Leadership Styles and Employee Productivity among Secondary School Teachers in Delta Central Senatorial District

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ABSTRACT

This study examined the individual and joint relationships between transformational, transactional and laissez-faire leadership styles and employee productivity among secondary school teachers in Delta Central Senatorial District, Nigeria. Four research questions and four null hypotheses guided the study. A correlational research design was adopted. The population comprised 5,540 public secondary school teachers, from which 357 teachers were selected across 38 schools in Sapele and Ughelli educational zones through multistage sampling involving stratified and simple random procedures. Data were collected using a structured questionnaire reviewed by three experts for clarity and relevance. A preliminary assessment involving 50 teachers in Delta North Senatorial District yielded cumulative explained variance of 63.05% for leadership styles and 66.35% for employee productivity. Cronbach's alpha coefficients of .89 and .88, respectively, established internal consistency. Of the 357 questionnaires administered by the researcher and two trained assistants, 350 were retrieved and analysed, representing a 98.04% response rate. Research questions were answered using Pearson correlation, multiple correlation and coefficients of determination, while hypotheses were tested using simple and multiple regression analyses at the .05 significance level. Findings revealed strong positive relationships between transformational leadership and productivity and between laissez-faire leadership and productivity, while transactional leadership showed a moderate positive relationship. All three individual relationships were statistically significant. The leadership styles also jointly demonstrated a strong relationship with productivity ($R = .942$), accounting for 88.7% of its variance. The overall regression model was statistically significant, $F(3, 346) = 905.588$, $p < .001$. The study concluded that the three leadership styles were individually and jointly associated with teachers' productivity, without establishing causation. It recommended that principals provide clear direction, recognition, constructive feedback and accountable professional discretion, supported by continuous leadership development programmes.

Keywords: transformational leadership, transactional leadership, laissez-faire leadership, employee productivity, secondary school teachers.

INTRODUCTION

The effectiveness of secondary education depends considerably on teachers' ability to transform curriculum objectives into meaningful learning experiences. Through lesson preparation, classroom instruction, assessment, and guidance, teachers support students' development and the achievement of school goals. Their productivity, however, must be understood within the organisational environment in which these responsibilities are performed. Principals help shape this environment through their communication, supervision, allocation of responsibilities, and support for professional learning. Ninković and Knežević Florić (2024), in a systematic review of 26 studies, identified teacher collaboration, professional learning, and self-efficacy as important pathways connecting school leadership with instructional practice. Their findings suggest that understanding teachers' work requires attention to the leadership practices that organise and support it.

Employee productivity refers to the effective accomplishment of work responsibilities through the purposeful use of available time, knowledge, and resources. Within this study, employees refer specifically to secondary school teachers. Their productivity encompasses adequate lesson preparation, effective instructional delivery, curriculum coverage, timely assessment, accurate record keeping, and completion of assigned school duties.

Nkedishu (2022) similarly discussed teachers' productivity in relation to lesson preparation, coverage of the scheme of work, preparation of students' results, and fulfilment of assigned responsibilities. This understanding provides a practical basis for examining teachers' contributions to school objectives. It also recognises that productivity involves the quality and consistency of professional practice, rather than students' examination results alone.

Leadership styles provide a framework for examining how principals direct teachers' efforts and respond to their professional needs. They become visible in everyday decisions about supervision, recognition, communication, and the management of difficulties. The present study focuses on transformational, transactional, and laissez-faire leadership. These dimensions distinguish approaches based on inspiration and development, performance-related exchanges, and avoidance of leadership responsibilities. Bajcar and Babiak (2022), in their validation of the Multifactor Leadership Questionnaire, examined these distinctions within the full-range leadership framework. Their work supports treating leadership as a set of identifiable behaviours that can be measured, while also drawing attention to the importance of establishing the suitability of leadership measures within particular organisational settings.

Transformational leadership emphasises shared purpose, intellectual stimulation, professional encouragement, and attention to individual development. In a secondary school, these behaviours can be expressed through a principal's ability to communicate an educational vision, encourage reflection on teaching, and support teachers facing professional challenges. Hyseni Duraku and Hoxha (2021) examined transformational and transactional attributes of school leadership in relation to teachers' work motivation, demonstrating the relevance of these behaviours to teachers' professional experiences. Applied to the present study, transformational leadership offers a basis for investigating whether inspiration and developmental support are associated with teachers' consistent fulfilment of their duties. Such an association must nevertheless be established empirically within the study population.

Transactional leadership places greater emphasis on clearly defined responsibilities, performance expectations, recognition, and corrective responses. Bajcar and Babiak (2022) discussed contingent reward and management by exception as important components of this approach. Within schools, transactional practices may include establishing deadlines for lesson notes and results, monitoring agreed procedures, and recognising satisfactory completion of duties. These practices make role clarity and accountability relevant considerations in understanding productivity. Okoro and Okoro (2025), examining secondary schools in Delta State, reported favourable findings concerning transactional leadership and teachers' job performance. Their study provides local support for further investigation, although it examined a different combination of leadership styles from the transformational, transactional, and laissez-faire dimensions adopted here.

Laissez-faire leadership involves limited intervention, delayed decisions, and avoidance of responsibility when direction is required. Within the full-range framework, it represents leadership absence rather than simply allowing employees professional discretion (Bajcar & Babiak, 2022). In schools, its relevance concerns whether teachers receive timely guidance, feedback, and assistance when difficulties arise. Okeyea (2025), in a study of public-sector employees across ministries in Delta State, reported less favourable productivity findings for laissez-faire leadership than for transformational and transactional leadership. These findings provide a reason to examine leadership avoidance within educational settings, but they cannot be assumed to describe teachers' experiences directly because ministry employees and secondary school teachers undertake different responsibilities.

The three leadership styles therefore provide complementary perspectives on how principals relate to teachers: through inspiration, structured exchanges, or limited engagement. Their relationships with productivity are unlikely to be fully understood without considering the professional conditions in which teachers work. Obi and Ikegwuonu (2024) found a significant positive relationship between principals' personnel management practices and teachers' productivity in public secondary schools in Delta State, with welfare practices recording the strongest relationship among the components examined. This finding reinforces the importance of administrative support in teachers' working lives. It also suggests that leadership styles should be investigated as relevant organisational variables without assuming that they account for every difference in productivity.

Recent international evidence further encourages a contextual interpretation of leadership effectiveness. Li and Karanxha (2024), in their review of transformational school leadership and student achievement, reported mixed findings across the studies examined. Although their review addressed student achievement rather than teacher productivity, it illustrates why favourable assumptions about leadership require empirical testing. For the present investigation, the central concern is how the leadership behaviours experienced by teachers relate to their accomplishment of instructional and associated responsibilities within Delta Central Senatorial District. This focus connects broader leadership scholarship with a clearly defined professional outcome and geographical setting.

Statement of the Problem and Literature Gap

Secondary schools depend on teachers who consistently prepare lessons, deliver instruction, assess students' learning, maintain records, and fulfil other professional responsibilities. Principals are expected to support these duties through effective leadership; however, the reviewed literature provides limited evidence on the individual and combined relationships of transformational, transactional, and laissez-faire leadership with teachers' productivity in Delta Central Senatorial District. Guanah et al. (2022) examined autocratic, democratic, and laissez-faire leadership primarily through descriptive analyses, while Okoro and Okoro (2025) investigated a different combination of leadership styles using means, standard deviations, and *t* tests. Although Okeyea (2025) employed regression analysis, the study focused on public-sector employees rather than secondary school teachers. The unresolved methodological issue therefore concerns examining the three specified leadership styles within a single analytical model to establish their individual and combined relationships with teachers' productivity in the district.

A sampling gap also arises from the settings and occupational groups represented in previous studies. Guanah et al. (2022) investigated respondents in Patani Local Government Area, whereas Okeyea (2025) studied employees across public-sector ministries. These populations do not directly represent secondary school teachers in Delta Central Senatorial District, and statewide findings cannot automatically establish relationships within the district. The present study therefore seeks to address these gaps through an appropriately distributed teacher sample and analyses that examine each leadership style separately and alongside the others. Its contribution lies in providing context-specific evidence on how principals' leadership behaviours relate to teachers' fulfilment of professional responsibilities, thereby informing leadership development and school management decisions within the district.

Research Question

The following research questions guided the study

1. What is the relationship between transformational leadership and employee productivity of secondary school teachers in Delta Central Senatorial District?

2. What is the relationship between transactional leadership and employee productivity of secondary school teachers in Delta Central Senatorial District?

3. What is the relationship between laissez-faire leadership and employee productivity of secondary school teachers in Delta Central Senatorial District?

Hypotheses

The following hypotheses will be tested at 0.05 level of significance

1. There is no significant relationship between transformational leadership and employee productivity of secondary school teachers in Delta Central Senatorial District.

2. There is no significant relationship between transactional leadership and employee productivity of secondary school teachers in Delta Central Senatorial District,

3. There is no significant relationship between laissez-faire leadership and employee productivity of secondary school teachers in Delta Central Senatorial District?

METHODOLOGY

The study adopted a correlational research design to examine the individual and joint relationships between transformational, transactional and laissez-faire leadership styles and employee productivity among secondary school teachers in Delta Central Senatorial District. The population comprised 5,540 public secondary school teachers, from which 357 teachers were selected across 38 schools in Sapele and Ughelli educational zones through multistage sampling involving stratified and simple random procedures. Data were collected using a structured questionnaire reviewed by three experts for clarity and relevance. A preliminary assessment involving 50 teachers in Delta North Senatorial District yielded cumulative explained variance of 63.05% for leadership styles and 66.35% for employee productivity, while Cronbach's alpha coefficients of .89 and .88, respectively, established internal consistency. The researcher and two trained research assistants administered 357 questionnaires, of which 350 were retrieved and analysed, representing a 98.04% response rate. Pearson product–moment correlation and coefficients of determination were used to answer Research Questions 1–3, while multiple correlation and its coefficient of determination addressed Research Question 4. Simple linear regression analyses tested Hypotheses 1–3, whereas multiple regression analysis tested Hypothesis 4. All hypotheses were tested at the .05 significance level, and the findings were interpreted as statistical relationships without implying causation.

Presentation of Results

Research Question 1: What is the relationship between transformational leadership and employee productivity of Secondary School teachers in Delta Central Senatorial District?

Table 1: Pearson Product Moment Correlation Coefficient and Coefficient of Determination on transformational leadership and employee productivity of Secondary School teachers.

Variable	N	r	r^2	r^2%	Decision
Transformational Leadership Employee Productivity	350	.770	.593	59.3	High Positive Relationship

The result in table 1, shows the r-value of 0.770 as the relationship between transformational leadership and employee productivity of Secondary School teachers. The coefficient of determination was 0.593 and the amount of contribution of transformational leadership on employee productivity of secondary school teachers was 59.3%. This indicates a high positive relationship.

Hypothesis 1: There is no significant relationship between transformational leadership and employee productivity of secondary school teachers in Delta Central Senatorial District.

Table 2: Linear regression analysis on transformational leadership and employee productivity of secondary school teachers

Model	Sum of Square	Df	Mean Square	F	Sig
Regression	14610.986	1	14610.986	505.768	0.000
Residual	10053.268	348	28.889		
Total	24664.254	349			

$\alpha = 0.05$, r = 0.770, r-square = 0.593

a. Dependent Variable: Employee Productivity

b. Predictor (Constant): Transformational Leadership

Table 2 shows the F-value of 505.768 and a p-value of 0.000. Testing the null hypothesis at an alpha level of 0.05, the p-value of 0.000 was less than alpha level of 0.05. Thus, the null hypothesis was rejected. This revealed that there was a significant relationship between transformational leadership and employee productivity of secondary school teachers in Delta Central Senatorial District.

Research Question 2: What is the relationship between transactional leadership and employee productivity of Secondary School teachers in Delta Central Senatorial District?

Table 3: Pearson Product Moment Correlation Coefficient and Coefficient of Determination on transactional leadership and employee productivity of Secondary School teachers.

Variable	N	R	r^2	r^2%	Decision
Transactional Leadership Employee Productivity	350	.573	.328	32.8	Moderate Positive Relationship

The result in table 3, shows the r-value of 0.573 as the relationship between transactional leadership and employee productivity of Secondary School teachers. The coefficient of determination was 0.328 and the amount of contribution of transactional leadership on employee productivity of secondary school teachers was 32.8%. This indicates a moderate positive relationship.

Hypothesis 2: There is no significant relationship between transactional leadership and employee productivity of secondary school teachers in Delta Central Senatorial District.

Table 4: Linear regression analysis on transactional leadership and employee productivity of secondary school teachers

Model	Sum of Square	df	Mean Square	F	Sig
Regression	8111.427	1	8111.427	170.531	0.000
Residual	16552.827	348	47.566		
Total	24664.254	349			

$\alpha = 0.05$, r = 0.573, r-square = 0.328

c. Dependent Variable: Employee Productivity

d. Predictor (Constant): Transactional Leadership

Table 4 shows the F-value of 170.531 and a p-value of 0.000. Testing the null hypothesis at an alpha level of 0.05, the p-value of 0.000 was less than alpha level of 0.05. Thus, the null hypothesis was rejected. This revealed that there was a significant relationship between transactional leadership and employee productivity of secondary school teachers in Delta Central Senatorial District.

Research Question 3: What is the relationship between laissez-faire leadership and employee productivity of Secondary School teachers in Delta Central Senatorial District?

Table 5: Pearson Product Moment Correlation Coefficient and Coefficient of Determination on laissez-faire leadership and employee productivity of Secondary School teachers.

Variable	N	r	r^2	r^2%	Decision
Laissez-faire Leadership Employee Productivity	350	.991	.982	98.2	High Positive Relationship

The result in table 5, shows the r-value of 0.991 as the relationship between laissez-faire leadership and employee productivity of Secondary School teachers. The coefficient of determination was 0.982 and the amount of contribution of laissez-faire leadership on employee productivity of secondary school teachers was 98.2%. This indicates a high positive relationship.

Hypothesis 3: There is no significant relationship between laissez-faire leadership and employee productivity of secondary school teachers in Delta Central Senatorial District.

Table 6: Linear regression analysis on laissez-faire leadership and employee productivity of secondary school teachers

Model	Sum of Square	df	Mean Square	F	Sig
Regression	20449.958	1	20449.958	1688.677	0.000
Residual	4214.296	348	12.110		
Total	24664.254	349			

$\alpha = 0.05$, r = 0.991, r-square = 0.982

a. Dependent Variable: Employee Productivity

b. Predictor (Constant): Laissez-faire Leadership

Table 6 shows the F-value of 1688.677 and a p-value of 0.000. Testing the null hypothesis at an alpha level of 0.05, the p-value of 0.000 was less than alpha level of 0.05. Thus, the null hypothesis was rejected. This revealed that there was a significant relationship between laissez-faire leadership and employee productivity of secondary school teachers in Delta Central Senatorial District.

Research Question 4: What is the relationship among transformational leadership, transactional leadership, laissez-faire leadership and employee productivity of Secondary School teachers in Delta Central Senatorial District?

Table 4.7: Multiple correlation and coefficient of determination on the relationship among transformational leadership, transactional leadership, laissez-faire leadership and employee productivity

Variable	N	R	R^2	R^2%	Decision
Transformational Leadership Transactional Leadership Laissez-faire Leadership Employee Productivity	350	.942	.887	88.7	High Positive Relationship

Table 4.7 revealed a strong joint relationship between transformational, transactional and laissez-faire leadership and employee productivity among secondary school teachers in Delta Central Senatorial District, with a multiple correlation coefficient (R) of .942. The corresponding coefficient of determination (R^2) of .887 indicated that the three leadership styles collectively accounted for 88.7% of the variance in employee productivity among the 350 teachers surveyed. The remaining 11.3% constituted variance unexplained by the model. These results demonstrated that the leadership styles, considered together, were strongly associated with employee productivity. However, the multiple correlation coefficient did not establish the direction or relative contribution of each leadership style.

Hypothesis 4: There is no significant relationship among transformational leadership, transactional leadership, laissez-faire leadership and employee productivity of Secondary School teachers in Delta Central Senatorial District

Table 8: Multiple regression on the relationship among transformational leadership, transactional leadership, laissez-faire leadership and employee productivity

Model	Source	Sum of squares	df	Mean square	F	p
1	Regression	21877.936	3	7292.645	905.588	.000
	Residual	2786.318	346	8.053		
	Total	24664.254	349			

$\alpha = 0.05$, r = 0.942, r-square = 0.887

a. Dependent Variable: Employee Productivity

b. Predictor (Constant): Transformational Leadership, Transactional Leadership, Laissez-faire Leadership

Table 4.8 showed that the regression model was statistically significant, $F(3, 346) = 905.588$, $p = .000$. Since the p value was below the .05 level of significance, the null hypothesis was rejected. Thus, transformational, transactional and laissez-faire leadership jointly had a statistically significant relationship with employee productivity among secondary school teachers in Delta Central Senatorial District. The coefficient of determination ($R^2 = .887$) indicated that the three leadership styles collectively accounted for 88.7% of the variance in employee productivity. This result established the statistical significance of the model as a whole; it did not establish that each leadership style made an individually significant contribution.

DISCUSSION OF FINDINGS

Transformational Leadership and Employee Productivity of Secondary School Teachers

The finding in Table1 for Research Question 1 revealed a high positive relationship between transformational leadership and employee productivity among secondary school teachers in Delta Central Senatorial District. The corresponding result in Table 2 confirmed that this relationship was statistically significant. This suggests that teachers who perceive their principals as inspiring, supportive, and committed to a shared educational vision also tend to report greater productivity. One possible explanation is that encouragement and recognition strengthen teachers' willingness to fulfil their professional responsibilities, although these mechanisms were not directly tested. The finding agrees with Alzoraiki et al. (2024), who found that transformational leadership was positively associated with teaching performance, with school culture mediating the relationship. Similarly, Yu and Jang (2024) identified organisational vision, intellectual stimulation, and personal recognition as significant dimensions associated with teachers' work performance in Chinese private universities. However, Esogon et al. (2024) found no significant relationship between transformational leadership and teachers' work performance in Philippine public elementary schools. Differences in educational level, organisational conditions, and measurement approaches could help explain these contrasting results. Overall, the present finding supports the

relevance of transformational leadership to teachers' productivity within the district, without establishing a causal relationship.

Transactional Leadership and Employee Productivity of Secondary School Teachers

The finding in Table 3 for Research Question 2 showed a moderate positive relationship between transactional leadership and employee productivity among secondary school teachers in Delta Central Senatorial District. Table 4 further established that the relationship was statistically significant. This indicates that clearly communicated responsibilities, performance monitoring, and recognition of satisfactory work are associated with teachers' productivity. A possible explanation is that teachers find it easier to organise and complete their duties when expectations and accountability procedures are understood. This interpretation is consistent with Hussain and Hussain (2023), who reported significant relationships involving transactional leadership, teachers' work performance, and motivation at the secondary-school level. The finding also receives contextual support from Adeke et al. (2024), whose respondents perceived transactional leadership, alongside other leadership styles, as relevant to teachers' job performance in Benue State. Their descriptive evidence, however, does not establish the same statistical relationship examined here. Furthermore, Mwove et al. (2023) found a positive, statistically significant relationship between transactional leadership and students' academic performance in Kenyan secondary schools. Although student achievement differs from teacher productivity, that finding provides related evidence concerning the relevance of structured leadership practices. Taken together, these studies suggest that clear expectations and consistent recognition deserve attention in school management.

Laissez-Faire Leadership and Employee Productivity of Secondary School Teachers

The finding in Table 5 for Research Question 3 revealed a high positive relationship between laissez-faire leadership and employee productivity among secondary school teachers in Delta Central Senatorial District. The corresponding result in Table 6 confirmed that the relationship was statistically significant. In the context of this study, professional autonomy, trust and empowerment provide a meaningful explanation for this positive relationship. Teachers' freedom to plan lessons, choose instructional methods and manage classroom activities gives them opportunities to exercise professional judgement. When principals allow such discretion, teachers can regard it as recognition of their competence and confidence in their ability to fulfil their responsibilities. This sense of professional recognition encourages initiative, ownership of teaching activities and commitment to productive work.

The central issue is how teachers experience limited principal intervention. Freedom accompanied by clear responsibilities and access to support creates room for independent decision-making. The positive relationship found in Delta Central Senatorial District is therefore consistent with an interpretation of laissez-faire behaviour as professional discretion and perceived trust. However, the statistical results do not directly establish teachers' perceptions; the questionnaire items remain essential to determining whether the leadership behaviour measured represents empowerment or managerial neglect.

The finding aligns with aspects of Ndlovu's (2024) study, in which accounting teachers conducting extra classes described managerial non-interference as an opportunity to exercise responsibility and make instructional decisions. It also receives contextual support from Adeke et al. (2024), who reported favourable perceptions of laissez-faire leadership and teachers' job performance. Conversely, Parveen et al. (2022) reported a negative, statistically significant regression coefficient. These differences highlight the importance of school context and the meaning teachers attach to leadership behaviour. For the present study, autonomy, trust and empowerment offer a coherent interpretation of the positive relationship, while the distinction between supportive freedom and leadership neglect remains crucial.

Transformational, Transactional and Laissez-Faire Leadership and Employee Productivity

The findings for Research Question 4 revealed a strong joint relationship between transformational, transactional and laissez-faire leadership and employee productivity among secondary school teachers in Delta Central Senatorial District (R = .942). Together, the three leadership styles accounted for 88.7% of the variance in employee productivity. The test of Hypothesis 4 confirmed that this relationship was statistically significant, F(3,

346) = 905.588, $p < .001$, leading to the rejection of the null hypothesis. These findings demonstrate that principals' leadership practices, considered collectively, are closely associated with teachers' productivity. Within the district's school context, this relationship can be understood through teachers' need for shared direction, clear responsibilities, recognition and professional discretion. Principals who communicate educational goals, establish expectations and provide opportunities for independent instructional decisions create conditions that are relevant to teachers' performance.

The strong combined relationship suggests that understanding teachers' productivity requires attention to several dimensions of leadership. Transformational practices provide encouragement and a shared sense of purpose, while transactional practices clarify duties and recognise performance. Where teachers interpret limited principal intervention as trust in their competence, the freedom associated with laissez-faire behaviour offers a plausible explanation for its place in the combined relationship. This interpretation, however, depends on whether the questionnaire captured professional autonomy or managerial neglect. Although the model explained a substantial proportion of the variance in productivity, the findings do not establish causation or demonstrate that each leadership style made an independently significant contribution. They support the conclusion that the three leadership styles jointly have a significant relationship with employee productivity among the teachers studied.

Findings

The summary of the findings is presented below:

1. There is a significant relationship between transformational leadership and the employee productivity of secondary school teachers in Delta Central Senatorial District.

2. There is a significant relationship between transactional leadership and the employee productivity of secondary school teachers in Delta Central Senatorial District.

3. There is a significant relationship between laissez-faire leadership and the employee productivity of secondary school teachers in Delta Central Senatorial District.

4. There is a significant joint relationship between transformational leadership, transactional leadership, laissez-faire leadership and the employee productivity of secondary school teachers in Delta Central Senatorial District.

CONCLUSION

The study concluded that transformational, transactional and laissez-faire leadership styles were significantly related to teachers' productivity in Delta Central Senatorial District. Transformational and laissez-faire leadership showed strong positive relationships, while transactional leadership demonstrated a moderate positive relationship. When considered together, the three leadership styles had a strong and statistically significant relationship with productivity, collectively accounting for 88.7% of its variance. These findings highlight the relevance of inspiration, clear expectations, recognition and professional discretion to teachers' work. They also underscore the importance of school leadership that provides direction and accountability while respecting teachers' professional judgement and offering necessary support. Although these relationships do not establish causation, they demonstrate that leadership practices are closely associated with teachers' productivity within the district.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations were made:

1. School principals should use a balanced and flexible leadership approach that combines inspiration, clear supervision, professional freedom and genuine support to address the different needs of teachers.

2. Principals should create a positive work environment by appreciating teachers' efforts, communicating expectations clearly, providing helpful feedback and involving teachers in decisions that directly affect their responsibilities.

3. Educational stakeholders should organise continuous leadership development programmes for school principals to improve their skills in staff motivation, supportive supervision and effective school management.

Contributions to Knowledge

The study has contributed to knowledge in the following areas:

1. The study reaffirmed that transformational leadership is meaningfully related to the productivity of secondary school teachers in Delta Central Senatorial District.

2. The study demonstrated that transactional leadership can strengthen teachers' productivity when principals provide clear expectations, proper supervision and fair recognition for performance.

3. The study established that laissez-faire leadership can support teachers' productivity when professional freedom is given to experienced, responsible and self-motivated teachers.

4. The study established that transformational, transactional and laissez-faire leadership jointly have a significant relationship with employee productivity among secondary school teachers in Delta Central Senatorial District.

Limitations of the Study

The study is limited in the following areas:

Research design: The correlational design established relationships between leadership styles and teachers' productivity but could not determine causation.

Data collection: Questionnaire responses depended on teachers' perceptions and honesty, creating the possibility of recall and social desirability biases.

Sample size and selection: The sample of 357 teachers from 38 public secondary schools may not have fully captured the diversity of teachers' experiences. Selecting approximately equal numbers from schools with different staff populations also produced unequal sampling fractions.

Geographical coverage: The study was restricted to Delta Central Senatorial District, limiting the generalisation of its findings to other districts or states.

School coverage: Only public secondary school teachers participated; therefore, the findings may not apply to teachers in private secondary schools.

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