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The Impact of Principals' Leadership Styles on the Teachers' Productivity: A Study of Public Secondary Schools in Ondo State, South West, Nigeria

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ABSTRACT

Leadership is very important in educational administration because of its far-reaching effects on the accomplishments of the school programmes and goals attainment. It is generally believed that education leadership has a major connectivity with the school outputs, as well as teachers' productivity. Thus, amidst the growing concerns for declining quality of education in Nigeria. This study investigated the impact of leadership styles of principals on the productivity of teachers in public secondary schools in Nigeria referencing some selected government-owned secondary schools in Ondo State. The study adopted quantitative methodology where collected data were analyzed by descriptive cross-sectional research design. The primary data were collected from the questionnaire given to 300 respondents comprising 270 classroom teachers and 30 school principals purposively selected from 9 secondary schools from the study area through a multi-stage sampling technique. The Secondary data were obtained from internet materials, schools records, government published articles, newspapers, textbooks and personal observations. The study relied on path - goal leadership theory as a theoretical fulcrum. The findings of the study revealed that poor leadership attributes commonly found among the school principals in secondary schools are responsible for the low teachers' productivity in Ondo state public schools. The study further revealed that the low productivity of teachers affects the academic performance of secondary schools students in both internally and externally-administered examinations. The study concluded that the existing negative correlation between leadership styles of secondary school principals and classroom teachers in Ondo State portends a great danger for education advancement and academic performance of students. Hence, it was suggested that the governments and stakeholders must jointly embrace and reinvigorate the performances appraisal system in the Nigerian Civil Service and organize trainings that will enhance leadership development among the school principals in Ondo State.

INTRODUCTION

The success of any organization whether formal or informal depends on the way or manner in which a leader has to adopt a particular leadership style or combination of styles, in an order to achieve the goals as well as the objectives. Therefore, the success or otherwise of any school depends on the ability of the principal and his or her leadership styles. Principals are the leaders of the school overseeing the teachers, non-teaching staff and students (Adejoro, 2019). (Ajayi, 2022) viewed leadership as a process through which persons or a group influences the decision of another over attainment of goals.

To corroborate the above view, Amanchukwu, Stanley and Olulube (2015) opined that leadership is all about taking ownership and accountability aimed at achieving the end objectives by applying the available resources and ensuring and ensuring a cohesive organization where an individual influences a group to achieve the common objective.

However, the beginning of 20th century witnessed many definitions of leadership by various researchers based on a number of leadership theories, that have been proposed by using their different theoretical perspectives but with a common theme of directing a group towards a goal. (Hallinger & Heck, 1996) explained that leadership brings in the required change to influence learning and

development of required skills, performance and creates a platform for individual growth in an organization.

Productivity, on the other hand, according to Riggs Clark is the quality or state of output. It is a concept that guides the production system and measures the success. It is the quality that indicates how well labour, capital, materials, time and energy are utilized. Productivity is often defined as the ratio between the output and the volume of inputs. In the schools, teachers productivity can be measured in term of teacher performance.

Various scholars like (Asilua, 2010) suggested that the teachers' productivity may be evaluated in terms of teachers control and activities in the classrooms. noted that leadership style and quality of leadership do affect job and job performance in an organization. It was also revealed by Davies and research on effect of leadership on the teachers quality of life at work. They showed that principals' behavior has great impact on how effective the teachers could be in timely completion of their work and in making choices that assist their performances. argued that the main task of principal is to create a conducive atmosphere for teachers to be able achieve desired changes in students learning.

Principals can, therefore, be encouraged to improve on effective performance of their teachers by identifying and satisfying their needs. The leadership styles of the

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principal are demonstrated in his activities which make him to be recognized as a leader of a group. It was strongly believed that when there are good education plans, good school programmes, adequate staff and facilities, what is more essential is a good administrative leadership to coordinate all these for the progress and achievement of the schools goals.

The attitude of some teachers to their job is reflected in their poor attendance to lessons, lateness to school, unsavory comments about students ability that could damage their ego, poor method of teaching and the likes affected students' academic performance (Aremu and Sokan, 2003).

The school systems in Nigeria is riddled with series of problems such as violence, insecurity of life and property, poverty, inadequate funding, poor academic performance of students, cheating in examination and poor attitude of teachers to teaching (). These pose serious challenge to the principal and the paths to choose for the improvement of schools. Thus, the principals' behavior is very essential catalyst for teachers' effectiveness.

Statement of Problem

The need for improvement in school leadership has become a top priority for schools' reformation in Nigeria. This becomes necessary in view of the challenges and complaints trailing the management of the schools in the last one decade.

The school system in Nigeria is riddled with myriad of problems such as violence, cult-related activities, insecurity, inadequate funding, immorality, poor academic performance, truancy, examination malpractices, and poor attitude of teachers to teaching which is reflected in the poor attendance, absenteeism and poor method of teaching among other unsavory attitudes.

To this end, in 2014, Ministry Of Education survey on unity schools by policy makers affirmed that, principals leadership is among the challenges confronting secondary education in most Nigerian states with particular references to Ondo state, where it was observed that most principals have laissez-fair leadership style that is impeding overall teachers productivity and students performance. However, despite the challenges and complaints trailing the leadership styles of principals as a bane to teachers productivity and student academic performance, scholars are investigating the reasons and the solutions especially from the perspective of those who are in charge of schools administration. Against this backdrop, this study strives to access the leadership styles and teachers productivity within the school setting.

Objective of The Study

The following are the major focus of this study:

1. To ascertain the leadership styles displayed among schools principals of public secondary schools in Ondo state.
2. To determine the level of teachers productivity in public secondary schools in Ondo state.

3. To investigate the impact of principals' leadership styles on teachers' productivity.

4. To assess the influence of teachers' productivity on students' academic performance.

Research Questions

The following are the research questions of his study.

1. Do school principals have path-goal leadership attributes in Ondo state?
2. What is the level of Teacher's productivity in public secondary schools in Ondo state?
3. Do Principals' leadership styles have impact on Teachers productivity?
4. Does Teachers' productivity influence students' academic performance?

Significance of the Study

The study is carried out to investigate the extent to which schools principal leadership style influence teacher's productivity in public senior secondary schools in Ondo state. The findings of this study will:

1. Benefit the schools principals, teachers, students, Ministry Of Education, administrators, and other stake holders on the suitable leadership styles for school administration.
2. Assist the teachers on how to foster harmonious relationship with schools principals for the overall success of the students.
3. Help the school administrator in designing acceptable curriculum that would factor different of principals' leadership styles towards effective school administration.
4. Provide useful information for future researchers and
5. Enhance the theoretical development.

LITERATURE REVIEW

Conceptualizing Leadership

There is no specific or single definition for leadership as it is a complex concept. Various literature and research studies on leadership proffer different descriptions that are used universally. Historically, Leadership can be traced far back to the time of creation, when God created all creatures including humans and ordered Adam to oversee and named other animals, hereby making Adam the first leader in existence. Thus, Leadership definitions appear to differ in terms of their impact based on the theoretical focus of the leadership models. According to Mindy Gibbins-Kelin, the founder of REAL thought Leaders. Leadership is having a vision, sharing that vision and inspiring others to support the vision while creating their own. Similarly, Katie Christy, the founder of Activate your Talent said Leadership is the ability not only to understand and utilize your innate talents, but to also effectively leverage the natural strengths of your team to accomplish the mission. There is no one-size fits all approach, answer, key or formula to leadership. Leadership should be the humble, authentic expression of your unique Personality in pursuit of bettering whatever environment you are in.

Leadership Styles

The following are the leadership styles used by education leadership: Democratic leadership style, Autocratic leadership style and Laissez – faire Leadership style.

Democratic Leadership Style

This is also called participative leadership style. The employees are directly involved in decision- making in their organizations. The leadership is group- centered and non-directive. Under this form of leadership, the leader consult will subordinates on proposed actions and decisions and encourages participation from them. He holds final responsibility but also delegates authority to others. This approach emphasizes the importance of all members of the group participating in the decision-making process ()

Autocratic Leadership

The hallmark of autocratic leader is that he/she does not allow subordinates to participate in decision making process. It is used when leaders tell their 1employees what they want to do and how they want it accomplished, without getting the advice of their followers. Employees are expected to sheepishly follow order and loyalty is expected. Furthermore, these leaders never enable employees or other type of workers to participate in the development of organization policies (Smylie and Jalic, 2008)

Laissez- Faire Leadership

Laissez- Faire Leadership Style gives complete and right power to their followers to make decision to establish their goals and work out the problems and hurdles. In this style, decision making is passed on to followers. The style was identified by as having the most realistic style, especially when employees are mature and enthusiastic about their work. The laissez -faire leadership style allows complete autonomy in decision making without the involvement of the leaders. Generally, leaders (principals) way of relating with followers are extremely important for the success of any educational institution.

According to Oxford (2005), communication is a specific technique for sending any type of information from one person to another. According to Hannage (2012), Communication is a process of passing an information about the feasibility of specific work methods and it is regarded to take on several aspects. The involvement of the followers (Teachers) in the decision-making process by their leaders (Principals) can boost confidence and improves performance.

According to Okumbe (2014), the principal and teachers collaborate on a specific topic or problem and explore strategies to regulate the organizations functioning is to enhance the involvement of teachers in decision making. According to the United Nations Educational Scientific and Cultural Organization (UNESCO), teachers performance is negatively imparted by their non-engagement in decision making process. Educators

lose confidence in their ability to achieve goals and even particularly, sense alienation and become more incompetent in their responsibilities due to lack of adequate interactions or conversations. Nwabueze (1995) said that a good and qualitative leadership of schools is responsible for overall academic achievement of students in a school. If the school leadership is poor, the students' academic performance will be poor. On the other hand, if the leadership is good, the students' academic outcome will be good. Yuki (1998) also asserted that the effectiveness of a school is largely dependent on the type of leadership or administration of the school.

Challenges of Teachers' Productivity in the Public Secondary Schools in Nigeria

Productivity can best be described as output per unit of measured input. According to productivity is the capability of a situation where an individual or organization produces maximum results with available human , financial and material resources to achieve self organizational objectives. When comparing productivity, we hold input constant while output is allowed to vary. For example, we can hold the service of a teacher constant while expecting his output to increase when the same input leads to a greater output than before. Therefore, productivity is defined in terms of the goal satisfaction which is measured by the relationship between services rendered to consumers/clients (students) and the broad objectives of educational system (Ajayi, 2022). Although, these concept and definitions are not exhaustive, the focus of productivity in education is center mainly on the output of the teachers in terms of their ability to increase the learning achievement of students through an effective classroom interactions and management. However, the effectiveness of teachers in the real classroom situation today are enormous. The teachers capability has been compounded by the problems of inadequate teaching skills techniques, harsh environment for effective learning, poor socio-economic background of the students in public schools, poor wages and lack of motivation among other factors.

The prevailing conditions of most classrooms in Nigeria's public schools are highly offensive and therefore they are counter-productive for a meaningful and effective teaching and learning. The situation in the classrooms is appalling that many of the school children and their teachers have to share their classrooms (often without doors and windows.) with goats , reptiles and birds.

In spite of these challenges, parents and the society exert much pressure on teachers to deliver their huge responsibilities which are explicitly presented in the National Policy of Education (NPE) documents of the Federal Republic of Nigeria. The teacher, as an implementation agent is expected to play his/her role in the achievement of the policy objectives.

Undoubtedly, The teacher is the hub of any educational system and a major determinant of its success. Thus, Magboo, Ismail, Magboo and Zubair (2019) stated that

without any adequate number of inspiring, well-informed teachers fully prepared to meet the responsibilities fully prepared to meet the responsibility in our schools, we cannot have good education, we cannot hope to meet successfully the challenges of a changing world.

This has informed the need for adequate training and empowerment of the teachers with up-to-date knowledge, skills and methodology in order to cope with the dynamics of the 21st Century education market with a hope of raising their productivity (Yasmin, Imran and Sultana, 2019).

Efforts of Ondo State Government to Enhance Teachers Productivity

Ondo State Government has declared that the promotion of the Public school teachers would henceforth be tied to and based on the academic performed of their Students. The government, through its chairman of State Universal Basic Education (SUBEB), Hon Victor Olabimtan, stated that the government is to introduce performance bonds for teachers in public schools and stiffer punishment will be put in place to prevent absenteeism or abscondment from their duty posts. This directive steps became necessary to enhance better performance of pupils in public schools in externally-administered examinations. In the same vein, The National Productivity Centre (NPC) have called for the establishment of a centre in Ondo State to boost productivity of the private and public sectors in the state. This will aid the centre to deliver its programmes to the people of Ondo State in the engagement of members of the society in productivity.

Theoretical Framework

This study makes use of the Path-Goal Theory of Leadership as its Theoretical Fulcrum.

The Path-Goal Theory of Leadership

This theory approach is to understand and predict leadership effectiveness in different situations. The theory was propounded by House in 1968. This theory explains the influence of leadership on employees' level of productivity through demonstration of innovative behavior. In the Path-goal theory, a school head is expected to work towards the attainment of the set educational goals and continually communicate them with subordinates (teachers) in order to achieve them. In addition, this theory advocates that the school head should delegate roles to subordinates according to their work experience, abilities, skills, and knowledge.

This may, in part, account for existence of the offices like Vice principals, Heads of Departments (HODs), Form teachers, as well as appointment of school Prefects and class captains among others. Leaders.

According to this theory, a leader is in a position to define tasks or roles by removing obstacles to performance and promote group cohesiveness and team efforts. When path is shown, the subordinates (teachers) become satisfied and motivated. This further enhances the subordinates work

environment through directing, controlling, supervising, rewarding, proper communication, and delegation of duties and joint decision-making between principals and teachers. This improves good performance among the workers. The relevance of this theory to the study is that the subordinates' productivity will increase if the leaders display attributes that are motivational and acceptable to the subordinates (Teachers).

METHODOLOGY

This study adopted descriptive cross-sectional study design. This allowed collection and analysis of Data using a quantitative approach. The sample size comprises 300 respondents: 270 secondary selected teachers and 30 principals purposively three senatorial districts of Ondo state. Through a multi-stage sampling technique. The selected principals and teachers had spent at least 5 years in the teaching profession and 2 years working relationship with one another. In Ondo North, 90 teachers and 10 principals were selected from the following public secondary schools:

- Imade College, Owo
- Victory College, Ikare-Akoko and
- Okeluse Anglican Grammar School, Okeluse

In Ondo central senatorial district, 100 teachers and 10 principals were selected from the following public secondary because of their large population

- Aquinas College Akure
- All Saints' Grammar school, Ondo and
- Egunyimika Comprehensive High school, Atosin - Idanre

In Ondo south senatorial district, 80 teachers and 10 principals were selected from the following public secondary schools.

- Methodist High School, Okitipupa
- Holy Saviors High School, Ile-oluji and
- Isero Grammar School, Odigbo

The selected respondents were assessed through structured questionnaire with open and closed end questions.

The research instruments contains socio-demographic profile of the respondents and the questions raised to assess the phenomenon under investigation. The answers to those questions were voluntarily provided by the respondents. The identities of the respondents were treated with confidentiality.

Data Presentation and Analysis

Data generated were analyzed using both descriptive statistics such as frequency, table, percentage and numbers. Table presented the socio-demographic profile the respondents. The table shows that out of 300 respondents, 207 respondents representing 69% are female while 93(31%) respondents are male. 100(33.33%) respondents are within the age bracket of 30-39 years; 125(41.67%) are within 40-49 years while 75(25%) fall within 50-59 years. Also, 190(63.33%) respondents are University graduates; 38(12.67%) are

Table 1: Socio-demographic profile of the respondents

Variable	Frequency	Percentage (%)
Age Group		
30-39Years	10	33.33%
40-49Years	125	41.67%
50-59 Years	75	25%
Sex		
Male	93	31%
Female	207	69%
Total	300	100
Educational Qualification		
University Graduates	190	63.33%
Polytechnic Graduates	38	12.67%
College of Education Graduates	72	24. %
Total	300	100
Years in Teaching Profession		
5-9 Years	27	9.0%
10-14Years	11	37%
15-19Years	89	29.67%
>20 Years	73	24.33%
Total	300	100
Years of Working Relationship		
2-4 Years	166	35.33%
5-7Years	82	27.33%
8-10 Years	78	26%
>11Years	34	11.33%
Total	100	100

polytechnic graduates while 72(24%) respondents of College of Education. It was further shown that 27(9.0%) respondents have spent between 5-9 years in the teaching profession; 111(37%) respondents have spent between 10-14 years 89(29.67%) have spent between 15-19 years while 73(24.33%) respondents have spent 20 years and above. It was further revealed that 166 respondents representing 35.33% have worked together for a period of 2-4 years ; 82(27.33%) have worked together for 5-7 years,78(26%) have 8-10 years working relationship while 34 respondents representing 11.

33% have worked together for 11 years and above.

Research Question 1: Do School Principals Display Path-Goal Leadership Attributes?

The table above presented the analysis of the socio-demographic profile of the respondents. The table 2 showed that out of 300 respondents, 109 respondents representing 36.33% agreed that their school principals have an attributes of goal setting while majority 199 respondents representing 63.67% disagreed. 79 respondents (26.33%) opined that their school principals

Table 2: Respondents opinion on goal path leadership attributes displayed by School Principals

SN	Variable	Yes(%)	No(%)
1	Does your Principal posses these goal path leadership attributes?		
	1. Goal setting	109(36.33%)	19(63.67%)
	2. Clear vision	79(26.33%)	221(73.67%)
	3. Effective communication	102(34%)	198(66%)
	4. Role delegation	62(20.67%)	238(79.33%)
	5. Team Work	97(32.33%)	203(74.33%)
	6. Motivation	54(18%)	246(82%)

Source: Fieldwork (2023)

have clear vision while 22 respondents (73.67%) disagreed. 102 respondents representing 34% agreed that their school principals communicate effectively with them while majority of the respondents, 198 (66%) disagreed on Role delegation, majority 238(79.33%) of their principals perform such role well while 62(20.67%) agreed. 54(18%) respondents agreed that school principals are motivational while majority of the respondents

246(82%) disagreed. From the analysis above, it can be inferred that majority of the Respondents are of the opinion that school principals do not possess good leadership Styles.

Research Question 2: What is the Level of Teachers' Productivity in Public Schools in Ondo State?

Table 3 presented the analysis of respondents opinions on

Table 3: Respondents opinions on the level of teachers' productivity in public Secondary Schools in Ondo State

SN	Variable	Yes(%)	No(%)
1	Do teachers carry out the following responsibilities?		
	Strict Adherence to school timetable	101(33.67%)	199(66.33%)
	Preparation of lesson plans in line with the syllabus	98(32.67%)	202(67.33%)
	Demonstration of good knowledge of the subjects they teach in classrooms	121(40.33%)	179(59.67%)
	Effective use of instructional materials.	82(27.33%)	225(75%)
	Ensuring Adequate participation of students in learning activities.	75(25%)	239(79.67%)
	Regular conduct of continuous assessment and assignments.	61(20.33%)	237(79.67%)
	Prompt marking of tests and examination papers of the students	63(21%)	237(79%)
	Completion of the syllabus in their subjects within the stipulated time	72(24%)	228(76%)

Source: Fieldwork (2023)

the level of teachers productivity in Ondo State in public schools. The results from the table shows that 101(33.67%) agreed that teachers prepared their lesson in line with the syllabus while 202(67.33%) disagreed; 121(40.33%) respondents agreed that teachers demonstrated good knowledge of the subjects they teach in classrooms while 179(59.67%) respondents disagreed; on the effective use of instructional materials, 82(27.33%) agreed on the effective use while 218(72.67%) disagreed, In a related development, 63(21%) respondents agreed that teachers marked tests and examinations of students promptly while 237(79%) disagreed; 72(24%) respondents agreed that teachers completed their subjects syllables within the stipulated time while 228(76%) disagreed.

From the analysis of results, it can be inferred that level of teachers Productivity in public secondary schools in Ondo State is low.

Research Question 3: Do Principals' Leadership Styles Have Impact on Teachers' Productivity in Ondo State Public Secondary Schools?

Table 4 above presented analysis of the effect of principals leadership styles on Teachers productivity. The table shows that out of 300 respondents, 221 respondents representing 73.67% opined that is the leadership styles

Table 4: Respondents opinion on the impact of Principals' Leadership styles on Teachers' Productivity

Variable	Frequency	Percentage (%)
High	221	73.67%
Moderate	16	5.33%
Low	63	21.00%
Total	300	100

of schools principals have high effects on the teachers productivity, 16(5.33%) respondents believed that Principals leadership styles have moderate effects while 63(21%) of the respondents Opined that the principals leadership styles have low effects on teachers productivity. The result, therefore, shows that majority supported that principal leadership styles have high effects on teachers productivity in public secondary schools in Ondo state.

Research Questions 4: Do Teachers Productivity affect Students Academic Performance in Ondo State Public Secondary Schools?

Table 5: Respondents opinions on the effect of teachers' productivity on students academic performance in Ondo State public secondary schools

Variable	Frequency	Percentage (%)
High	209	69.70%
Moderate	27	9.0%
Low	64	21.30%
Total	300	100

Table 5 above presented the analysis of the effect of teachers' productivity opinion on the student academic performance. The table shows that 209 representing 69.7% opined that teachers productively has a high effect on students' academic performance. 27(9%) agreed that teacher's productively have moderate effect on students academic performance while 64(21.3%) opined the effect of teachers productivity on students academic performance is low. The result shows that majority supported that teachers productivity have high impact on students academic performance in Ondo state public secondary schools.

DISCUSSION

The study aims to appraise the impact of leadership styles of principals on the Productivity of teachers in Public Secondary Schools in Ondo state. Findings from the study revealed that out of 300 respondents comprising 270 Classroom teachers and 30 school principals, purposively selected across the 9 Secondary schools within the 3 senatorial districts of Ondo state, majority of the Respondents are female(69%), majority (41.67%) of the respondents fell within the age bracket of 40-49 years. The analysis of academic qualifications of the respondents shows that majority (37%) have spent between 10-14 years. Also, as a criterion for participation, the number of years of working relationship between the teachers and principals were considered for this investigation. On that note, it was also revealed that majority of the respondents i.e. 166(35.33%) have between 2-4 years working relationship together. Majority of the respondents opined, based on the goal-path leadership attributes, that school principals in Ondo state public schools do not possess good leadership styles while majority of the respondents also believed that teachers productivity in public secondary schools is low after reviewing their classrooms activities. In the same vein, majority of the respondents (73.67%) are of the view that principals' leadership styles affect teachers' productivity in Ondo state while majority of the respondents (69.70%) equally opined that teachers' productivity will affect students academic performance. However, the future research can provide information of the influence of government policies on the level of teachers' productivity which this study did not accommodate.

CONCLUSION

The results of this study support positive correlation between the principals Leadership styles which are explained upon the fulcrum of path-goal leadership Theory and the productivity of teachers measured by their classroom activities with overall impact on students' academic performance. Therefore, it is concluded that Ondo state secondary schools are replete with poor principals' leaderships' styles and low Teachers' productivity which highly influence students' academic performance. The result of the study has implications for educational advancement and planning. Hence, the following remedies were proffered as a panacea to this scourge.

RECOMMENDATIONS

- 1) The government should organize workshops, seminars and trainings on leadership among the secondary school principals.
- 2) The re-introduction of performance appraisal system in the civil service to detect unproductive teachers and prescribe appropriate punishment for any teachers that derelict in his /her duties.
- 3) Government should improve on how to motivate teachers with good conditions of service so as to enhance their productivity.

- 4) School principals should operate people-oriented and democratic styles of leadership

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