

Influence of Principals' Administrative Styles on Teachers' Performance in Aba Education Zone of Abia State, Nigeria

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Abstract: This survey study examines the influence of principals' administrative styles on teachers' performance in public secondary schools in Aba education zone of Abia State, Nigeria. The examination focuses on the areas of teachers' punctuality to school, regularity to classes, and preparation of lesson notes. Three research questions and three hypotheses guided the study.

A sample of 40 secondary schools was selected in Aba Education zone. 22 of these schools were headed by male principals and 18 of them by female principals, including 295 teachers stratified randomly, and proportionally drawn from the zone.

The instrument for data collection was a set of "Teachers' questionnaire" on principals' administrative styles; "Observation schedule" on teachers' lesson preparation (TLP); and "Inspection schedule" on teachers' school and inspection schedule (TSIS) validated with a reliability index of 0.73, using test – re-test correlational statistics. Data were collected using 10 trained research assistants who returned with a total of 285 i.e. 98% of properly filled copies of the questionnaire. Mean was used to determine the principals' styles of administration, ANOVA statistics was used to determine the influence of principals' administrative styles on teachers' punctuality to school and regularity to classes, while Chi-square statistics was used to test principals' administrative styles and teachers' preparation for lesson.

Results revealed that some schools practiced autocratic, some democratic, and some situational style of administration. Laissez-faire style of administration does not exist. It was also noted that most of the newly appointed principals and female principals tended to be autocratic while the highly experienced ones adopted situational style of administration. There was no significant influence of administrative styles on teachers' punctuality to schools and preparation for lessons. However, there was a significant influence of administrative styles on teachers' regularity to lesson. The paper recommends regular seminar and workshop for principals to harmonize their styles of administration and also properly-kept school records such as teachers' time book and teaching audit.

Keywords: Principals, Administrative styles, Teachers' performance

I. INTRODUCTION

Administration is the soul of business. This is an apt statement regarding the school system because teaching and learning involve a combination of efforts of the students, teachers, and school management. It has been suggested by

Omeke and Onah (2012) that administration in school has implications for effective teaching and learning. Ajibade, Ajayi and Shobowale (2017) accepted that administration is the backbone of any organization which has effect on the overall performance of the organization. Okeke (2007) conceptualized educational administration as part of successful educational management essentially concerned with the implementation of policies. He further stated that secondary school administration is the process of coordinating the use of materials and human resources in education in the implementation of the secondary education objectives most effectively in terms of the use of resource, while Obasi (2004) categorized educational administrators to include principals, head teachers, heads of institutions and their colleagues.

According to Clark (2000), administrative style is the pattern through which the leader guides and encourages the members of the organization to achieve the goals, and so, different leaders use different administrative styles. Ajibade et al(2017) added that the administrative style is one factor that enhances or retards the interest and commitment of individuals in the organization. The effectiveness in resources mobilization, allocation, utilization and enhancement of organizational performance depends on administrative styles. They stressed that the best administrative style is that which inspires subordinate potential and working ability to enhance efficiency and effectiveness to achieve organizational goal.

In Aba education zone, some schools are known for good academic performance—teachers and students are punctual to school and perform their duties accordingly. They perform generally better than other schools in Basic Education Certificate Examination (BECEC) and West African Senior Secondary School Certificate (WASSSC). This is as opposed to some schools where, according to Shomaki (2015), students roam the school, teachers do not take teaching profession seriously; do not attend classes; and do not have up-to-date lesson plans. When they go to classes, they go there late and tell the students stories, thus bringing about poor performance. He also added that there is an impression among the public that better performing schools have better administration than others. He maintained that most of the success or failure in secondary schools depends on influence of administrators on their subordinate. Owoye (2010) mentioned that the devices principals use to raise academic

performance include teacher's time book, movement book, class attendance book, lesson note preparation, and supervision of co-curricular activities, classroom teaching, and student's discipline. These records, he mentioned, are not rigidly kept and used in some schools, and are abused.

Patterns of administration

It has been observed, according to Olagboye (2004), that different institutions use different administrative style, and that school principals are the administrators who must influence the classroom teachers to achieve the institution's corporate goals. His study also maintained that there are numerous patterns of behavior that principals adopt to direct the subordinates, including:

1. Autocratic style of administration where Chukwusa (2018) observed decision-making resides on the leader. Here, the leader directs the group members on the way things should be done. Group members are rarely trusted with decision-making and input tasks. He continued that leaders are uncompromising and refuse to explain their behavior. Ajibade et al. (2017), accepting the above, added that the leader uses coercive elements and rewards as a means of control with the belief he or she towers above his followers. Obi (2003) opined that autocratic style lacks effective communication and there is nagging, suspecting the subordinate and effective supervision. Onwuchekwa (2002) viewed that autocratic style is exploitative, involving rigidly set standards and methods of performance; and failure to meet the standard results in threats and punishment whereas, Adeyemi (2010) found that teachers performed better with an autocratic school principal than with a more democratic school principal. Chukwusa (2018) maintained that this administrative style is beneficial when decisions need to be made quickly without consulting the large group. When abused by the leaders, the innovative ideas that result from consultations may elude the organization because the leaders are dictatorial, staffs do not participate, leaders are uncompromising and often refuse to explain their behaviours and disregard previous agreement with staff. According to Eze (2011) if you do not want to gain more commitment and motivation from your staff, you should use autocratic style. He continued that autocratic style is best applied in situations where there is little time for group decision making, or where the leader is the most knowledgeable member of the group. He advised that this leadership style should not be used when staff become tensed, fearful or resentful, except when they want their opinions heard. He maintained that it results in low staff morale, high turnover and absenteeism, including work stoppage but that the style could be used on untrained staff who do not know which task to perform or which procedure to follow, when staff do not respond to any other leadership style and when there is limited time to make decisions. Azuh (2015) asserted that although autocratic leaders emphasize on high productivity, it often

breeds counter-forces of antagonism and restrictions of output.

2. Democratic style of administration

According to Okumbe (2001), democratic style is interactive or participating and is characterized by co-operation and collaboration. In this situation, the opinions of the subordinates are sought before decision making. Mgbodile (2004) contended that democratic style is people-oriented and counts on subordinate's participation and permits initiative, originality and creativity in school work. Oyetunji (2016) maintained the leader obtains ideas, and opinions from workers, and then, gives them an opportunity to express their feelings. Obi (2003) opined that democratic leaders are neither autocratic nor laissez-faire, but demonstrate respect for everyone and responsibilities are shared. Decision making is based on consultation, deliberation and participation among groups and this increases output. Chukwusa (2018) also observed that democratic leadership results in high employee performance, satisfaction, cooperation and commitment. It reduces the need for control and formal rules and regulation which result in low employee absenteeism and turnover. It develops competence and commitment and it develops committed employees who are willing to give their best, think for themselves, communicate openly, and seek the improvement of performance when an organization faces new challenges. Decision making are centralized and shared by subordinates. But he criticized democratic style on assumptions that everyone has equal stake in an outcome as well as shared level of expertise with regards to decision and claiming that it is time wasting and may lead to confusion. Mba (2004) toed the middle ground, opining that democratic style is multi-directional and staff morals are enhanced.

3. Situational style of administration

This type of leadership style, according to Dike and Madubueze (2019), aimed at linking the appropriate leadership style with the appropriate development level of an individual for a particular objective or assignment to determine the suitable leadership style to apply. This implies that there is no best leadership style because each individual development level varies for each goal and each task. Oyelude and Fadun (2018) viewed that the style emphasized the level of maturity or readiness of the follower as a contingency or context that leaders need to account for in order to establish the correct fit between the leader and the follower and that the difference between this leadership style and others is that the leadership style incorporates many different techniques. Ebere (2018) regarded this style as a mixture of task behavior, worker commitment and relation behavior. It allows openness between leaders and members

4. *Laissez-faire Style of administration*

Obi (2003) viewed this type of leadership as allowing a complete freedom to the group decision without the leader's intervention and participation. It is a free-reign style (Mbiti, 2007) where subordinates get to correct themselves from their mistakes.

Teacher's performance

Obi and Onyeike (2018) defined teachers' performance as those duties a teacher performed at a particular period to achieve organizational goal, for which an employee is paid. Those duties include lesson note preparation, supervision of co-curricular activities, classroom teaching, use of teaching aids etc. Wilson (2017) added that job performance involves what the staff do at the organization which aimed at either improving the organizational goal or otherwise. The influence of leadership style according to Shomaki (2015) cannot be over emphasized, in that an effective teacher could be rendered ineffective if the principal's leadership style is conflicting with the task and role of the teacher. Appropriate principal's leadership style on teacher's discipline, consideration of staff, his inspiration of staff welfare etc, affect teacher's productivity. The more principals engage in behavior, personally empowering the teachers, the more choices teachers could make in completing their work. Obi et al (2018) observed that some teachers are not committed to their teaching profession; cannot deliver adequately to both students and school management; attend late to school and classes, and their lesson notes are not up to date and that principals should discard Laissez-faire leadership since it has been discovered that leadership influences teachers' performance.

Cagle (2009) found that the experience of principal, social and economic administration of schools can affect the teachers' performance. He regarded age, experience, education and size of the institution as factors of leadership, and argued that principals ought to be experienced, qualified and equipped with knowledge of teaching methods. Adeyemi (2010) opined teachers should have good teaching skills, use different methods of teaching, prepare their lessons and evaluate the students.

According to Shakeshaff (2011) women were considered unable to maintain order or impact discipline because of their smaller statures and purported lack of strength and, women principals spend more time with novice educators with instructional difficulties than their males. Just as Wilson (2017) has found that women principals lead in a more democratic and less autocratic style, act in a collegial manner, and involve others in decision making, Mbiti (2007) added that the staff would hope against a woman being appointed as the new principal. However, Shomaki (2015) concluded that women are better leaders than men.

1.1 *The Problem*

This study sought to investigate the relationship between principals' administrative styles and teacher's performance in Aba Education Zone of Abia State, Nigeria.

1.2 *Research Questions*

To guide the study, the following questions were raised;

- 1) What administrative styles do principals in Aba Education Zone use?
- 2) How are principals' administrative styles influenced by principals' years of experience?
- 3) How does gender influence the principals' styles of administration?

1.3 *Hypotheses*

The following hypotheses were tested at 0.05 level of significance.

- 1) Teachers' punctuality to school is not significantly influenced by principals' administrative style.
- 2) Teachers' regularity to class is not significantly influenced by the principal's administrative style.
- 3) Teacher's preparation for lessons in respect of writing lesson notes and applying teaching aids is not significantly influenced by the principals' administrative style.

II. METHODOLOGY

This was a survey research. It aimed to investigate the influence of principals' administrative styles on teachers' performance in Aba Education Zone, Abia State, Nigeria. The study was designed to use questions, observation schedule, and inspection schedule to investigate whether teacher's punctuality to school, regularity to classes and preparation for lesson notes were influenced by principals' styles of administration. The variables for the study were dependent and independent variables. The study was carried out in Aba Education Zone of Abia State, Nigeria. The target population of the study was 80 public secondary schools headed by principals, comprising of 44 males and 36 females principals and 1043 teachers in the public secondary schools in Aba Education zone of Abia State. The Sample for the study consists of 40 secondary schools headed by principals consisting of 22 males and 18 female principals, and 295 teachers drawn through a proportionate, stratified random sampling technique. A set of researcher-developed instrument "Teachers' questionnaire" on principals' administrative styles, "Observation schedule" on teacher's lesson preparation and "inspection schedule" on teachers' school attendance and inspection schedule was used for data collection. The instrument has 3 sets of A, B, and C.

Set A = Principals' administrative style contains 10 questions and sought for principals' administrative styles.

B= Observation schedule sought for teacher's preparation for lesson notes and teaching aids.

C= Inspection Schedule sought for teacher’s regularity to classes and for teacher’s time book.

The response items were structured as follows.

Scores	Total range score
A = Autocratic Style 1	10 – 14
D = Democratic style 2	15 – 24
S – Situational Style 3	25 – 34
L = Laissez Faire 4	35 – 40

Face and content validations of the instrument were ascertained by experts in the fields of educational administration and measurement and evaluation. Pearson products moment’s correlation coefficient of 0.75 was obtained for the instrument by administering the instrument twice with a two weeks intervals on 20 teachers who were not part of the sample by the researchers, and 10 trained assistants. The researchers working with the 10 research assistants visited the various schools, distributed and collected the completed copies of the instrument from the teachers. Out of 295 copies distributed, 285 were correctly filled and returned, thus giving a 98% success. The data obtained were analyzed using mean to answer research questions. ANOVA and Chi-square statistics to test the hypothesis at 0.05 level of significance.

III. RESULTS

3.1 Research Question One: What administrative styles do principals in Aba Education zone use?

To what extent do principals of secondary schools in Aba education zone practice autocratic, democratic, situational, and Laissez-faire styles of administration.

Table 3.1 showing the frequency responses of teachers to the question on administrative styles

Leadership style	Frequency
Autocratic	10
Democratic	16
Situational	14
Laissez Farre	0

Key A = Autocratic, D = Democratic, S = Situational.

The result on table 3.1 shows frequency responses of teachers on administrative styles. The result reveals autocratic style found in 10 schools, democratic style found in 16 schools and situational styles in 14 schools. Laissez-faire style was not found in any school in the study.

3.2 Research Question Two: How are principals’ administrative styles influenced by years of experience?

Table 3.2(a) Principals’ year of experience and administrative styles.

Year of experience	Autocratic	Democratic	Situational
0 – 4years	8 58%	3 21%	3 21%
5 – 9year	1 6%	11 61%	6 35%
10years	2 25%		6 75%

The result on table 3.2(a) shows the responses on influence of years of experience on principals' styles. The result revealed that 58% with less than 5 years’ experience practice autocratic, as against 21% for democratic and 21% for situational respectively. 61% of principals with 5 – 9 years’ experience practice democratic style as against 6% and 35% for autocratic and situational styles respectively. Also 75% of principals with over 10years of experience practice situational style as against 25% for autocratic style and nil for democratic style.

3.2(b) Analysis of Principals’ Styles and Years of Experience

Fo	Fe	fo – fe	(fo – fe) ²	(fo – fe) ²
8	4	4	16	4fe
3	5	2	4	0.8
3	5	2	4	0.8
1	5	-4	16	3.2
11	7	4	16	2.28
6	7	1	1	0.14
2	2	0	0	0
0	3	-3	9	3
6	3	3	9	3

$$X^2 = \sum 19.22$$

$$X^2 \text{ cal} = 19.22$$

$$df = 4$$

$$X^2 \text{ tab at } 0.05 \text{ level of significance} = 9.49$$

Analysis of the influence of experience on administrative styles shows that the cal X^2 of 19.22 exceeds the x tab of 9.49. Therefore the year of experience has influence on principals’ styles of administration.

3.3 Research Question Three: How does gender influence principals’ administrative styles?

Table 3.3(a) Principals’ Gender and Administrative Styles

Gender	Autocratic	Democratic	Situational	Total
Male	1 8%	8 32%	13 59%	22
Female	10 59%	6 33%	2 18%	18
Total	11	14	15	40

The result on table 3.3 shows the response on influence of gender on leadership style. The result shows majority of the female principals practiced autocratic style while majority of the male principals practiced situational style.

Table 3.3(b) Analysis of on Principals’ Styles and Gender

	A	D	S	Total
Male	1	8	13	22
	(6)	(8)	(8)	
Female	10	6	2	18
	(5)	(6)	(7)	
Total	11	14	15	40
fo	fe	fo-fe	(fo-fe) ²	$\frac{(fo-fe)^2}{fe}$
1	6	-5	25	4.16
8	8	0	0	0
13	8	5	25	3.13
10	5	5	25	5
6	6	0	0	0
2	7	-5	25	3.57
				$\Sigma 15.79$

X^2 cal = 15.79

Df = 2

X^2 tab at 0.05 level of significance = 5.99

Results of the analysis show that cal x^2 of 15.79 exceeds the x^2 tab of 5.99. This shows a significant influence of gender on principals’ administrative styles.

Hypotheses One

3.4 Teachers’ punctuality to school is not significantly influenced by the principals’ administrative styles.

Table 3.4a: Teachers’ punctuality to schools under different administrative styles frequency distribution

Style	Teacher’s Punctuality – Frequency Distribution						
	10	14	15	16	17	18	19
A	2	-	1	2	1	2	3
D	-	1	1	6	3	3	-
S	-	-	3	6	4	2	-

Key A – Autocratic, D = Democratic, S= Situational

Hypotheses 2 & 3 should be corrected along the lines of the example shown with Hypothesis One. That way the analyses already done can be retained. The result on table 3.4a shows frequency distribution of the punctuality of each teacher for 4 weeks of 22 days, on or before 8am in the time book. The above data show analysis of variance statistics to determine the mean significant different between the Teacher’s punctuality to school and within the group.

Table 3.4b: ANOVA on teacher’s punctuality to school

Source of variation	Sum of Sq	Degree of freedom (DF)	Mean of SQ	F-Ratio
Between	0.7	2	0.35	9.25
Within	139.7	37	3.78	
Total	140.4	39		

Results from the analysis shows that F-tab of 32 exceeds the f-cal of 9.25. Therefore the null hypothesis that there is no significant relationship between principals’ styles and teacher’s punctuality to school is accepted.

Hypothesis Two: Teachers’ regularity to classes is not significantly influenced by the principals’ administrative styles.

Table 3.5(a) Regularity of teachers to classes

	Autocratic	%	Democratic	%	Situational	%
1	12/12 lesson	100%	10/15 lesson	66.6%	10/15 lesson	66.6%
2	12/12 lesson	100%	12/12 lesson	100%	10/12 lesson	83%
3	10/12 lesson	83%	9/12 lesson	75%	9/12 lesson	75%
4	12/15 lesson	80%	9/12 lesson	75%	9/12 lesson	75%
5	11/12 lesson	91%	10/15 lesson	66.6%	9/12 lesson	75%
6	9/12 lesson	75%	9/12 lesson	75%	10/12 lesson	66.6%
7	8/12 lesson	66%	8/12 lesson	66.6%	8/12 lesson	66.6%
8	12/12 lesson	100%	11/12 lesson	92%	8/12 lesson	66.6%
9	10/12 lesson	83%	8/12 lesson	66.6%	10/12 lesson	83%
10	9/12 lesson	60%	8/12 lesson	66.6%	10/12 lesson	83%
11	9/12 lesson	75%	9/12 lesson	75%	10/12 lesson	83%
12			8/12 lesson	66.6%	9/15 lesson	60%
13			7/12 lesson	58%	9/12 lesson	75%
14			7/12 lesson	58%	9/12 lesson	75%
15					8/12 lesson	53%

Table 3.5(a) Shows teacher’s regularity to classes for a period of 4 weeks. The table is ANOVA (analysis of variance) to determine the influence of principals’ styles of administration and teacher’s regularity to classes within the group.

Table 3.5(b) ANOVA on teachers’ regularity to classes.

Source of variation	Sum of Sq	Degree of freedom (DF)	Mean of SQ	F-Ratio
Between	912.5	2	450	3.45
Within	4884	37	132	
Total	57965	30		

The result from the analysis shows that F-tab of 3.25 is less than F-cal of 3.45. Therefore the null hypothesis that there is no significant relationship between principal’s style and teacher’s regularity to class is rejected.

3.6(a) Hypothesis Three

Teachers' preparation for lessons in respect of writing lesson notes and applying teaching aids during classes is not significantly influenced by principals' administrative style.

Table 3.6(a) Observation on teacher's preparation for lessons

Only lesson notes	Lessons notes & teaching aids	Neither lesson notes nor teaching aids	Total
A 6	4	1	11
D 8	3	3	14
S 9	3	3	15
Total 23	10	7	40

Key: A = Autocratic, D = Democratic, S = Situational

Table 3.6(a) shows observation made on teachers during their classes classified in groups as following; teachers' with only lesson notes, teachers' with lesson notes and teaching aids and teachers' with neither lesson no notes or teaching aids.

Table 3.6(b) Chi-square analysis of the influence of styles and teachers' preparation for lessons

Administrative style	Only lesson note		Lesson note and teaching aids		Neither lesson note nor teaching aid		Total
	Fo	Fe	Fo	Fe	Fo	Fe	
Autocratic	6	6	4	3	1	2	11
Democratic	8	8	3	4	3	2	14
Situational	9	9	3	3	3	4	15
Total	23	23	10	10	7	7	40

The above table shows chi-square analysis of observation made on teachers during their classes classified in teachers with only lesson notes, teachers with lesson notes and teaching aids and teachers with neither lesson notes nor teaching aids. The table shows the calculated chi is 1.83 while the chi table is 9.40. Therefore the null hypothesis which states that there is no significant influence of principals' styles on teachers' preparation of lessons is accepted.

IV. DISCUSSIONS

Reference to table 1 shows that the more experienced principals were inclined to adopt the situational style, the female principals applied the autocratic style. There is evidence that there is no significant influence of principals' styles on teachers' punctuality to school, and preparation for lessons. However, there is a significant influence of principals' styles on teachers' regularity to classes. Shomaki (2015) accepted that there is a significant relationship between principals' styles and teachers' performance. In autocratic schools, principals make most decisions solely, appointing committee members without consulting the teachers, and check in and monitoring their activities strictly. This findings agree with the works of Omeke et al. (2012),

Chukwusa(2018),Obi (2013) and Azuh (2015)who found that autocratic principals are highhanded and tend to constitute themselves into the center of activities.

In schools where democratic style are practiced, the Principals seek teachers' views on matters, set committees on teacher's consultation, donot employ queries as a means of rules compliance. Mba (2004) accepted that this style is people-oriented and subordinate participation friendly. While Mgbodile (2004) and Okumbe (2001) added that this permits originality and creativity, characterized by co-operation and collaboration. Adeyemi (2010) posited that democratic style was the most commonly used among school principals. This is in contrast to Chukwusa (2018) who criticized democratic style as time wasting that would simply lead to confusion and late decision-making.

Another administrative style found among principals in the area of study is the situational style. The most experienced principals while involving teachers in participation still held to the powers to override decisions without relying on teachers' view. And so, Ebere (2018) contend that principals vary their behaviours and styles according to their subordinates' commitment, while Oyelude and Fadun (2018) opined that it allows openness between principals and staff, ensure independence and competence in employee's decision.

With respect to hypothesis one, there was a significant influence of principals' styles on teachers' punctuality to school. Adeyemi (2010) and Akerele (2007) contend that teachers perform better in autocratic style than democratic style because they need to be coerced before they do their jobs. While contrary to the view of Onwuchekwa(2002) and Obi (2003) autocratic principals embarrass and intimidate the staff which discourage them and maintained that staff absent themselves from duty to avoid harassment.

For hypothesis two, there was a significant influence of principals' Styles and teachers' regularity to classes. The system of monitoring teachers in the class using teachers' class audit form by each class prefect and inspected by the vice principals (Academics) frequently, is very effective. Whereas teachers may be excused for late coming in as much as they perform their duties, skipping of lessons can hardly be tolerated by the principals. So teachers under autocratic style must teach their lessons. Adeyemi (2010) observed that teachers performed better in school having autocratic principals.

It is also possible that teachers may fail to sign the time book as they should, but the real evidence of task performance is the delivery of lessons.

The third hypothesis indicates that there is no significant influence of principals' styles on teachers' preparation for lessons. Preparation for lessons was inspected in terms of writing lesson notes and use of teaching aids. In some cases teachers are inspected by the school management or school board. Therefore absentee teachers to school or to classes do

not have excuse for not writing their lesson notes. So, whether autocratic, democratic or situational style, the writing of lesson notes is required. Obi et al. (2018) emphasized writing of lesson notes as one of those duties performed by a teacher and is paid for at a particular period in the school to achieve organizational goal. Therefore it is neither the discretion of the teachers nor the principals. It was also observed that teachers did not use teaching aid generally. This aspect is not monitored and given attention by teachers, whereas the relevance of using teaching aids in teaching is recommended by both educational psychologist and technologist.

V. CONCLUSION AND RECOMMENDATION

Principals' administrative styles significantly impact on teachers' performance in school in order to achieve the stated organizational goals. It has been seen that teachers' performance – punctuality to school, regularity to classes and preparation for lessons have been influenced by some factors – principals' administrative styles, years of experience and gender. It is also well established that schools which constantly perform well have sound and effective leadership (Ajibade et al., 2017 and Olagboye, 2004).

It is therefore recommended that Secondary Education Management Boards should organize seminars and workshop for principals to harmonize their administrative skills.

School records should be properly kept to improve teachers' punctuality and regularity. Teachers' lesson notes should be marked and monitored effectively.

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