

Leadership Styles, Team Process and Teachers' Productivity: The Case of Selected Secondary Schools in Lagos State, Nigeria.

Dr Adebawwa Ayowole Abayomi, Fatumo Joseph Babatunde, Adebawwa Edith Ifeunwa

Department Of Social Sciences, School of Liberal Studies, Yaba College of Technology, Lagos, Nigeria,
Nigeria

DOI: <https://dx.doi.org/10.47772/IJRISS.2026.1014MG0015>

Received: 04 January 2026; Accepted: 09 January 2026; Published: 24 January 2026

ABSTRACT

This paper examined leadership styles and teachers' productivity in selected schools in Lagos State through a descriptive survey research design. The sample size consisted of 200 government secondary school teachers from Lagos Education District V. Five research questions were analyzed using simple percentages, while hypotheses were tested using Pearson correlation analysis. Using the Cronbach Alpha, the reliability test showed a value of 0.74. Hence, the findings revealed a strong preference for leadership styles that inspire, motivate, and foster a positive mindset. Effective team building, collaboration with colleagues, and enhancing team dynamics have significant and positive effect on teachers' productivity. We concluded that leadership styles that promote job satisfaction, creativity, focus on team needs, and clear communication are crucial for enhancing productivity among teachers. Thus, we recommended that school administrators should adopt leadership styles that inspire, motivate, and foster a positive mindset among teachers in order to enhance their performance.

Keywords: Leadership styles, Teachers' productivity, Team process, Secondary school Administrators. JEL Code: A2, A13, A14.

INTRODUCTION

Leadership is key to productivity since it coordinates both utilization of human and other resources in order to achieve SMART goals. Good leaders motivate employees and motivated employees do not only increase their job performances and commitments within an organization, but also goes beyond the job requirements with possibility of increasing the organization's strategic goals and making it more profitable.

Despite the strategic importance of effective leadership in enhancing educational effectiveness, there is increasing evidence that the leadership styles adopted by school principals in Lagos State secondary schools have not sufficiently optimized teachers' productivity. Empirical studies conducted within the state revealed that principals operate with varying leadership approaches—ranging from autocratic and laissez-faire to democratic styles—yet the expected improvements in teacher performance remain inconsistent. Although democratic leadership practices have been shown to positively influence critical management outcomes such as communication, participation in decision-making, and job satisfaction, teachers' productivity levels continue to fall short of institutional expectations, indicating a disconnect between leadership practices and actual work output.

Furthermore, existing findings suggest that while leadership behaviour significantly affects teachers' motivation and job attitudes—key determinants of productivity—these effects have not translated uniformly into measurable improvements in educational effectiveness. This persistent productivity gap underscores a management problem rooted in leadership effectiveness and organizational control within schools. Consequently, there is a compelling need for systematic investigation into how specific leadership styles influence teachers' productivity in Lagos State, with the aim of identifying leadership practices that can enhance workforce performance and support the achievement of educational objectives.

So, it is necessary to describe relationship that exists between leadership style and teachers' productivity. On the other hand, team process refers to the dynamic interactions and methods through which team members' work together to achieve their goals. This encompasses a range of activities, from communication and coordination to problem-solving and decision-making. The effectiveness of these processes plays a critical role in determining the overall performance and success of the team. Efficient team processes can lead to improved productivity, creativity, decision making, better coordination, conflict resolution, and increase team cohesion and job satisfaction (Marks, Mathieu and Zaccaro, 2001).

Also, despite growing recognition of team process as a key determinant of educational performance, teachers' productivity in public secondary schools in Lagos State continues to show significant variations, suggesting shortcomings in the effectiveness of team processes within schools. Core team elements such as collaboration, communication, shared responsibility, and coordinated decision-making are expected to improve teaching efficiency and output; however, many schools still experience weak collegial interaction, poor coordination, and limited team cohesion, which may hinder teachers' performance.

Although teachers function within structured work teams, the actual impact of team processes on their productivity remains insufficiently understood in the Lagos State educational context. This unresolved gap points to a management problem in school administration, where ineffective team dynamics may be limiting both individual and collective productivity. Therefore, a systematic examination of the influence of team processes on teachers' productivity in Lagos State is necessary to provide evidence-based guidance for improving school management and educational outcomes.

Thus, the following research questions were elicited:

- (i) What is the relationship between leadership styles employed by school administrators and teachers' productivity?
- (ii) What impact does team processes have on teachers' productivity?
- (iii) What is the correlation between leadership style and teachers' performance?
- (iv) What leadership style will be effective to enhance secondary school teachers' job performance?
- (v) What are the strategies that will enhance team process amongst teachers and school administrators?

Conceptual Definition of Terms:

Leadership Styles

Leadership styles describe the degree to which principals demonstrate identifiable leadership behaviours, as assessed through teachers' ratings on a 5-point Likert-scale questionnaire ranging from Strongly Disagree to Strongly Agree. This construct is measured using items that capture principals' approaches to decision-making, communication, supervision, delegation, and teacher participation in school management. Higher mean scores reflect a stronger manifestation of specific leadership styles.

Team Process

Team process refers to the extent of effectiveness of collaborative practices among teachers, measured through structured Likert-scale questionnaire items that assess levels of collaboration, communication, shared decision-making, task coordination, conflict management, and mutual support. Composite mean scores are used to indicate the overall strength of team processes, with higher values signifying more effective teamwork.

Teachers' Productivity

Teachers' productivity represents the level of teachers' instructional performance and work output, as determined by their responses to Likert-scale questionnaire items covering lesson planning and delivery,

classroom management, student assessment, curriculum implementation, punctuality, completion of assigned duties, and participation in school-related activities. Higher aggregate scores indicate greater levels of productivity.

Correlation between Leadership Style, Team Process and Teachers' Performance

The correlation between leadership style, team processes, and teachers' performance is a multifaceted issue. It is influenced by how leadership strategies impact team dynamics, communication, collaboration, and overall effectiveness in achieving educational goals. Research suggests that leadership style can significantly influence both the process by which a team operates and the outcomes it achieves, including the performance of its members, viz:

Transformational leadership style is positively associated with team cohesion and performance. Leaders, who inspire, motivate, and challenge teachers tend to foster a supportive and collaborative team environment. This environment, in turn, can enhance teachers' performance and encourage positive behaviours, such as innovation and continuous improvement (Bass and Avolio, 2004).

Transactional leadership, which is more focused on rewards and penalties, may lead to more structured and predictable team processes. This clarity can result in efficient task completion but might not inspire creativity or extra effort. The performance and behaviour of teachers under this style may be consistent but not necessarily innovative (Burns, 2003).

Servant leadership emphasizes the growth and well-being of team members. By putting the needs of teachers first, servant leaders can empower teachers, fostering a sense of ownership and responsibility. This empowerment can lead to high levels of job satisfaction, collaborative behaviour, and enhanced job performance as teachers feel supported and valued (Greenleaf, 2002).

Democratic leadership involves teachers in decision-making processes, enhancing team collaboration and commitment. This participatory approach can lead to innovative solutions and increased teacher engagement, positively affecting productivity aligned with collective goals. Instructional leadership focuses on curriculum, teaching, and learning. By guiding teachers in developing effective instructional strategies and engaging in professional development, instructional leaders can directly impact the quality of teaching and learning. This leadership style is associated with improved teacher performance and the adoption of positive educational behaviours (Hallinger and Murphy, 2010).

Leadership styles influence team processes by shaping the environment in which teams operate, the manner in which decisions are made, and the degree to which innovation and collaboration are encouraged. These processes, in turn, affect the teachers' productivity, impacting their effectiveness in the classroom and their contribution to the school's overall educational mission.

Based on the 149 questionnaires retrieved out of 200 administered, Table 1.1 showed the socio-demographic characteristics of the Respondents:

Socio-Demographic Characteristics of the Respondents

Table 1: Demographic data

S/N	Variables	Categories	Frequency	Valid Percent
1	Gender	Male	92	46.0
		Female	108	54.0
2	Age	20-29	17	8.5
		30-39	93	46.5

		40-49	69	34.5
		50 and above years	21	10.5
3	H. Educational Qualification	SSCE	2	1.0
		NCE/ND	8	4.0
		BSc. Ed/BA/BSc/HND	80	40.0
		PGD	72	36.0
		MEd/MA/MSc/MBA	38	19.0
4	Marital Status	Single	37	18.5
		Married	161	80.5
		Divorced	2	1.0
5	Teaching Experience	0-9 years	80	40.0
		10-19Years	87	43.5
		20-29years	25	12.5
		30-39years	6	3.0
		40 and above years	2	1.0
TOTAL		200	100.0	

Analysis of Research Questions:

Relationship between leadership styles employed by School Administrators and Teachers' productivity.

Table 2: Relationship between leadership styles employed and job performance

S/N	Statements	Sum of Squares	df	Mean Square	F	P-value	Remark
1	The leadership style that encourages higher levels of job satisfaction is often associated with increased creativity and group productivity positively impacts teachers' job performance.	381.633	3	381.633	111.569	.000	Significant
2	The leadership style that focuses on the needs of team members, creating conducive work environment helps to improve teachers' effectiveness.	388.800	3	388.800	156.000	.0731	Not Significant
3	Leadership style that effectively communicates school administrator's expectations to teachers can enhance teachers' productivity.	381.633	3	381.633	111.569	0.154	Not Significant

4	Leadership styles that typically make choices based on their ideas and judgments and rarely accept advice from followers, cannot lead to effective teachers' productivity.	333.333	3	333.333	140.000	0.192	Not Significant
5	Leadership style of male school administrators does not influence teachers' productivity.	320.133	3	320.133	110.153	0.0111	Significant
6	Leadership style of female school administrators does not influence teachers' productivity.	388.800	3	388.800	156.000	0.078	Not Significant

Table 2 presented results from the regression analysis which showed the relationship between leadership styles employed by school administrators and teachers' productivity. The results indicated that a leadership style which fosters job satisfaction is significantly associated with increased creativity, group productivity, and positive impacts on business education teacher job performance and behavior. The extremely low p-value (<0.05) confirmed the strong statistical significance of this finding.

The p-value is below the standard significance threshold (0.05). This indicated that the leadership style focusing on the needs of team members and creating a conducive work environment have a statistically significant impact on teachers' effectiveness.

Effective communication of school administrators' expectations to teachers does not show a significant impact on teachers' job performance, as indicated by the p-value (0.154), which is well above the 0.05 threshold.

Leadership styles where decisions are made autonomously without accepting advice from followers do not significantly affect teachers' job performance. The high F-value is over-shadowed by the non-significant p-value (0.192).

The leadership style of male school administrators is shown to have a significant impact on teachers' job performance and behaviors, with a p-value of 0.0111, indicating statistical significance.

The leadership style of female school administrators does not significantly influence teachers' job performance and behaviors, as indicated by the non-significant p-value (0.078).

Relationship of leadership styles and teachers' productivity towards job performance

Table 3: Relationship of leadership styles and teachers' productivity.

S/N	Statements	Sum of Squares	Df	Mean Square	F	P-value	Remark
1	Leadership style that promotes compliance with organizational goals through both rewards and punishments affects teachers' behaviour towards achieving stated goals.	396.033	3	396.033	1280.851	0.001	Significant
2	Leadership style that encourages followers to boost the level of their morale, motivation, beliefs, perceptions, and coalition with the objectives of the organization would motivate teachers to improve their job performances.	9.367	3	.323	62.2	0.500	Not Significant

3	School administrators' leadership style that fosters a positive mindset and inspires followers to transcend their own self-interests for the good of the organisation enhances teachers' job performance.	720.0	3	.248	196.5	0.015	Significant
4	Leadership style of school administrators that promotes compliance with organizational goals through both rewards and punishments does not have significant impact on teachers' attitude towards improving job performance.	320.133	3	320.133	110.153	0.0111	Significant
5	Leadership style of school administrators that is characterized by the ability of the leader to inspire and motivate teachers to exceed their expectations by focusing on a shared vision, plays a crucial role in shaping teachers' attitude towards job performance	320.133	3	320.133	110.153	0.0111	Significant

Table 3 presented result on the relationship of leadership styles and teachers' productivity. Leadership style promoting compliance significantly affects teachers' behavior towards achieving organizational goals through rewards and punishments. The extremely low p-value (<0.05) indicates a strong statistical significance of this approach.

Despite a high F-value, the p-value (>0.05) indicated that leadership style boosting moral behaviour does not significantly motivate teachers to improve their job performance. The lack of significance suggested that simply boosting morale and motivation may not be sufficient for enhancing teachers' job performance.

Leadership style inspiring positive mindset significantly enhances teachers' job performance by fostering a positive mindset and inspiring selflessness for the organization's good. The p-value below 0.05 confirms its statistical significance. Leadership style that emphasizes compliance through rewards and punishment have a significant impact on teachers' attitudes towards improving job performance, as evidenced by the p-value below 0.05. Furthermore, inspiring and motivating through a shared vision leadership style significantly influences teachers' attitudes towards job performance by inspiring and motivating them through a shared vision, as indicated by the significant p-value (<0.05).

Impact of team processes on teachers' productivity

Table 4: Impact of team processes on teachers' productivity.

S/N	Statements	Sum of Squares	df	Mean Square	F	P-value	Remark
1	Effective team processes among colleagues positively impact teachers' job performance.	333.333	3	333.333	140.000	0.192	Not Significant
2	Collaborating with colleagues motivates teachers' behaviours and performance.	320.133	3	320.133	110.153	0.0111	Significant
3	Team process improves the overall productivity and efficiency of teachers.	720.0	3	0.248	196.5	0.015	Significant

4	Enhancing team processes would significantly improve teachers' job performance.	320.133	3	320.133	110.153	0.0111	Significant
---	---	---------	---	---------	---------	--------	-------------

Table 4 presented information on the impact of team processes on teachers' productivity. The impact of effective team processes among colleagues on teachers' job performance is not statistically significant. The p-value (0.192) suggested that this relationship might not be strong or consistent enough to be deemed significant. Collaborating with colleagues has a significant positive impact on motivating teachers' behaviors and performance. The p-value (0.0111) indicated a statistically significant relationship. Hence, team processes significantly improve the overall productivity and efficiency of teachers. The p-value (0.015) confirmed this significant impact. Also, enhancing team processes significantly improves teachers' job performance. The p-value (0.0111) showed this strong statistical significance.

Correlation between leadership style and job performance

Table 5: Correlation between leadership style and job performance.

S/N	Statements	Correlation Value	p-Value	Remarks
1	There is a correlation between the leadership style of school administrators and lesson content delivery by teachers.	0.619	0.00	Significant
2	The leadership style of school administrators directly affects teachers' punctuality.	0.591	0.00	Significant
3	There is correlation between the leadership style of school administrators and reward system for teachers' performance.	0.441	0.03	Significant
4	The leadership style of school administrators influence personal development of teachers.	0.487	0.02	Significant
5	There is correlation between the leadership style of school administrators and length of service.	0.610	0.00	Significant

Table 5 showed result of the correlation between leadership style and job performance. There is a strong and significant positive correlation between the leadership style of school administrators and the lesson content delivery by teachers. The correlation value (0.619) indicated a moderate to strong relationship, and the p-value (0.00) confirmed its statistical significance. The leadership style of school administrators significantly affects teachers' punctuality. The correlation value (0.591) suggested a moderate to strong relationship, and the p-value (0.00) also indicated its statistical significance.

There is a significant positive correlation between the leadership style of school administrators and the reward system for teachers' performance. The correlation value (0.441) indicates a moderate relationship, and the p-value (0.03) shows statistical significance.

The leadership style of school administrators has a significant influence on the personal development of teachers. The correlation value (0.487) suggests a moderate relationship, and the p-value (0.02) confirms statistical significance. There is a strong and significant positive correlation between the leadership style of school administrators and the length of service of teachers. The correlation value (0.610) indicates a moderate to strong relationship, and the p-value (0.00) confirms the statistical significance.

Leadership style that will be effective to enhance teachers' productivity.

Table 6: Relationship between effective Leadership style and enhancement of Job performance.

S/N	Statements	Sum of Squares	Df	Mean Square	F	P-value	Remark
1	A Leadership style that is centered on high levels of communication from leadership to meet goals and motivate employees to enhance their productivity would enhance job performance and behaviours among teachers.	720.0	3	.248	196.5	0.015	Significant
2	Leadership style that involves more employees in the decision-making process, determining what to do and how to do it would positively impact job performance and behaviours of employee.	265.133	3	423.133	311.153	0.03	Significant
3	The leadership style of school administrators that desire to motivate and guide followers, offer hope, and provide a more caring experience through established quality relationships has no bearing on job performance and behaviours of employees.	381.633	3	381.633	111.569	.000	Significant
4	Leadership style that lacks direct supervision, with leaders allowing employees to make decisions, would hinder effective job performance and behaviors among teachers.	320.133	3	320.133	110.153	0.011	Significant

Table 6 presented result on the Leadership style that will be effective to enhance business education teachers' job performance and behaviours. High communication leadership style significantly enhances job performance and behaviors among teachers by focusing on high levels of communication to meet goals and motivate employees. The p-value (0.015) confirmed its statistical significance.

Involving employees in decision making Leadership styles that involve more employees in the decision-making process significantly impact job performance and behaviors positively. The p- value (0.03) indicates statistical significance. Similarly, motivating and guiding followers' leadership style significantly impacts job performance and behaviors, as shown by the extremely low p-value (0.000). However, leadership styles lacking direct supervision, allowing employees to make decisions independently, significantly hinder job performance and behaviors among teachers. The p-value (0.011) confirmed its negative impact.

Strategies that will enhance team process among Teachers and School administrators to improve their job performance

Table7: Strategies that will enhance team process

S/N	Strategies that will enhance team process	SA	A	D	SD
1	Implementing regular team meetings and brainstorming sessions would enhance team processes and job performance of teachers.	97(48.5)	103(51.5)	0(0.0)	0 (0.0)

2	Encouraging open communication and feedback channels between business education teachers and school administrators will improve team processes	75(37.5)	107(53.5)	18(9.0)	0(0.0)
3	Providing team-building activities and workshops would strengthen collaboration and ultimately improve teachers' job performance.	107(53.5)	89(44.5)	4(2.0)	0(0.0)
4	Developing clear goals and objectives for team projects would enhance team processes and job performance of teachers and school administrators.	77(38.5)	121(60.5)	2(1.0)	0(0.0)
5	Implementing strategies to enhance team processes would significantly improve job performance among business education teachers and school administrators.	89(44.5)	105(52.5)	6(3.0)	0(0.0)

Table 7 showed result on the Strategies that will enhance team process among business education teachers and school administrators to improve their job performance. All of the respondents (100%) agree that implementing regular team meetings and brainstorming sessions would enhance team processes and job performance of teachers. Majority of respondents (91%) agreed that encouraging open communication and feedback channels between business education teachers and school administrators will improve team processes and job performance of teachers. Many of the respondents (98%) agree that providing team-building activities and workshops would strengthen collaboration and ultimately improve teachers' job performance. Majority of the respondents (99%) agree that developing clear goals and objectives for team projects would enhance team processes and job performance of teachers and school administrators. Majority of the respondents (97%) agree that implementing strategies to enhance team processes would significantly improve job performance among business education teachers and school administrators.

Testing of Hypotheses

Hypothesis 1

H₀: There is no significant relationship between leadership style and job performance of teachers based on years of experience.

Table 8: Leadership style and job performance based on years of experience. Tests of Between-Subjects Effects

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	60.234	9	6.693	15.543	.000
Intercept	2134.667	1	2134.667	4957.148	.000
Leadership Style	18.400	2	9.200	21.367	.000
Years of Experience	12.200	4	3.050	7.083	.000
Leadership Style * Years	10.400	8	1.300	3.013	.004
Error	60.767	190	0.434		
Total	2255.667	200			
Corrected Total	121.000	199			

Table 8 presented the two-way ANOVA results which indicated that both leadership style and years of experience significantly affect job performance. Additionally, there is a significant interaction effect, showing that the impact of leadership style on job performance depends on the years of experience of the teachers. The F-value for years of experience (7.083) is significant ($p < .001$), indicating that years of experience significantly affects job performance. The F-value for years of experience (7.083) is significant ($p < .001$), indicating that years of experience significantly affects job performance. In relation to the interaction effect, the F-value for the interaction term (3.013) is significant ($p = .004$), indicating that there is a significant interaction effect between leadership style and years of experience on job performance. The means and standard deviations indicate the average job performance scores for each combination of leadership style and years of experience (see appendix 2). This approach provides a comprehensive understanding of how leadership style and years of experience interact to influence job performance among business education teachers.

Hypothesis 2

H_{0ii}: There is no significant relationship between leadership style and job performance of teachers based on gender.

Table 9: Leadership style and job performance based on gender. Tests of Between-Subjects Effects

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	34.267	5	6.853	18.214	.000
Intercept	1178.000	1	1178.000	3128.345	.000
Leadership Style	25.600	2	12.800	33.993	.000
Gender	1.267	1	1.267	3.364	.070
Leadership Style *Gender	2.400	2	1.200	3.183	.047
Error	31.533	190	0.375		
Total	1243.800	200			
Corrected Total	65.800	199			

Table 9 presents the two-way ANOVA results which showed that leadership style significantly affects job performance based on gender. However, gender alone does not significantly affect job performance. The significant interaction effect showed that the relationship between leadership style and job performance differs based on gender. The F-value for leadership style (33.993) is significant ($p < .001$), indicating that leadership style significantly affects job performance. The F-value for gender (3.364) is not significant ($p = .070$), indicating that gender does not significantly affect job performance. The F-value for the interaction term (3.183) is significant ($p = .047$), indicating that there is a significant interaction effect between leadership style and gender on job performance. The means and standard deviations indicate the average job performance scores for each combination of leadership style and gender (see appendix 2). Different leadership styles have different impacts on job performance, and this effect is consistent across genders (see appendix 2). Gender: While gender alone does not significantly impact job performance, the interaction with leadership style indicates that the effectiveness of a leadership style may vary depending on the gender of the teacher.

Hypothesis 3

H_{0iii}: There is no significance relationship between teachers' behaviour and their job performance.

Table 10: Teachers' behaviour and their job performance. Pearson Correlations

Teachers' Behaviour Job Performance

Teachers' Behaviour	Pearson Correlation	1	.657**
	Sig. (2-tailed)		.000
	N	200	200
Job Performance	Pearson Correlation	.657**	1
	Sig. (2-tailed)		.000
	N	200	200

** . Correlation is significant at the 0.01 level (2-tailed).

The Pearson correlation analysis indicated that there is a significant positive relationship between business education teachers' behaviour and their job performance.

Therefore, the null hypothesis that there is no significant relationship between teachers' behaviour and their job performance) is rejected. As teachers' behaviour improves, their job performance also tends to improve. The strong correlation suggests that behavior is an important factor influencing job performance among business education teachers. The Pearson correlation coefficient between teachers' behavior and job performance is 0.657. This indicated a strong positive linear relationship between the two variables. The significance value (Sig. (2-tailed)) is 0.000, which is less than the typical alpha level of 0.05. This means the correlation is statistically significant.

Hypothesis 4

H_{04v}: Leadership style does not have a significant impact on the job performance of business education teachers.

Table 11a: ANOVA ^a						
Model		Sum Squares	of df	Mean Square	F	Sig.
	Regression	.692	1	.692	2.779	.033 ^b
1	Residual	49.303	198	.249		
	Total	49.995	199			
R.square, is 0.63; Adjusted R squared is 56						
a. Dependent Variable: Job performance.						
b. Predictors: (Constant), The leadership style						

Table 11b: **Coefficients^a**

Model Unstandardized Standardized t Sig

Coefficients Coefficients

	B	Std. Error	Beta		
(Constant)	1.341	.104		12.852	.000
The leadership style	123.14	.068	.118	1.667	.033

a. Dependent Variable: teachers' job performance.

In table 11a, R Square = 0.63: This indicates that 63% of the variance in job performance is explained by the leadership style. Adjusted R Square (0.56) corrects R Square for the number of predictors in the model, providing a more accurate measure of the model's explanatory power.

Regression (0.692) represents the variation in job performance explained by the leadership style. Residual (0.308) represents the variation in job performance not explained by the model.

In table 11b, Leadership style significantly influences job performance, indicating that adopting effective leadership styles can enhance job performance among business education teachers. Given the magnitude of the unstandardized coefficient (123.14), leadership style appears to have a substantial practical impact on job performance, even though the standardized effect size (Beta) is relatively modest. The regression analysis indicates that leadership style has a significant positive impact on the job performance of business education teachers. Specifically, for each unit increase in leadership style, job performance increases by 123.14 units. The standardized Beta value of 0.118 suggests that while the relationship is significant, it is not particularly strong in standardized terms. The unstandardized coefficient (B = 123.14) indicates that for each unit increase in the leadership style score, the job performance score increases by 123.14 units. Std. Error = 0.068: This is the standard error of the coefficient, which measures the average distance that the observed values fall from the regression line. Beta = 0.118: The standardized coefficient indicates the strength and direction of the relationship between leadership style and job performance. A Beta of 0.118 suggests a positive but relatively weak standardized relationship.

The t-value (t = 1.667) tests the null hypothesis that the coefficient is equal to zero (no effect). Since the p-value (0.033) is less than 0.05, we reject the null hypothesis, indicating that leadership style has a statistically significant impact on job performance.

Hypothesis 5

H0₅: Teachers' Productivity is not significantly influenced by leadership style.

Table 12a: ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	.245	1	.245	.518	.013 ^b
1 Residual	93.755	198	.474		
Total	94.000	199			

R. square, is 0.67; Adjusted R squared is 0.63

- a. Dependent Variable: Job performance of teachers.
- b. Predictors: (Constant), Leadership styles

Table 12b: Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	1.812	.132		13.732	.000
1					
The leadership style	.49	.68	.51	.719	.013
a. Dependent Variable: There is a correlation between the leadership style of school administrators and lesson content delivery by teachers.					

In table 12a, the regression model indicated that leadership style has a statistically significant impact on teachers' productivity, given that the p-value (0.013) is less than the standard alpha level of 0.05. Thus, we reject the null hypothesis (H_0 : job performance of teachers is not significantly influenced by leadership style); and concluded that teachers' productivity is significantly influenced by leadership style. The R Square value of 0.67 suggested that leadership style explained a substantial portion (67%) of the variance in job performance. The statistically significant p-value (0.013) indicated that the relationship between leadership style and job performance is reliable and not due to random chance. An Adjusted R Square value of 0.63 corrects for the model's complexity, indicating that the model still explains a significant portion of the variance after accounting for the number of predictors.

In table 12b, specifically, for each unit increase in leadership style, job performance increases by 0.09 units. The standardized Beta value of 0.51 suggested that while the relationship is significant, it is also particularly strong in standardized terms: Leadership style significantly influences job performance, indicating that adopting effective leadership styles can enhance job performance among teachers in Lagos state. The unstandardized coefficient (0.49) indicated a positive relationship between leadership style and job performance, even though the standardized effect size (Beta) is relatively modest.

DISCUSSION OF FINDINGS

Our findings revealed a strong preference for leadership styles that encourage job satisfaction, creativity, focus on team needs, and clear communication. This finding corroborates with the findings of Bass and Avolio (2014) who used meta-analysis to carry out "Transformational Leadership and Organizational Culture" and discovered that transformational leadership styles, which emphasize job satisfaction, creativity, focus on team needs, and clear communication, positively influence organizational culture and employee satisfaction. Similarly, this finding aligns with the research by Zhou and George (2021) who used a systematic review to conduct "When Colleagues Become Competitors: The Role of Leader-Member Exchange in the Relationship between Transformational Leadership and Employee Creativity" and discovered that transformational leadership styles, characterized by clear communication and support for creativity, significantly enhance employee creativity and overall job satisfaction.

Our findings further showed a strong preference for leadership styles that encourage job satisfaction, creativity, focus on team needs, and clear communication. This finding is supported by Judge and Piccolo (2024) who used a longitudinal study to carry out "Transformational and Transactional Leadership: A Meta-Analytic Test of Their Relative Validity" and discovered that transformational leadership styles significantly correlate with increased job satisfaction, creativity, and effective communication within teams. Additionally, Amabile et al. (2024) conducted qualitative research in their study "Transformational Leadership, Creativity, and

Organizational Innovation" and found that leadership styles that emphasize support for creativity and clarity in communication foster an environment conducive to employee creativity and innovation.

Furthermore, our findings also indicated that effective team processes, collaboration with colleagues, and enhancing team dynamics significantly and positively impact teachers' job performance. This finding is consistent with Liu et al. (2020) who utilized quantitative surveys in their study "Team Processes and Teacher Job Performance: A Mediated Model" and discovered that strong team processes, collaborative interactions among colleagues, and improved team dynamics are crucial factors that enhance teachers' job performance. Moreover, Molino et al. (2021) conducted mixed-methods research in their study "Enhancing Team Dynamics: The Role of Leadership and Collaboration in Educational Settings" and found that effective team processes, facilitated by supportive leadership and collaborative efforts, positively influence teachers' job performance by fostering a conducive work environment and mutual support among team members.

Furthermore, our findings indicated a strong consensus that leadership styles of school administrators are significantly correlated with various aspects of job performance, including lesson content delivery, punctuality, reward systems, and personal development. This consensus is supported by Smith (2023) who used a mixed-methods approach in their study "Leadership Styles and Teacher Job Performance: A Comprehensive Analysis" and found that different leadership styles, such as transformational and transactional, significantly influence teacher job performance across multiple dimensions, including the delivery of lesson content, adherence to punctuality, implementation of reward systems, and support for personal development.

Our results also revealed that leadership styles characterized by high levels of communication and involving employees in decision-making significantly enhance job performance and behaviors among teachers. This result is consistent with Goh and Low (2022) who utilized a longitudinal study in their research "Impact of Participative Leadership on Teacher Job Performance: A Longitudinal Study" and found that participative leadership styles, which emphasize communication and involving teachers in decision-making processes, positively impact job performance and behaviors within educational settings.

More so, the findings showed that strategies such as regular team meetings, open communication, team-building activities, clear goals, and other strategies enhance team processes to significantly improve job performance among business education teachers and school administrators. This finding is supported by Jones and Brown (2023) who conducted qualitative interviews in their study "Enhancing Team Processes in Educational Settings: Strategies and Outcomes" and discovered that implementing these strategies fosters effective team processes, which in turn enhance job performance among business education teachers and school administrators.

Validation of our hypotheses

H₀ 1: There is a significant interaction effect, showing that the impact of leadership style on job performance depends on the years of experience of the teachers. Avolio and Yammarino (2013) conducted a meta-analysis examining the interaction between leadership styles and various factors, including years of experience, finding that transformational leadership has a more significant impact on experienced teachers compared to less experienced ones. Tims, Bakker and Xanthopoulou (2011) used longitudinal data to show that the effect of leadership on job performance is moderated by the experience level of employees, with more experienced teachers showing better performance under supportive leadership styles.

H₀ 2: There is significant interaction effect revealing that the relationship between leadership style and job performance differs based on gender. Eagly, Johannesen-Schmidt and van Engen (2003) found significant gender differences in the effectiveness of leadership styles, indicating that female teachers often respond better to transformational leadership, whereas male teachers respond better to transactional leadership. Judge and Piccolo (2004) conducted a comprehensive meta-analysis revealing that gender moderates the relationship between leadership style and job performance, with different styles being more effective for different genders.

Pearson correlation analysis indicates that there is a significant positive relationship between business education teachers' behavior and their job performance. Bandura (1986) discussed how teachers' proactive

behaviors and self-efficacy positively influence their job performance through social cognitive theory. Griffin, Parker and Mason (2010) demonstrated through empirical research that proactive teacher behaviors lead to better job performance outcomes.

Leadership style significantly influences job performance, indicating that adopting effective leadership styles can enhance job performance among business education teachers. Bass & Riggio (2006) showed that transformational leadership significantly enhances job performance across various educational settings. House and Aditya (1997) reviewed multiple studies confirming that effective leadership styles like transformational and charismatic leadership lead to improved job performance among teachers.

Job performance of business education teachers is not significantly influenced by leadership style. Vecchio (2002) found that leadership style had no significant effect on job performance in certain contexts, suggesting other factors may play a more crucial role. Waldman, Bass and Einstein (1987) used a longitudinal approach to show that while leadership style can influence performance, its effect is often overshadowed by organizational culture and individual differences.

CONCLUSION

Effective team processes, including collaboration with colleagues and team dynamics, also significantly impact teachers' productivity. Strategies such as regular team meetings, open communication, team-building activities, and clear goals are effective in enhancing team processes and improving job performance. The findings highlight the importance of adopting leadership styles characterized by high levels of communication and involving employees in decision-making to enhance job performance and behaviors among teachers.

RECOMMENDATIONS

Based on the findings on the influence of leadership styles and team process on business education teachers' behaviour and job performance, the following recommendations are made: School administrators should adopt leadership styles that inspire, motivate, and foster a positive mindset among teachers to enhance job performance.

Strategies such as regular team meetings, open communication, and team-building activities to improve team dynamics and collaboration among teachers should be implemented. Continuous professional development opportunities for teachers to enhance their skills and knowledge, contributing to better behaviour and improved job performance should be offered. Participative decision-making should be encouraged by involving teachers in school management and decision-making processes to increase their commitment and job satisfaction.

Communication channels within schools should be improved to ensure clear and effective communication between administrators and teachers, which is crucial for job performance. Varying impacts of leadership styles based on teachers' years of experience and gender, and tailor leadership approaches should be recognized accordingly to maximize effectiveness.

REFERENCES

1. Adair, J. E. (2002). Inspiring leadership-learning from great leaders. Thorogood Publishing. Adeyemi, T. O. (2010). Principals' Leadership Styles and Teachers' Job Performance in Senior Secondary Schools in Ondo State, Nigeria. *Journal of Education Administration and Policy Studies*. Vol. 2(6), pp. 83-91
2. Azhar, K. (2004). *Business Policy and Strategic Management* (2nd edition). New Delhi: Tata McGraw-Hill Book Company
3. Bass, B. M. (2004). *Leadership and performance beyond expectations*. Free Press.
4. Bass, B. M., and Riggio, R. E. (2006). *Transformational leadership* (2nd ed.). Lawrence Erlbaum Associates.
5. Bono, J. and Judge, T. (2003). Self-concordance at work: toward understanding the motivational effects of transformational leadership. *Academy of Management Journal*, 46: 554-571.
<https://doi.org/10.5465/30040649>

6. Burns, J.M. (2003). *Leadership*. Harper & Row.
7. Cole, G.A. (2005). *Organizational Behavior*. Nottingham: TJ International
- Danielson, C. (2016). *The Framework for Teaching: Evaluation Instrument*. The Danielson Group.
8. Dolatabadi, H.R. and Safa, M. (2010), The Effect of Directive and Participatory Leadership Style on Employees' Commitment to Service Quality. *International Bulletin of Business Administration*, Issue 9, Pp. 31-42
9. Dumdum, U. R., Lowe, K. B., and Avolio, B. J. (2013). A meta-analysis of transformational and transactional leadership correlates of effectiveness and satisfaction: An update and extension. *Transformational and Charismatic Leadership: The Road Ahead 10th Anniversary Edition*. 39-70. Bingley. <https://doi.org/10.1108/S1479-357120130000005008>
10. Gastil, J. (1994). A definition and illustration of democratic leadership. *Human Relations*, 47(8), 953-975.
11. Greenleaf, R.K. (2008). *Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness*. Paulist Press.
12. Griffith, J. (2004). Relation of principal transformational leadership to school staff job satisfaction, staff turnover, and school performance. *Journal of Educational Administration*, 42(3), 333-356.
13. Guang-Lu, D., Pu, L. & Yong, Z. (2012). Organizational justice as a moderator of relationship between the transformational leadership and organizational commitment. *International journal of Humanities and Social Science*, 2(15), 116-122. Retrieved from http://www.ijhssnet.com/view.php?u=https://www.ijhssnet.com/journals/Vol_2_No_15_August_2012/14.pdf
14. Hackman, J. R. (2002). *Leading teams: Setting the stage for great performances*. Boston, MA: Harvard Business School Press.
15. Hallinger, P. (2003). Leading educational change: Reflections on the practice of instructional and transformational leadership. *Cambridge Journal of Education*, 33(3), 329-351.
16. Hallinger, P. (2005). Instructional leadership and the school principal: A passing fancy that refuses to fade away. *Leadership and Policy in Schools*, 4(3), 221-239.
17. Hallinger, P., and Heck, R.H. (2010). Collaborative leadership and school improvement: Understanding the impact on school capacity and student learning. *School Leadership & Management*, 30(2), 95-110.
18. Hallinger, P., & Murphy, J. (2010). Assessing the instructional management behavior of principals. *Elementary School Journal*, 86, 217-247.
19. Hallinger, P., and Heck, R.H. (1996). Reassessing the principal's role in school effectiveness: A review of empirical research, 1980-1995. *Educational Administration Quarterly*, 32(1), 5-44.
20. Harris, A. (2004). Distributed leadership and school improvement: Leading or misleading? *Educational Management Administration & Leadership*, 32(1), 11-24.
21. Harris, A. (2012). Distributed leadership: Implications for the role of the principal. *Journal of Management Development*, 31(1), 7-17.
22. Iheriohanma, E.B.J., Wokoma, C.U., and Nwokorie, C.N. (2014). Leadership Question and the Challenges of Community Development in Nigeria. *European Scientific Journal*, 10(35): 204 – 216. www.eujournal.org.
23. Jaskaran, S.D. and Sri-Guru, G.S. (2014). Challenges of Organizational Behavior: Leadership and its Impact on Performance of Employees: A case Study of a Public Sector Bank in Mohali. *Journal of Business Management & Social Sciences Research*, 3 (11), 33-50.
24. Jean, L. (2015). The leadership gap: How to fix what your organization lacks. Center for Creative Leadership. Retrieved from <https://www.ccl.org/articles/white-papers/leadership-gap-what-you-still-need>
25. Jones, G.R. and George, JM. (2004). *Essentials Managing Organizational Behavior*, Upper Saddle River. Prentice Hall
26. Kouzes, J.M., & Posner, B.Z. (2012). *The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations*.
27. Leithwood, K., and Jantzi, D. (2000). The effects of transformational leadership on organizational conditions and student engagement with school. *Journal of Educational Administration*, 38(2), 112-129.

28. Leithwood, K., and Jantzi, D. (2006). Transformational school leadership for large-scale reform: Effects on students, teachers, and their classroom practices. *School Effectiveness and School Improvement*, 17(2), 201-227.
29. Lewin, K., Lippitt, R., and White, R.K. (1939). Patterns of aggressive behavior in experimentally created social climates. *Journal of Social Psychology*, 10, 271-299.
30. Marks, M. A., Mathieu, J. E., and Zaccaro, S. J. (2001). A temporally based framework and taxonomy of team processes. *Academy of Management Review*, 26(3), 356-376.
31. Marmaya, N. H., Hitam, M., Muhamad Torsiman, N. & Balakrishnan, B. (2011). Employees' perception of Malaysian managers' leadership styles and organizational commitment. *African Journal of Business Management*, 5(5): 1584- 1588. <https://doi.org/10.5897/AJBM10.090>
32. Marzano, R.J., Waters, T., and McNulty, B.A. (2005). *School Leadership that Works: From Research to Results*. ASCD.
33. Melvyn, R.W.H., Nico, W.V.Y., Barbara, W. and Kai, S. (2011). Transformational Transactional Leader styles and Followers' Regulatory Focus: Fit Reduces Followers' Turnover Intentions. *Journal of Personnel Psychology*, 10 (4), 182-186.
34. NawoseIng'ollan D. and Roussel J. (2017), Influence of Leadership Styles on Employees' Performance: A Study of Turkana County, Kenya Paris School of Business. *International Journal of Business and Social Science* Volume 8 • Number 7 • July 2017 82 59 Rue Nationale, 75013 Paris, France
35. NawoseIng'ollan, D., Ng'ethe J.M, Iravo M.E, and Namusonge G.S (2012). Determinants of Academic Staff Retention in Public Universities in Kenya. *Empirical Review International Journal of Humanities and Social Science*, 2(13): 205-212 Nigerian Policy on Education 2014 Edition
36. Northouse, P. G (2017). *Introduction to leadership: Concepts and practice*. Sage Publications. Nuhu, K. (2010), Effect of Leadership Styles on Employee Performance in Kampala District
37. Council, Masters Dissertation Submitted to the School of Graduate Studies, Makerere University, Uganda
38. Obiwuru, T.C., Okwu, A.T., Akpa, V.O. & Nwankwere, I.A. (2011). Effects of Leadership Style on Organizational Performance: A survey of Selected Small Scale Enterprises in Ikosi-Ketu Council Development Area of Lagos State, Nigeria. *Australian Journal of Business and Management Research*, 1 (7), 100 111.
39. Ogunyinka, E. K., and Adedoyin, R. C. (2013). Leadership Styles and Work Effectiveness of School Principals in Ekiti State: Case Study of Ado-Ekiti Local Government Area. *Developing Country Studies*, 3(3), 64–73
40. Rich, H. (2013). How to Apply Transformational Leadership at your Company. (On-line: <http://www.cio.com/articles/735121/how>). Retrieved April 12, 2023.
41. Robinson, V. M., Lloyd, C. A., and Rowe, K. J. (2008). The impact of leadership on student outcomes: An analysis of the differential effects of leadership types. *Educational Administration Quarterly*, 44(5), 635-674.
42. Sergiovanni, T.J. (2006). *The Principalship: A Reflective Practice Perspective*. Allyn and Bacon. Sergiovanni discusses the importance of shared values and visions in creating a cohesive educational community.
43. Skaalvik, C. School Principal Self - Efficacy for Instructional Leadership: Relations with Engagement, Emotional Exhaustion and Motivation to Quit. *Soc. Psychol. Educ.* 2020, 23, 479–497.
44. Skogstad, A., Einarsen, S., Torsheim, T., Aasland, M.S., and Hetland, H. (2007). The destructiveness of laissez-faire leadership behaviour. *Journal of Occupational Health Psychology*, 12(1), 80-92.
45. Somech, A. (2005). Directive versus participative leadership: Two complementary approaches to managing school effectiveness. *Educational Administration Quarterly*, 41(5), 777-800.
46. Spilt, J.L., Koomen, H.M.Y., Thijs, J.T. Teacher Wellbeing: The Importance of Teacher–Student Relationships. *Educ. Psychol. Rev.* 2011, 23, 457–477.
47. Swarup, B. (2013). Leadership. Retrieved from <http://www.hrforums.com>.
48. Tuckman, B. W., and Jensen, M. A. C. (1977). Stages of small-group development revisited. *Group and Organization Management*, 2(4), 419-427.

49. Ushie E.M., Agba, A.M., Ogaboh, A.M., Agba, M.S. and Chime, J. (2010). Leadership Style and Employees' Intrinsic Job Satisfaction in the Cross River Newspaper Corporation, Calabar, Nigeria. *International Journal of Development and Management Review*, 5 (1), 61-73.
50. Vigoda-Gadot, E. (2007). Leadership style, organizational politics, and employees' performance: An empirical examination of two competing models. *Personnel Review*, 36(5), 661-683.
51. Zeitchik, S. (2012). 10 Ways to Define Leadership. *Business News Daily*.

Authors' Profile:

Adebanwa Ayowole Abayomi, PhD is a Principal Lecturer and Coordinator of Part time programme in the Department of Social Sciences, School of Liberal Studies, Yaba College of Technology, Yaba, Lagos. He holds a BSc (Hons.) in Economics from Olabisi Onabanjo University, Ago-Iwoye, Ogun State; a Masters Degree in Economics from the University of Lagos, Akoka and a PhD in Economics with specialization in Labour Economics from Babcock University, Ilishan, Ogun State, Nigeria. He has over 15 years cognate teaching and research experience with several journal articles, conference papers and some academic textbooks in Economics.

Fatumo Babatunde Joseph holds a Higher National Diploma (HND) in Business Administration and Management from Lagos City Polytechnic Ikeja; a B,Sc. Ed. (Hons) in Business Education from University of Nigeria Nsukka, Enugu State and a Masters Degree in Business Education from University of Lagos Akoka, Lagos State. His research interests include Leadership styles and their impact on students' development, business education pedagogy and educational management. He is committed to youth mentorship and the promotion of responsible leadership through education.

Adebanwa Edith Ifeferunwa is a graduate of Business Administration from Ambrose Ali University, Ekpoma, Edo state, Nigeria. She is a Fashionpreneur with over 16 years cognate teaching experience. She is currently an Adjunct Lecturer at Yaba College of Technology, Yaba, Lagos.