



## ABSTRACT

*This study assessed the relationship between principals' leadership style and teachers' job commitment in public senior secondary school in Maiduguri Metropolitan Council Borno State. The importance of education for national development cannot be overstated. The contributions of the principal and*

# RELATIONSHIP BETWEEN PRINCIPALS' LEADERSHIP STYLE AND TEACHERS' JOB COMMITMENT IN MAIDUGURI METROPOLITAN COUNCIL SECONDARY SCHOOLS

**\*LAWAN ALHAJI BUKAR; & \*\*JUDE OKO-OBOH**

*\*Department of Business Management, Umar Ibn Ibrahim El-Kanemi College of Education Science and Technology, Bama Borno State, Nigeria. \*\*Department of Accounting, Umar Ibn Ibrahim El-Kanemi College of Education Science and Technology Bama, Borno State, Nigeria*

## INTRODUCTION

### Background of the Study

The importance of education for national development cannot be overstated. The national policy on education (FGN, 2004:P1) is clear when it portrays education as an instrument “par excellence” for effecting national development. It further stated that, education has witnessed active participation by non-governmental agencies, communities, individuals as well as government intervention. Thus, the desired development cannot be realized unless there is total commitment on the part of government, parents, teachers, principals and policy makers. Each of these has vital role to play in



*teacher at the senior secondary level should not be underestimated. One of the measures that would ensure the effective administration of secondary school education is the selection of persons of the right caliber as principals of school. Leadership style represents range of behavior of a leader in order to be successful. Leadership spells out some form of hierarchy among members. It makes explicit who the chief executive is and who are his subordinates. Maiduguri Metropolitan Council play a host to a total of 15 public senior secondary school. From the 15 senior secondary school 15 principals, one each and 10 teachers from each school were selected for the research work. A frequency table and simple percentage were used in the data presentation and analysis for the study. It was discovered that there is a strong relationship between principals' leadership style and teachers' job commitment. It was concluded that, the supportive leadership style affects teachers' performance in schools where the principal practices supportive leadership style, there is improved teachers' performance. The researchers recommended that, the government should allow the school system to practice bottom-top approach as it will enable the principal to involve the teacher, parent and student representative to have a say in the decision making process, this will further encourage them to take ownership of any project and ensure continuity, commitment, higher performance and sustainability and experienced staff should be appointed as principals and should periodically be sent for leadership training to broaden their knowledge on how better to improve their leadership skill and continue to influence their teachers to be committed to their jobs.*

**Keywords:** Leadership, Styles, Job, Commitment, Performance, Supportive and behavior

the effort to achieve educational goals. No educational institution can archive its objectives unless it is led by highly dedicated and conscientious professional administrators, who plan, organize and direct the efforts of subordinates in the desired direction. The national policy on education



(FGN, 2004 P27) points out that one of the measures that would ensure the effective administration of secondary school education is the selection of persons of the right caliber as principals of school.

Leadership style represents range of behavior of a leader in order to be successful. According to A leader should among other things adopt a particular leadership style that will influence commitment of his subordinates. Leadership spells out some form of hierarchy among members. It makes explicit who the chief executive is and who are his subordinates. Leadership style is a factor that determines the organizational effectiveness (including staff) as well as that of the leaders. It refers to the underlying need structure of individual which motivate his behavior in various ways which include all things that a leader could do in a whole situation. For example, his effort in area of planning, structuring of task, controlling and his interpersonal relationship with his teachers.

### **Theoretical Framework**

Theoretical framework guides researchers in the selection of appropriate variables. Without such guidance, researchers cannot be confident that the set of variables they have chosen is complete or relevant, and as such the result of the statistical analysis may be flawed. The effect of principals' leadership styles on teachers' job performance can be explained by Path-Goal Theory.

Path-Goal Theory, originally developed by Evans (1970) and later modified by House (1971), was designed to identify a leaders' most practiced style as a motivation to get subordinates to accomplish goals. It is a contingency theory rooted in the expectancy theory of motivation developed by Victor Vroom, Daniel, Villa, Howell, and Dorfman, (2003). The main assumption of Path-Goal Theory is based on that effective leader influence employee satisfaction and job performance. It also assumes that effective leaders strengthen the effort of performance expectancy by providing information, support, and resources to help workers complete their tasks. Path-Goal Theory considers four leadership styles and several contingency factors leading to various indicators of leader effectiveness (Evans, 2002).



### **Directive Leadership and Teachers' Job performance**

According to Bunmi (2007) directive Leadership involves a leader who gives subordinates task instructions including what is expected of them, how the task is to be done, time for task completion and that the leader sets clear standards of performance, makes rules and regulations clear to subordinates.

There are situations which call for Directive Leadership. According to Keys (2011) it is suitable where there is amongst followers within a group a high degree of task interdependence in which they must co-ordinate their activities with others in order to achieve a high level of performance. Directive Leadership is not only used with followers who have an external locus of control but is also used for brief periods of time with those who have an internal locus of control and are in high stress situations such as military exercises or in emergency rooms of hospitals. Secondly, a directive style of leadership is used where there is a need for direct communication between the leader and followers or between followers and a community service being offered.

Thirdly, it works when followers are new at their jobs and need guidance from the leader about effective work methods and the leader is the one who has the expertise. Fourthly, the directive style of leadership is welcome as a means of completing the task where followers have a high need for achievement. Fifthly, directive leadership is an effective strategy in reducing bureaucracy and stress levels within an organization.

### **Supportive Leadership Behavior and Teachers' Job performance**

Supportive leadership style refers to being friendly and approachable as a leader and includes attending to wellbeing and human needs of subordinates using supportive behavior to make work environment pleasant and treats subordinates as equals and gives them respect for their status (Cheng, 2002). According to Lacoma (2013) the manager is not so interested in giving orders and managing every detail as in giving employees the tools they need to work themselves. While delegation is a vital part of



Supportive Leadership, managers do not simply assign tasks and then receive the results. Instead, they work through the tasks with employees to improve skills and talent until the manager does not need to worry about a task being done correctly and the employee is fully empowered in a particular area.

Adeyemi (2010) carried out a study to evaluate principals' leadership styles and teachers' job performance in senior secondary schools in Ondo State. 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 to be better in schools having principals using autocratic leadership style than in schools having principals using democratic or laissez-faire leadership styles.

### **Participative Leadership Behavior and Teachers' Job performance**

Participative Leadership occurs when a manager seeks to involve company employees, to solicit their ideas and take their suggestions into serious consideration before making decisions (Chen & Tjosvold, 2006). This leadership style is characterized by consultation, empowerment, joint decision-making, democratic leadership, and power sharing (Clark, 2007), and should not be considered a sign of weakness. Participative Leadership style involves a leader who invites subordinates to share in the decision making. According to Liu (2012), a participative leader consults with subordinates, seeks their ideas and opinions and integrates their input into group organizational decisions. Kuloba (2010) sought to investigate the effects of leadership styles on teacher performance in secondary schools in Nakaseke District, Uganda. The study found out that head teachers' involvement of teachers in decision making process of the school through committees and meetings enhances teacher performance. It was further discovered that teacher performance is enhanced by head teachers' communication to their teaching staff. It was also found out that head teachers' delegation of duties to teachers enhances teacher performance.



Jalilizadeh et al. (2013) sought to investigate the relationship between principals' leadership styles with Performance of physical education teachers in secondary schools in western provinces of Iran. The results showed that the correlation coefficient between the leadership style of principals and performance of teachers was equivalent to 0/16. In other words 26% ( $r^2=26\%$ ) of the efficiency variance is explained by Likert leadership style dimensions. In addition, the findings from the multiple regressions showed that the dimensions of leadership style together could not express a significant influence on teachers' performance. However, investigation of each dimension alone showed that among Likert management styles, only partnership and consultative styles could have a significant influence on teachers' performance

### **Achievement Oriented Leadership and Teachers' Job performance**

Anderson (1993) believes that Educational Leadership changes include a shift from the traditional system to one that emphasizes interconnectedness, active learning, shared decision-making, and higher levels of student achievement. Achievement Oriented Leadership includes setting goals, performance improvements and shows confidence that the followers will reach high standards. Yazdanpanah and Afrassiabi (2014) in Felista et al (2017) added that in achievement-oriented leadership style a manager shall set challenging goals, require the correction and reformation of performances, and get assured that his inferiors act according to the high standards. If specific objectives are determined, the output will improve and challenging specific goals induce motivation for the individuals which in turn help performance reach an ideal status. In regard to the fact that one of the skills of time-management is determining the objectives and prioritizing them and the activities, a principal can thus motivate his teaching staff at school which in turn results in the effectiveness of the educational organization. This style works well with achievement oriented subordinates (Lussier & Achua, 2001). Goals give purpose and focus to the activities one is planning or performing. Therefore, goals are reasons individuals have for behaving in a given manner in a given situation. They exist as part of one's



goal structures, one's beliefs about what is important, and they determine whether or not one will engage in a given pursuit.

### **Principals' Leadership Style and Teachers' Job Performance**

Adegbesan (2015) investigated why some principals prefer to embrace certain leadership styles and the effect of such styles on the teachers' attitude to work. The administrative styles adopted by the principals of secondary schools in Nigeria were found to be inadequate for effective school administration. The personality traits exhibited by the principals appeared somewhat harsh to their subordinates. Teachers in these schools were not adequately motivated and encouraged to carry out their duties. Another Nigerian study by Bassey, Obim, Okure and Otu (2010) evaluated the administrative style of secondary school principals in relation to teachers' job performance. The results showed that the leadership and motivational behaviour of the principal significantly affected the job performance of his teachers in terms of lesson note preparation, supervision of co-curricular activities, classroom teaching, students discipline and use of teaching aids. Bendikson (2011) study assessed the relative performance of secondary schools in order to compare the nature and impact of principals' instructional leadership in more and less effective New Zealand schools. Principal leadership factors explained up to 20% of the variance in school performance; different types of instructional leadership predicted school improvement and performance. While school performance was predicted by indirect instructional leadership, only the direct leadership behaviors had significant effects in improving schools.

### **Statement of Problem**

The purpose of this study was to determine whether there is significant relationship between principal leadership style and teachers job performance in senior secondary school in Maiduguri Metropolitan Council. In other words, does principal leadership style relate to teachers' job commitment? These questions are in line with the assertions of Adeyemi (2006) that leadership styles and teachers' performance has been a subject



of controversy by many researchers. This question is pertinent in view of the recent expansion and improvement of the secondary school system in the state in terms of infrastructural facilities, staffing and conditions of service for teachers and principals, promotion and upgrading of teachers, recruitment of all subjects so as to reduce teachers, workload. The researcher has observed during his interaction with principals and teachers in Maiduguri Metropolitan Council. that there was a problem of misconception about certain functions of the school administrator and teachers. Most of the principals were not quite experienced on the job and due to the complexity of some of the schools and the rising challenges of the system have no effective control. Some of them have expressed a loss of confidence and interest in the position they hold. The teachers also expressed conflicting views on certain roles of the teacher in the school. They also expressed their frustration about the way the schools are managed by the principals. They did not see the principals as doing the right thing. There was no uniform approach to issues and problems relating to teaching procedures, students' matters and general school administration. Most blame is apportioned to the principals, for lack of effective leadership that has impact on teachers' performance. These blames are well founded as Bell and Bush (2003) emphasized that head teachers are directly involved in influencing the activities of the school towards goal setting and goal attainment. The question mostly asked is do some of these principals actually comprehend their duties and responsibilities very well? It is against this backdrop that the researchers sought to find out the relationship principals' leadership styles have on the teacher job commitment.

### **Objectives of the Study**

The objectives of the study are to determine the:

- Types of leadership styles exhibited in secondary schools in Maiduguri Metropolitan Council.
- Relationship between principals' leadership styles and teacher job commitment
- Level of teachers' job commitment





### **Research Questions**

The study will answer the following questions:

- What are the leadership style exhibited by principals in secondary schools in MMC?
- What is the relationship between principals and teachers?
- What is the level of teacher's job commitment?

### **Methodology**

This research is a descriptive in nature, it adopted a deductive approach thereby applying known theories to data collected either to approve the theories or disapprove them and at the same time finding the best fit for all theories to be adopted. The research design adopted is quantitative method and survey strategy was used for the research.

### **Population**

There are 15 public senior secondary school with over 500 teacher including principals in MMC. Since we are researching on teachers' performance we needed to selected professional teacher i.e teacher with NCE, B.Ed, PDGE and any related education qualification. This reduced our population to 280 and this forms the targeted population for this study.

### **Sample and Sampling Technique**

A sample size of sample size of 165 staff of senior secondary school in MMC were used for the study. This number was determined using the Taro Yamani (1968) formula outlined below:

$$n = \frac{N}{1 + Ne^2}$$

Where: n = sample size, N = population, 1 = constant e = level of significance, for this analysis, 5% significance level will be used. Therefore if N = 280, e=5% = 0.05

$$n = \frac{280}{1 + (280 \times 0.05^2)}$$



$$\begin{aligned} &= \frac{280}{1 + 1.7} \\ &= \frac{280}{1.7} \qquad n = 164.7 \approx 165 \end{aligned}$$

The 165 sample size was divided into 2 strata (principal and teacher) for the principal the population was adopted for the study and for the teacher a random sampling method was adopted in selecting 150 teacher (10 teachers from each school) as shown in the table below:

Table 1

Senior Secondary School	Principals	Teachers
Government college Maiduguri	1	10
Government Girl College Maiduguri	1	10
Government Girls Secondary School Maiduguri	1	10
Government Girls Secondary School Yerwa	1	10
Mustapha Umar El-Kanemi Arabic College Maiduguri	1	10
Government Day Secondary School Maiduguri	1	10
Government Day Secondary School Mafoni	1	10
Government Day Secondary School Bulabulin	1	10
Government Day Secondary School Zajiri	1	10
Government Day Secondary School Lamisula	1	10
Special School For The Blind	1	10
Mafoni Liberty Government Day Senior Secondary School	1	10
Women Day Secondary School	1	10
Shehu Garba Senior Secondary School	1	10
Brigadier Maimalari Day Senior Secondary School Maidugiuri	1	10
<b>Total</b>	<b>15</b>	<b>150</b>

Source: Researcher design

### Instrumentation



This is a survey research and for the purpose of data collection, a set of questionnaire will be used. The questionnaire is aimed at measuring the Principals' leadership style and Teachers' Job commitment in Secondary Schools in Maiduguri Metropolitan Council which is to be responded by both principals and teacher of the selected Secondary Schools. The questionnaire will have the following variables to be answered.

SA (Strongly Agreed), A - (Agreed), U - (Undecided), D - (Decided) SD - (Strongly Disagreed)

### **Validation**

The survey's face value was established by an expert the survey questions were pilot tested on a subset of 10% of total participants. The pre-lunch analysis includes using Principal Component Analysis (PCA) and Cronbach Alpha (CA) methodology,

### **Administration of instrument**

In order collect the data for this study the researcher personally obtained permission from the Borno State Ministry of Education after having explained the purpose of the study. The next step was to visit the Schools, Schools sampled for the study. The Principals and Teachers of the Schools have shown interest in the study, and therefore became personally involved in the distribution of the questionnaire to the teachers. The researcher stayed in the schools to explain and guide the teachers in responding to the questionnaire.

### **Data Analysis and Procedure**

The data for this study will be analyzed by using simple statistical table to show the responses given by the respondents in different Secondary Schools within MMC, Borno State.

### **Presentation of Result**

**Table 2 Principals' Response on leadership Style**

Statement	SA(%)	A(%)	U(%)	D(%)	SD(%)
Decisions regarding school progress are solely made by the head of school and the governing body.	80	20			



Students and teachers are expected to comply with the principals' directives without fail	65	20	15		
Any deviation from the principals' directives is taken to be defiance.	95		5		
I use rewards to motivate the employees.			15		85
The principal supports teachers in strategies aimed at increasing performance	65	10	5		20
I set targets for teachers and student	90	5	5		
I provide resources required to enable the staff to perform at their highest level	90	10			
I have confidence with staff members accomplishing the challenging goals	65	25	10		
Teachers are consulted before reaching decisions Students' representatives are consulted on various school matters			5	5	90
Students' representatives are consulted on various school matters			5		95
principals indicated that they listened to and supported parents with poor performing students.	90	10			
The principal supports students in increasing performance	50	30	15	5	

All (100%) of the principals in the study agreed that decisions regarding school progress are solely made by the head of school and the governing body as 80% of the principals strongly agreed while 20% agreed to the statement. A significant number (65%) of principals strongly agreed that



students and teachers are expected to comply with the principals' directives without fail, 20% agreed to the statement while 15% remain undecided. A significant number (95%) of principals strongly agreed that any deviation from the principals' directives is taken to be defiance and 5% remain undecided. These findings show that majority of principals in Maiduguri Metropolitan Council practiced directive or autocratic leadership behavior. most (65%) principals in the study strongly agreed that they supported teachers in strategies aimed at increasing performance, 10% just agreed, 5% undecided while 20% strongly disagreed. In addition, most (90%) of the principals indicated that they listened to and supported parents with poor performing students and 10% agreed. Also, most (90%) principals strongly agreed and 10% agreed that they provide resources required to enable the staff to perform at their highest level. The findings show that supportive leadership style was widely practiced by principals in Maiduguri Metropolitan Council.

Most (90%) principals in the study indicated that teachers are not consulted before reaching decisions. A significant number (95%) strongly disagreed 5% were undecided that students' representatives are consulted on various school matters. 65% strongly agreed, 35% agreed that principals indicated that parents were involved and informed of schools' affairs. The findings indicate that participative leadership behavior was not practiced by some principals.

Most principals (75%) indicated that they used rewards to motivate the employees. Majority (95%) indicated that they set targets for teachers and students. A significant number of (75%) strongly agreed and 25% agree that principals had confidence with staff members accomplishing the challenging goals. This shows that achievement oriented leadership behavior was practiced by principals in Maiduguri Metropolitan Council.

Table 3 Teachers' responses on leadership styles

Statement	SA(%)	A(%)	U(%)	D(%)	SD(%)
-----------	-------	------	------	------	-------



The principal provides resources required to enable the staff to perform at their highest level.	85	15			
Decisions regarding school progress are solely made by the head of school and the governing body.	95	5			
Students and teachers are expected to comply with the head teachers' directives without fail.	80	15	5		
Any deviation from the principals' directives is taken to be defiance.	95		5		
The principal use rewards to motivate the employees.	75	20	5		
The principal supports teachers in strategies aimed at increasing performance.	95	5			
The principal listens to and supports parents with poor performing students.			5		95
The principal sets targets for teachers and students.	95	5			
The principal sets resources required to enable the staff to perform at their highest level.	80	15	5		
The principal has confidence with staff members accomplishing the challenging goals.	75	25			
Teachers are consulted before reaching decisions			10		90
Students' representatives are consulted on various school matters			5		95



<b>Parents are involved and informed of schools' affairs</b>	65	35			
--	----	----	--	--	--

Majority (85%) of the teachers strongly agreed while 15% agreed that The principal provides resources required to enable the staff to perform at their highest level. 95% strongly agreed and 5 agreed that decisions regarding school progress were solely made by the head of school and the governing body. Majority (80%) of the teachers strongly agreed, 15% agreed while 5% remain undecided that students and teachers are expected to comply with the head teachers' directives without fail. On the statement that any deviation from the principals' directives is taken to be defiance, 95% of the teachers strongly agreed 5% were undecided about the statement. The findings show that directive behavior was practiced by principals in Maiduguri Metropolitan Council. A significant number (95%) strongly agreed that the principal supports teachers in strategies aimed at increasing performance. 95% strongly disagreed that the principal listens to and supports parents with poor performing students. Majority (80%) also indicated that the principal sets resources required enabling the staff to perform at their highest level. The findings indicate that majority of principals in Maiduguri Metropolitan Council practiced supportive leadership behavior.

Majority of the respondents representing 90% indicated that teachers are not consulted before reaching decisions, 95% strongly disagreed that students' representatives were not consulted on various school matters. A significant number (65%) indicated that parents were involved and informed of schools' affairs. The findings show that most principals practice participative leadership behavior.

A significant number (80%) of teachers indicated that the principal provided resources required to enable the staff perform at their highest level. 75% of the teachers strongly agreed that their principal used rewards to motivate the employees. Majority that is (75%) of the respondents agreed that the principal had confidence with staff members accomplishing the challenging



goals. The findings show that some principals in Maiduguri Metropolitan Council practiced achievement oriented leadership style.

Table 4 Teachers Job Performance

	Very high	High	Moderate	Low	Very low
<b>Punctuality</b>	40	20		40	
<b>Lesson punctuality</b>	75	20	5		
<b>Student assessment</b>	80	20			

Principals in the study were asked whether they supervised the teachers under them. All principals (n=8) replied on the affirmative. The supervision of secondary school teachers is the duty of the principal, who has a role to supervise teachers by ensuring that: lessons are planned early; lessons are structured with an interesting beginning; revision of previous knowledge and teachers' use of voice variation and summary of major points at the end; teachers use backups/teaching aids properly; teachers have a good relationship with their students and teachers follow up the curriculum strictly.

### **Discussion of Result**

The first finding in this study revealed that most principals in Maiduguri Metropolitan Council practices a directive or autocratic leadership style as most of the questions asked relating to the style of leadership practiced by the principals pointed to that fact. This to a large extent accounted for the low teachers' commitment to their job and this is in agreement with Olaniyan, (1997) when he suggest that in autocratic leadership, leaders alone determine policy and make plan, tell subordinates what to do and how to do, power is centralized only to the leader, workers under the leader have little freedom, and the leader show greater concern for work than for his/her worker. In fostering this, the authors pointed out that autocratic leaders were very directive and not to allow participation in decision makings. They structured the complete work situation for their subordinates. The autocratic leader directs group members on the way things should be done. The leader does not maintain clear channel of





communication between him/her and the subordinates. He or she does not delegate authority nor permit subordinates to participate in policy-making. In most cases the teachers do not feel as part of the system and as such display nonchalant attitude to the achievement of the goals set by the principals.

Secondly, the study also revealed that there is a strong relationship between principals' leadership style and teachers' job commitment in Maiduguri Metropolitan Council following the result collated above and this is in agreement with Bassey, Obim, Okure and Otu (2010) as they evaluated the administrative style of secondary school principals' in relation to teachers' job performance. The results showed that the leadership and motivational behaviour of the principal significantly affected the job performance of his teachers in terms of lesson note preparation, supervision of co-curricular activities, classroom teaching, students discipline and use of teaching aids.

Thirdly, it was also discovered in the research that the teachers though are committed to their work but they are performing bellow expectation. This may be connected to the fact that they are not involved in the decision making and as such they find it difficult to take ownership of the job. Again this is in line with the findings of Kuloba (2010) in an investigation of the effects of leadership styles on teacher performance in secondary schools in Nakaseke District, Uganda. The study found out that head teachers' involvement of teachers in decision making process of the school through committees and meetings enhances teacher performance. It was further discovered that teacher performance is enhanced by head teachers' communication to their teaching staff. It was also found out that head teachers' delegation of duties to teachers enhances teacher performance.

### **Conclusion**

This study concluded that there is a strong positive relationship between principals' leadership styles and teachers' job commitment. As the few principals noticed to have open up communication with the teachers have more relaxed committed teachers. Directive and supportive leadership behavior are the most widely practiced leadership behavior in the study



area. This was evident in the ability of the principals' ability to not simply assign tasks and then receive the results. Instead, they work through the tasks with teachers to improve performance. The researcher also concludes that supportive leadership style affects teachers' performance; in schools where the principal practices supportive leadership style, there is improved teacher performance.

### **Recommendations**

1. The government should allow the school system to practice bottom-top approach as it will enable the principal to involve the teacher and the student representative to have a say in the decision making process, this will further encourage them to take ownership of any project and ensure continuity, commitment. higher performance and sustainability.
2. Experienced staff should be appointed as principals and should periodically be sent for leadership training to broaden their knowledge on how better to improve their leadership skill and continue to influence their teachers to be commuted to their jobs.
3. Principal should learn to use a mix of leadership styles since its application is not a one size fir all.

### **REFERENCES**

- Adeyemi, T. (2010). Principals" Leadership Styles and Teachers" Job Performance in Senior Secondary Schools in Ondo State, Nigeria. *Current Research Journal of Economic Theory*, 3(3): 84-92. [4].
- Adegbesan, S. O. (2015). Effect of Principals" Leadership Style On Teachers" Attitude to Work in Ogun State Secondary Schools, Nigeria. *Turkish Online Journal of Distance Education* 4(1). [6].
- Bassey, J.E., Obim, R. E., Okure, S. J., and Out B. D. (2010). Influence of Principals' Leadership Style on Job Performance of Secondary Teachers in Cross River State, Nigeria. *Annals of Modern Education. Africa Journal Online*.
- Bendikson, L. (2011). The Effect of Principal Instructional Leadership on Secondary School Performance. Corpus ID: 153741745
- Bunmi, J. M. (2007). *Leadership*. Newyork: Harper and Row Publishers. [11].
- Chen, Y. F., & Tjosvold, D. (2006). Participative leadership by American and Chinese managers in China: The role of relationships. *Journal of Management Studies*, 43(8), 1727-1752. [15].
- Cheng, Y. C. (2002). *Leadership and Strategy*. London: Paul Chapman Publishing. [16].



- Clark, D. (2007). Leadership styles. Retrieved on December 5, 2013, from HYPERLINK "<http://www.nwlink.com/~donclark/leader/leadstl.html>"  
<http://www.nwlink.com/~donclark/leader/leadstl.html>
- Daniel, D. L., Villa, J. R., Howell, J. P. & Dorfman, P. W. (2003). Problems with detecting moderators in leadership research using moderated multiple regression. *Leadership Quarterly*, 14(1), 3-23. [19].
- Evans, M. G. (1970). The effects of supervisory behavior in the path-goal relationship. *Organizational Behavior and Human Performance*, 5, 277-298. [22].
- Evans, M. G. (2002). Path-Goal Theory of Leadership. In L. L. Neider & C. A. Schriesheim (Eds.), *Leadership* (pp. 115-138). Greenwich, CT: Information Age Publishing. [23].
- Fiedler, F. E. (1964). A theory of leadership effectiveness. In L. Berkowitz (Ed.), *Advances in experimental social psychology*. New York: Academic Press. [24].
- Felista et al (2017). Effect of Principals' Leadership Styles on Teachers' Job Performance in Public Secondary Schools in Kieni West SubCounty, *International Journal of Humanities and Social Science Invention* ISSN (Online): 2319 – 7722, ISSN (Print): 2319 – 7714 [www.ijhssi.org](http://www.ijhssi.org) ||Volume 6 Issue 8||August. 2017 || PP.72-86
- FGN (2004). National Policy of Education
- House, R. J. (1971). A Path Goal Theory of Leadership Changing Minds. [www.nwlink.com](http://www.nwlink.com)
- Jalilzadeh, M., Abbas, H., Mohammed, S., (2013). Psychology; *Asian Journal of Management Science and Education*
- Kuloba, N. P. (2010). Leadership Styles and Teacher Performance in Secondary Schools in Nakaseke District. Unpublished M.A Thesis, Makerere University, Kampala, Uganda. [37].
- Lacoma, T. (2013). Definition of supportive leadership style. Chron.com. Retrieved from <http://smallbusiness.chron.com/definition-supportive-leadership-style-21835.html> [39]. L [40].
- Liu, H. (2012). The impact of leadership style and leadership satisfaction, job satisfaction in view of Chinese cross-strait cultural difference. [42].
- Lussier, R.N. and Achua, C.F. (2001), *Leadership: Theory, Application and Skill Development*, USA: South-West College Publishing. [43].
- Mba, J. (2004). Strategic Management Centre. Printed and Published by Punch (Nig.) Ltd. 1 Olu Aboderin Onipetesi. Ikeja, Lagos, 11 Dec., 2004, pp: A 24. [47].
- Morgan, G. (2007) *Images of organization*, Thousand Oaks: Sage [51].
- Olaniyan, D. A. (1997). Employees Job Performance as Affected by Demographic variables in Nigerian, Educational System in Africa, *J. Educ. Manage.* 5(1-2):38-47. [57].
- Yukl, G. A (2002). *Leadership in Organization*. 5<sup>th</sup> Edition, Prentice Hall, Upper Saddle River.