacher 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, 2008). It could also be described as the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes (Akinyemi, 2003 and Okeniyi 2005).

Peretemode (2006) argued that job performance is determined by the worker's level of participation in the day to day running of the school. He further noted that school teachers behave differently under different situations. Principals can therefore encourage effective performance of their teachers by identifying their needs and trying to satisfy or meeting them. Supporting this argument, Owoye (2001) asserted that variables of job performance such as effective teaching, lesson note preparation, effective use of scheme of work, effective supervision, monitoring of student's work and disciplinary ability are virtues which teachers should uphold effectively in the school system.

Different experts have identified different leadership styles and their distinctive characteristics. (Wiles, 1990; Liberman et al, 1994). These includes the Democratic, Autocratic and Laissez-fair leadership styles.

The democratic leadership style emphasizes group and leader participation in making of policies. It is characterized by co-ordination, co-operation and by collaboration. Decisions about organizational matters are arrived at after consultation and communication with various people in the organization. The leader attempts as much as possible to make each individual feel that he /she is important is an important member of the organization. Communication is multidirectional while ideas are exchanged between employees and the leader (Heenan and Bennis 1999). In this style of leadership, a high degree of staff morale is always enhanced (Mba, 2004).

Nsubuga (2008), describes the autocratic leadership style as a style where the manager retains most authority for him/herself and makes decisions with a view to ensuring that the staff implements it. He/she is not bothered about attitudes of the staff towards a decision. He/she is rather concerned about getting the task done. He/she tells the staff what to do and how to do it,

asserts him/herself and serves as an example for the staff. Autocratic leaders are generally disliked, as there is no scope for initiative, consideration, and self-development on the part of followers. Teachers and students, for example, whose school heads employ the autocratic leadership style, remain insecure and afraid of the authority. This eventually reduces their ability to explore their potential. This style is typical of a leader who tells his employees what he wants to do and how he wants it done, without requesting the input/advice of his subordinates. Some people tend to perceive this style as a vehicle for yelling, using demeaning language, and leading by threats and abusing their power. However, under certain conditions the autocratic leadership style is appropriate, especially when one has all the information to solve the problem, when one has little time, and when employees are well motivated.

Laissez-fair which is also known as free-rein leadership style a leader who adopts this style would have the work being done effectively by the subordinates. He supplies materials and ideas and only participates whenever the needs be, for example in a school where the head teacher make use of this style, all the affair of the school will be in his possession and the entire staff to make them perform effectively and achieve the organizational goals and objectives. The teachers perform effectively and it also tells on students’ academic performances because the leader or head teacher carried them along in running affairs of the school empowers subordinates to work with freedom and free-will (Ogunyinka and Adedoyin, 2013).

The performance of teachers and students in a school determine to a large extent how effective the principals’ administrative role and leadership style is for principal to be an effective leaders, he or she must have the ability to lead effectively showing concern to the available human and material resources. Where a leader is a person oriented there is always the tendency for teachers to be highly dedicated to their job. Teacher will see themselves as part and parcel of the school organization but where the leader is task oriented, without due consideration for the work’s welfare, the teacher tends to be dissatisfied and disinterested. Therefore, a good leader should have interest in the welfare of his subordinates.

The educational objectives of the federal government carried the impression that teacher had to be adequately trained, paid, motivated and maintained if the government is to succeed in its educational ambition as contained in the National Policy on Education(NPE 2014). Government schools boards and principals must show a lot of interest in developing ideas which will make work more attractive to teachers and motivate them to give their best, which require more than salaries and promotion.

It is argued that, the efficiency of any school organizations lies on the responsibility of principals, it is assumed that productivity and effectiveness in a teaching learning situation is the function of the relationship between the skill of the and the motivation provided in the school environment. The principal as the leader has unique opportunity of motivating his subordinate by a productive display of certain leadership qualities and leadership style.

The relationship between principal leadership style and teacher’s job performance has been of great interest to educational planners and decision makers on education. Also teacher’s job performance depends on principal leadership style. It is therefore become necessary to investigate influence of leadership styles on teachers’ job performance in public secondary schools in Egbeda Local Government Area, Oyo state, Nigeria.

Statement of the Problem

The relationship between principal leadership styles and teachers job performance has been a subject of controversy by many researchers. The controversy was centered on whether the style of leadership influences the level of job performance among teacher or not Previous study has shown how Indiscipline of students nowadays in secondary school appears very

rampart and this indiscipline is based on perceived poor leadership skills by teachers and administrator, which metamorphous to many consequences such as poor reading habit among students, poor academic performance among others.

Observation has shown that the style of principal could perhaps have serious impact on teacher’s job performance as Teacher plays an important role in shaping and building the character of student in school for excellent academic performance. But this has been undermined as students see teachers as mere person who they have no regards for due to lack of leadership skills exhibited by many of the school administrators and teachers. Teachers and administrators has lost their leadership roles and the effect of the lost has endangered the educational sectors as a nation builder. However, this aforementioned failure could be dropped on the shoulders of the school administrators such as the principals who assumed to have relaxed in carrying out their responsibilities through the leadership styles they adopt when carrying out their duties as it is assumed that, one of the key factors influencing academic attainment is the nature and quality of the leadership and management provided by the school administrators. The aim of this study is to investigate the factors that have undermined the leadership roles of teachers. This study is set to investigate the influence of leadership styles on teachers’ job performance public in secondary schools in Egbeda Local Government Area, Oyo state, Nigeria.

Research Question and Hypotheses

The following research question and hypotheses were raised to guide the study:

1. What is the level of teachers’ job performance in public Secondary Schools in Egbeda Local Government, Oyo state?
2. **H₀₁**: There is no significant relationship between Democratic leadership styles and teachers’ job performance in public Secondary Schools in Egbeda Local Government, Oyo State.
3. **H₀₂**: There is no significant relationship between Autocratic leadership styles and teachers’ job performance in public Secondary Schools in Egbeda Local Government, Oyo State
4. **H₀₃**: There is no significant relationship between Lassiez-fair leadership styles and teachers’ job performance in public Secondary Schools in Egbeda Local Government, Oyo State
5. **H₀₄**: There is no significant relationship between situational leadership styles and teachers’ job performance in public Secondary Schools in Egbeda Local Government, Oyo State
6. **H₀₅**: There is no significant relative contribution to leadership styles (Democratic, Autocratic, Lassiez-fair and situational) and teachers’ job performance in public Secondary Schools in Egbeda Local Government Area, Oyo State
7. **H₀₆**: There is no significant joint contribution to leadership styles (Democratic, Autocratic, Lassiez-fair and situational) and teachers’ job performance in public Secondary Schools in Egbeda Local Government Area, Oyo State.

Research Question

What is the level of teachers’ job performance in public Secondary Schools in Egbeda Local Government, Oyo State?

Teachers’ Job Performance in Public Secondary Schools

ITEMS	STRONGLY AGREED	AGREED	DISAGREED	STRONGLY DISAGREED	Mean	SD
Teachers in my school respond to students questions	9 60.0%	6 40.0%	0 0%	0 0%	3.60	.507
Help to find solution to their problems	4 73.3%	11 26.7%	0 0%	0 0%	3.27	.458
Present his/her lesson in such a way that the student will understand them	7 46.7%	8 53.3%	0 0%	0 0%	3.47	.516
Are efficient in the preparation and use of teaching materials	0 0%	14 93.3%	1 6.7%	0 0%	2.93	.258
Speaks clearly, smoothly and use words that every student understand well	6 40.0%	8 53.3%	0 0%	1 6.7%	3.27	.799
Encourage and motivate students	9 60.0%	6 40.0%	0 0%	0 0%	3.40	.507
Always guides the students on curriculum activities	5 33.3%	9 60.0%	1 6.7%	0 0%	3.27	.594
Attend staff/ PTA meetings regularly	5 33.3%	9 60.0%	1 6.7%	0 0%	3.27	.594
Make meaningful contributions at meetings	5 33.3%	10 66.7%	0 0%	0 0%	3.33	.488
Allow students to ask questions they wish when they are in the class	4 26.7%	11 73.3%	0 0%	0 0%	3.27	.458
Give extra lesson voluntarily and substantially	1 6.7%	7 46.7%	7 46.7%	0 0%	2.60	.632
Set test and examination questions to cover important area of what the students have been taught in the class.	6 40.0%	9 60.0%	0 0%	0 0%	3.40	.507
Respect the constituted authorities	5 33.3%	10 66.7%	0 0%	0 0%	3.67	.488

The contingency table present the answer to research question what is the level of teachers’ job performance in public Secondary Schools in Egbeda Local Government, Oyo State? The level of teacher’s job performance is high since the responds of the respondents to all items were positive, which was shown by their means > 2.5. The students in public secondary school mostly agreed with all the statement, ranges from ; teachers in my school respond to students mean values of 3.60 to respect the constituted authorities with mean value of 3.67.

Hypothesis 1

There is no significant relationship between Democratic leadership styles and teachers’ job performance in public Secondary Schools in Egbeda Local Government Area, Oyo State.

Relationship between Democratic leadership styles and Teachers’ Job Performance in Public Secondary Schools

Variable	N	Mean	Std. Dev.	R	P	Remark
Democratic leadership styles	267	22.65	3.627	0.368	0.001	Significant
Teachers’ Job Performance	15	42.73	3.936			

A correlational analysis was adopted to determine the significant relationship between Democratic leadership styles and teachers’ job performance in public Secondary Schools in Egbeda Local Government, Oyo State. The result on table reveals that there was significant relationship between democratic leadership styles and teacher job performance ($r = 0.368$, $p < 0.05$). Hence the null hypothesis is rejected.

Hypothesis 2

There is no significant relationship between Autocratic leadership styles and teachers’ job performance in public Secondary Schools in Egbeda Local Government Area, Oyo State

Relationship between Autocratic Leadership Styles and Teachers’ Job Performance in Public Secondary Schools

Variable	N	Mean	Std. Dev.	R	p	Remark
Autocratic leadership styles	267	16.45	4.596	0.126	0.043	Significant
Teachers’ Job Performance	15	42.73	3.936			

A correlational analysis was adopted to determine the significant relationship between Autocratic leadership styles and teachers’ job performance in public Secondary Schools in Egbeda Local Government, Oyo State. The result reveals that there was significant relationship between Autocratic leadership styles and teacher job performance ($r = 0.126$, $p < 0.05$). Hence the null hypothesis is rejected.

Hypothesis 3

There is no significant relationship between Laissez-fair leadership styles and teachers’ job performance in public Secondary Schools in Egbeda Local Government, Oyo State

Relationship between Laissez-fair leadership styles and teachers’ job performance in public Secondary Schools

Variable	N	Mean	Std. Dev.	R	Sig	Remark
Laissez-fair leadership styles	267	10.67	3.142	0.168	0.084	Not Significant
Teachers’ Job Performance	15	42.73	3.936			

A correlational analysis was adopted to determine the significant relationship between Laissez-fair leadership styles and teachers’ job performance in public Secondary Schools in Egbeda Local Government, Oyo State. The result on table 4.8 reveals that there was no significant relationship between Laissez-fair leadership styles and teacher job performance ($r = 0.168$, $p > 0.05$). Hence the null hypothesis is accepted.

Hypothesis 4

There is no significant relationship between situational leadership styles and teachers’ job performance in public Secondary Schools in Egbeda Local Government Area, Oyo State.

Relationship between situational leadership styles and teachers’ job performance in public Secondary Schools

Variable	N	Mean	Std. Dev.	R	p	Remark
Situational leadership styles	267	13.06	3.754	0.508	0.002	Significant
Teachers’ Job Performance	267	42.73	3.936			

A correlational analysis was adopted to determine the significant relationship between situational leadership styles and teachers’ job performance in public Secondary Schools in Egbeda Local Government Area, Oyo State. . The result reveals that there was significant relationship between situational leadership styles and teacher job performance ($r = 0.508$, $p < 0.05$). Hence the null hypothesis is rejected.

Hypothesis 5

There is no significant relative contribution of leadership styles (Democratic, Autocratic, Laissez-fair and situational) and teachers’ job performance in public Secondary Schools in Egbeda Local Government, Oyo State

Relative Contribution of leadership styles (Democratic, Autocratic, Lassiez-fair and situational) and teachers’ job performance.

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	22.823	11.095		2.058	.000
1 Democratic	.254	.525	0.197	0.484	.001
Autocratic	.127	.415	0.128	0.307	.037
Lassiez-fair	.162	.532	0.113	0.304	.067
Situational	.803	.690	0.410	1.163	.000

The table present the coefficients of regression analysis for relative contribution. From the table 4.10, it is obvious that these variables contribute individually to teachers’ job performance. Democratic ($\beta = 0.197$, $t = 0.484$, $p < 0.05$), Autocratic ($\beta = 0.128$, $t = 0.307$, $p < 0.05$), Lassiez fair ($\beta = 0.113$, $t = 0.304$, $p > 0.05$) and situational ($\beta = 0.410$, $t = 1.163$, $p < 0.05$). Therefore, this implies that independent variable indices have significant relative contribution to teachers’ job performance except Lassiez fair leadership style.

Hypothesis 6

There is no significant joint contribution of leadership styles (Democratic, Autocratic, Lassiez-fair and situational) and teachers’ job performance in public Secondary Schools in Egbeda Local Government, Oyo State.

Joint contribution of leadership styles (Democratic, Autocratic, Lassiez-fair and situational) and teachers’ job performance

Model		Sum of squares	Df	Mean Square	F	Sig.
1	Regression	45.069	1	45.069	3.409	.001
	Residual	171.864	13	13.220		
	Total	216.933	14			
Model Summary						
Model		1				
R		0.456				
R Square		0.208				
Adjusted R Square		0.147				
Std. Error of the Estimate		3.636				

The table shows the regression analysis of the joint contribution of independent variables.

The table shows the result of the regression of the predictor variables (Democratic, Autocratic, Lassiez-fair and situational) when combined, on the dependent variable (teachers’ job performance). The result shows significant outcome ($F = 3.409$, $p < 0.05$). This implies that leadership styles variables (Democratic, Autocratic, Lassiez-fair and situational) when combined has significant contribution on teachers’ job performance in public secondary school in Egbeda local government, Oyo State. Thus, there is significant joint contribution of

leadership styles(Democratic, Autocratic, Laissez-fair and situational) and teachers’ job performance in public secondary school in Egbeda local government, Oyo State

Discussion of Findings

Teachers’ Job Performance in Public Secondary Schools

The he result on Teachers’ Job Performance in Public Secondary Schools in Egbeda local government Oyo State. The study found out and revealed that 100% of sample teachers agreed that Teachers in my school respond to students questions. From the responses, Teachers’ Job Performance is very high in public schools in Egbeda local government. This study in line with (Duze, 2012) that Job performance therefore, is the way and manner in which a staff in an organization performs the duties assigned to him or expected of him in order to realize the organization’s goals and objectives In the school system, a teacher’s job performance could be described as the duties performed by a teacher at any given time in the school geared towards achieving both the daily school and classroom objectives and the entire set goals and objectives of education .

Relationship between Democratic leadership styles and Teachers’ Job Performance in Public Secondary Schools

The result of respondents’ on Relationship between Democratic leadership styles and Teachers’ Job Performance in Public Secondary Schools in Egbeda local government Oyo state. The result reveals that a moderate, positive and significant relationship exists between the two variables ($r = 0.368, p < 0.05$). It implies that Democratic leadership styles will increase Teachers’ Job Performance .This is in line with Deventer and Kruger (2005: 144) that list the following positive effects of democratic leadership style: staff, parents and learners are motivated to realize the school’s aims, staff experience job satisfaction; there is two-way movement of information and ideas; human relations are good; an atmosphere prevails in which staff and learners can develop to their full potential.

Relationship between Autocratic Leadership Styles and Teachers’ Job Performance in Public Secondary Schools

The result of respondents’ on Relationship between Autocratic Leadership Styles and Teachers’ Job Performance in Public Secondary Schools, here indicates that the null hypothesis 2 is rejected. The results shows, positive and significant relationship between the independent (Autocratic Leadership Styles) and the dependent variable (Teachers’ Job Performance) ($r = 0.126, p < 0.05$). This implies that the Autocratic Leadership Styles will further enhance Teachers’ Job Performance. Authoritarian leadership style emanates from Mc Gregor’s philosophical theory X which stipulates that it is a leader’s role to coerce and control followers because people have an inherent aversion for work and will abstain from it whenever possible.

Relationship between Laissez-fair leadership styles and teachers’ job performance in public Secondary Schools

The result reveal a moderate, positive linear relationship between those two variables ($r = 0.168, p > 0.05$). And there is no significant different. This implies that Laissez-fair leadership styles will not help improve teachers’ job performance in secondary schools. This study goes in line with Van Deventer and Kruger (2005: 143) that noted the following negative effects of a *laissez-faire* educational leader: performance in the school is generally poor; clear

aims and outcomes are not set; there is general frustration, aimlessness and indecision; educators work haphazardly and as a result, they become demotivated and experience little job satisfaction.

Relationship between situational leadership styles and teachers’ job performance in public Secondary Schools

The result indicates that the null hypothesis is rejected. The results shows, positive and significant relationship between the independent (situational Leadership Styles) and the dependent variable (Teachers’ Job Performance) ($r = 0.508$, $p < 0.05$). This implies that the situational Leadership Styles will also further enhance Teachers’ Job Performance. Hence the null hypothesis is rejected. This study is in line According to Rubenstein (2014), that situational leaders give guidance and direction to subordinates to complete tasks or objectives. Also according to (Canaff & Wright, 2014). Situational leadership is challenging because this style requires leaders to be able to respond quickly and innovatively when confronted with various scenarios.

Summary of Findings

The study investigated the influence of leadership styles on teachers’ job performance in public secondary schools in Egbeda Local Government Area of Oyo state. . It further investigated measures taken in schools to ensure that the leadership styles enhance teachers’ job performance to achieve its objectives. Descriptive survey research design of the correlational type was adopted and Purposive Simple sampling technique was used to select 50 percent of public secondary schools in Egbeda Local Government Area of Oyo state which is 15 out of 30 public secondary schools. 15 heads of schools (i.e. one from each school) was automatically involve in the study due to their managerial positions (heads of school) and was also the main informants on the practiced leadership styles in secondary schools. Proportionate sampling technique was used to select 30% of public secondary school teachers in Oyo State which is 268 out of 891 given total number of **283** respondents in all.

The study was able to reveal the level of teachers’ job performance in public Secondary Schools in Egbeda Local Government, Oyo State. This result derived from the study can be understood that teachers’ job performance is high in public secondary schools in Egbeda Local Government Area of Oyo State. There is need to improve the level of teachers’ job performance among secondary school teachers through leadership styles, even though the study shows that there is high level of teachers’ job performance in public Secondary Schools in Egbeda Local Government Area, Oyo State.

The study shows proportion relationship between Democratic leadership styles and teachers’ job performance. The study found that there is significant relationship between Democratic leadership styles and teachers’ job performance. Also, the study showed that, the relationship between Autocratic leadership styles and teachers’ job performance in public Secondary Schools in Egbeda Local Government, Oyo State has significant relationship between Autocratic leadership styles and teachers’ job performance. Also there is no significant relationship between Lassiez faire and teachers’ job performance, the study further reveal that there is significant relationship between situational leadership styles and teachers’ job performance.

Conclusion

The finding of the study shows the relationship between independent variable and dependent variable in the study that is, Democratic, Autocratic, Laissez-fair and situational (independent variables) and teachers’ job performance in public secondary school in Egbeda local government in Oyo state (dependent variable). The result revealed that the study has presented facts and empirical data on Democratic, Autocratic, Laissez-fair and situational and teachers’ job performance in public secondary school. The significance of the study has been justifiably met. There is significant relative contribution between Democratic, Autocratic and situational and teachers’ job performance, except for Laissez-fair that has no significant relationship in public secondary schools in Oyo state. It is important to know that the independent variable is effective on the public secondary schools security in Oyo State.

Recommendations

Based on the findings of this study, the researcher made the following recommendations to be the remedy of the effect by concerned bodies to alleviate and to improve the principal leadership styles which are associated with teacher’s job performance in public secondary school in Egbeda local government in Oyo state.

Democratic style of leadership should be adopted by principals to improve performance. The principal should involve teachers in decision them like general working conditions, fringe benefits and staff development programs as this adds to the attractiveness of the organization climate and for good performance. Principals should improve their way of public relations and accept constructive criticism.

Autocratic leadership style should be adopted when necessary, especially in a situation where subordinate (teachers) in school who are inherently indolent and would avoid job if possible. Such teacher if identified, should be threatened with punishment so as to improve their job performance.

Laissez –faire leadership style should be used by principals of public secondary school when need arise.

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