

Principals' Leadership Styles And Job Performance Of Teachers In Public Secondary Schools In Imo State, Nigeria

Chidinma Evan Obi

Department Of Educational Management
University Of Port Harcourt

Victoria C. Onyeike

Department Of Educational Management
University Of Port Harcourt

ABSTRACT

The study investigated the extent principals' leadership styles predict job performance of teachers in public secondary schools in Imo State. Four research questions were answered while four hypotheses were tested at 0.05 alpha level. The study adopted a correlational research design. The population for this study comprised all the four hundred and thirty (430) vice principals in the public secondary schools spread across the six (6) educational zones in Imo State. A sample of 239 vice principals were drawn with the use of multi-stage sampling approach. Two sets of instruments titled Principals' Leadership Styles Questionnaire (PLSQ), and Job Performance of Teachers (JPTQ) were used and duly validated. The Cronbach alpha was used to compute the reliability coefficients of the instruments as follows: Principals' Leadership Styles Questionnaire (PLSQ) - 0.720, and Job Performance of Teachers Questionnaire (JPTQ) - 0.720. Data were analyzed using multiple and simple regression, which were used to answer the research questions, while ANOVA associated with multiple regressions and t-test associated with simple regression respectively were used to test the null hypotheses. The result of the study revealed that principals' leadership styles jointly and significantly predicted job performance of teachers in secondary schools in Imo State. Transformational leadership style was the most potent predictor of job performance. It was recommended among others that school principals should endeavour to enroll in leadership training programmes from time to time in order to enhance their leadership quality and efficiency for improved job performance of teachers.

Keywords: Leadership, Styles, Transformational Leadership, Transactional Leadership, Laissez faire Leadership and Job Performance of Teachers

INTRODUCTION

The Principal has key tasks to perform in realizing the objectives of secondary education. Apart from creating a comfortable teaching and learning atmosphere in the school, he is to provide effective leadership and enhance job performance among the teachers. The term job performance is a multidimensional concept that has been used in organizations all over the world. It is used to describe tasks done by workers in their various organizations. Motowidlo, Borman & Schmidt in Bullock (2013) defined job performance as the overall expected value from employees behaviours carried out over the course of a set period of time. Motowidlo et al in Bullock (2013) saw job performance as that entire worth of an employees' conduct which he performs over a certain period of time.

An employee is expected to perform some duties in his workplace, in which over a particular period may be assessed if he is really doing well or not. Campbell (1990) described job performance as something done by an employee or a person. This can be seen as a duty or

obligation carried out by an employee. Job performance therefore, is the act of accomplishing a task for which an individual or employee is paid for. From these definitions, something valuable is expected from employee's behavior in the workplace. Job performance is usually associated with behavior and outcomes. Generally, the behavior of workers can make or mar the organization's goal and objectives.

It is widely agreed that job performance consists of complicated series of interacting variables pertaining to aspects of the job, the employee and the environment (Milkovich & Wigdor, 1991). Job performance is usually associated with good and comfortable working conditions. Meeting the expectation and needs of the employee results in high job performance while depriving them of these expectations leads to low outcome in the workplace. One of the most important resources used in education is the teacher. The importance of a teacher as a facilitator of learning process to achieve learning outcomes cannot be overemphasized, especially due to his roles in the impartation of knowledge in a morally acceptable manner.

Job performance of teachers could also be seen as those duties in the school implemented by a teacher at any specified time which is geared towards accomplishing the daily school and classroom tasks as well as the set goals and objectives of education. Furthermore, job performance of teachers could be measured through annual report of their activities in terms of performance in teaching, lesson preparation, and presentation, mastery of subject matter, competence, teachers' commitment to job and extra-curricular activities. Other areas of assessment include effective leadership, supervision, monitoring of students' work, motivating students' interest, class control and disciplinary ability of the teachers (Adeyemi, 2011).

The job performance of teachers in the public secondary schools in Imo State, Nigeria has remained questionable in contemporary times as there is still public outcry. As a teacher, personal observation has shown that some teachers no matter the condition of service or the working conditions carry out their duties enthusiastically. These teachers exhibit high regard and value for their noble profession. They are always committed and willing to render academic services to students. They prepare their lesson notes and showcase their competency and mastery of their subject. They handle any extra-curricular activity assigned to them in the school wholeheartedly. They give assignments and supervise their classwork and even give more attention to students that are low achievers in the classroom. Their overall response to duties assigned to them by the principal or head of their subject department portrays high level of job performance.

Conversely, personal experience also has shown that there are some teachers who do not take their teaching profession seriously. In most situations these teachers do not attend their classes regularly and their lesson note is not up to date. When they manage to go to class, they go there late, tell the students stories and even punish them for any little misconduct. These groups of teachers are not committed to their duties and cannot deliver adequately both to the students and to the school management. The laissez faire attitudes of some of these teachers reflect on the poor performance of students both in their internal and external examinations as well as litanies of students' indiscipline in schools.

Leadership plays an important role in the school effectiveness and school improvement. Leadership is the ability to influence others so that they will willingly and enthusiastically accomplish the organizational goals. Leadership is defined as the ability to get things done with the support and cooperation of other people within the institution, organization or system (Adesina in Kiboss & Jemiryott, 2014). Ukeje & Okorie in Okorie (2009) opined that leadership

is the process of influencing, directing and coordinating the activities of other people in an organization. Put together, school leadership can be viewed as the Principal's ability to influence teachers, students and parents so that they can willingly and cooperatively contribute towards the achievement of the school objectives. The type of leadership that is at play in our educational institution varies due to the fact that an individual (leader) is not only responsible for the groups performances, but also actively seeks the collaboration and commitment of all the group members (stakeholders, parents, etc.) towards the achievement of the group objectives for a particular task.

Leadership styles of principals are those patterns of behavior used by them to influence the group members' (teachers, students and parents) performances. It varies from one institution to another as no two educational leaders (Principals) can administer their educational institutions in the same manner. Leadership style is the attitude in which a leader uses to provide direction, implements plans, and motivates people so as to achieve organizational objectives. It can be seen as a peculiar way of leading people.

In recent years, leadership styles have become an important topic of study in the field of management and many researchers consider leadership style as an important variable that influences how individuals perform in organizations. The preferred leadership styles identified by Bass are transformational, transactional and laissez-faire. These leadership styles have been found as an important predictor of organization performance. There are various leadership styles that exist, which are autocratic, democratic, charismatic, transactional and laissez-faire leadership styles.

In this study, the following leadership styles are considered: transformational, transactional and laissez-faire leadership styles. For teachers to perform efficiently and effectively, it is presumed that principals' leadership style could be essential. Transformational leaders create new things from old existing things by changing the primary, cultural, and political systems. They are proactive and also assist their followers to achieve unusually high performance results. Transformational leadership to some extent is people oriented. Research has not only authenticated the existence of transformational leadership but also consistently has linked the practice of these transformational leadership behaviours with employee performance and satisfaction (Bass & Riggio, 2006; Dumdum, Lowe & Avolio, 2002; Trottier, Van Wart & Wang, 2008; Sajjadi, 2014). With this in mind, the researcher would explore the relationship between secondary school principals' leadership style and job performance of teachers within the conceptual framework of the full range of leadership model advanced by Bass (Bass, 1985).

The transactional leaders make adjustments to the organizational mission, structure and human resources. They stimulate their followers by exchanging rewards for services rendered. Laissez-faire type of leadership is the absence of transactions with followers. It allows freedom to group decision without the participation of the leader. Therefore there is need to examine the relationship between these variables and job performance of teachers.

Adeyemi (2011), investigated the relationship that existed between principals' leadership styles (autocratic, democratic and laissez-faire) and teachers' job performance, and found out that democratic leadership style yielded a moderate teachers' job performance while autocratic leadership style yielded a better teacher' job performance. Arumugam, Cheah, Yahya, Yaakob and Rozlina (2015) carried out a study on the relationship between principals' transformational leadership style and secondary school teachers' commitment. The study showed a significant relationship between principals' transformational leadership and teachers' commitment. Camps and Rodriguez in Yahaya & Ebrahim, (2015) in their study,

transformational leadership behaviour and employees' individual performance, also found that transformational leadership behaviour increases workers' self-perceived employability, commitment, and performance.

The finding of Kiboss and Jemiryott (2014) showed that there was no relationship between overall teachers' job satisfaction and transactional leadership style. It implies that transactional leadership does not improve or lower teachers' job satisfaction. In the finding of Wahab et al (2016) there was a positive relationship, significant and small correlation between transactional leadership and organizational performance. This assertion was supported by Bass (1999). Limsila and Ogunlana (2008) found that transformational leadership style has a positive influence on work performance and organizational commitment of subordinates, whereas transactional and laissez faire leadership does not. Although studies have been done on the relationship between principals' leadership styles and teachers' job performance, little or no study to the knowledge of the researcher has been carried out on the independent and joint contribution of principals' leadership style to the prediction of job performance of secondary school teachers in Imo State, Nigeria.

It is against this background that the researcher is bothered about whether principals' leadership styles could predict job performance of teachers. Hence the problem of this study, put in a question form is, can principals' leadership styles jointly and separately predict job performance of teachers in public secondary schools in Imo State?

PURPOSE OF THE STUDY

The aim of this study is to investigate the extent principals' leadership style predict job performance of teachers in public secondary schools in Imo State, Nigeria.

Specifically, the study was designed to:

1. Find out the extent principals' leadership styles (transformational, transactional, and laissez-faire) jointly predict job performance of teachers in public secondary schools in Imo State.
2. Determine the extent transformational leadership predicts job performance of teachers in public secondary schools in Imo State.
3. Ascertain the extent transactional leadership predicts job performance of teachers in public secondary schools in Imo State.
4. Examine the extent laissez faire leadership predicts job performance of teachers in public secondary schools in Imo State.

RESEARCH QUESTIONS

The following research questions guided this study:

1. To what extent do principals' leadership styles (transformational, transactional, and laissez-faire) jointly predict job performance of teachers in public secondary schools in Imo State?
2. To what extent does transformational leadership predict job performance of teachers in public secondary schools in Imo State?
3. To what extent does transactional leadership predict job performance of teachers in public secondary schools in Imo State?
4. To what extent does laissez-faire leadership predict job performance of teachers in public secondary schools in Imo State?

HYPOTHESES

The following null hypotheses were tested at an alpha level of 0.05:

1. Principals' leadership styles (transformational, transactional, and laissez-faire) jointly, do not significantly predict job performance of teachers in public secondary schools in Imo State.
2. Transformational leadership does not significantly predict job performance of teachers in public secondary schools in Imo State.
3. Transactional leadership does not significantly predict job performance of teachers in public secondary schools in Imo State.
4. Laissez faire leadership does not significantly predict job performance of teachers in public secondary schools in Imo State.

METHODOLOGY

The study adopted a correlational research design. The population for this study comprised all the four hundred and thirty (430) vice principals in the public secondary schools spread across the six (6) educational zones in Imo State. A sample of two hundred and thirty nine (239) vice principals of public secondary schools in Imo State, Nigeria was used for this study. A multistage sampling approach involving cluster sampling, and simple random sampling techniques were used to draw the sample.

Two sets of instruments titled Principals' Leadership Styles Questionnaire (PLSQ), and Job Performance of Teachers (JPTQ) were used for data collection and were duly validated by experts in the department of educational management. A self-structured instrument titled "Principals' Leadership Styles Questionnaire" (PLSQ) consists of 40 items made up of 3 clusters (3 leadership dimensions by Bass). The first cluster has 25 items on principals' transformational leadership (1- 25), second cluster has 8 items on transactional leadership (26- 33) and the last cluster has 7 items on laissez faire leadership (34- 40) making a total of 40 items. PLSQ were structured after the modified Likert's 4-point rating scales of Strongly Agree (SA); Agree (A); Disagree (DA); and Strongly Disagree (SA).

The second instrument is "Job Performance of Teachers Questionnaire" (JPTQ). The instrument has a 4- points rating scale of Very Frequently (VF); Frequently (F); Often (O), and Never (N). It consists of 40 items.

Altogether there are 80 items and the instruments were one time administered to 30 vice principals that were not used for the study. Cronbach alpha was used to determine the internal consistency of the instrument. The instrument PLSQ and JPTQ yielded reliability coefficients of 0.720 and 0.720 respectively. The coefficients for the subscales of Transformational Leadership, Transactional Leadership and Laissez faire Leadership are 0.713, 0.703 and 0.869. The instruments were administered to the respondents in their various schools with the help of three research assistants. All the filled copies of the instruments were retrieved by the researcher on the same spot. Multiple and simple regressions were used to answer the research questions, while ANOVA associated with multiple regressions and t-test associated with simple regression respectively were used to test the null hypotheses.

FINDINGS

Research Question One

To what extent do principals' leadership styles (transformational, transactional, and laissez-faire) jointly predict job performance of teachers in public secondary schools in Imo State?

Table 1a: Multiple Regressions analysis showing the extent of joint prediction of principals' leadership styles (transformational, transactional, and laissez-faire) on job performance of teachers

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.313 ^a	.098	.087	19.84507

Table 1a revealed that the regression coefficient and regression squared values are 0.313 and 0.098. The coefficient of determination (R^2) is 9.8%. This implies that principals' leadership styles variables accounts for up to 9.8% of job performance of teachers in Imo State, Nigeria.

Hypothesis One

Principals' leadership styles (transformational, transactional, and laissez-faire) jointly do not significantly predict job performance of teachers in public secondary schools in Imo State.

Table 1b: ANOVA associated with multiple regressions on the joint prediction of principals' leadership styles on job performance of teachers

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	10083.651	3	3361.217	8.535	.000 ^a
	Residual	92549.286	235	393.827		
	Total	102632.937	238			

Table 1b revealed that sum and mean squares are 10083.651 and 3361.217. With degree of freedom of 3 and 235, the F value of 8.535 is statistically significant when subjected to an alpha level of 0.05 this showed that the null hypothesis was rejected. This is because the calculated probability value of 0.000 was less than the critical probability value of 0.05 which implies statistical significance. By implication, principals' leadership styles (transformational, transactional, and laissez-faire) jointly and significantly predict job performance of teachers in public secondary schools in Imo State.

Research Question Two:

To what extent does transformational leadership style predict job performance of teachers in public secondary schools in Imo State?

Table 2a: Simple Regression on the extent transformational leadership style predicts job performance of teachers

Model	R	R Square	Adjusted R Square
1	.310 ^a	.096	.092

Table 2a showed that transformational leadership style has regression coefficient (R) and regression square (R^2) coefficient of 0.096. The coefficient of determination showed the extent of prediction as 9.6%. This shows that transformational leadership style predicts job performance of teachers by 9.6%.

Hypothesis Two

Transformational leadership style does not significantly predict job performance of teachers in public secondary schools in Imo State.

Table 2b: t-test associated with simple regression showing the prediction of transformational principals' leadership styles on job performance of teachers

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	90.552	6.338		14.287	.000
	Transformational	.455	.091	.310	5.026	.000

a. Dependent Variable: job performance

Table 2b revealed that the t-test value associated with simple regression was 5.026 which is significant at 0.000 when subjected to an alpha level of 0.05. Therefore, the null hypothesis was rejected. By implication, transformational leadership style significantly predicts job performance of teachers in public secondary schools in Imo State.

Research Question Three

To what extent does transactional leadership style predict job performance of teachers in public secondary schools in Imo State?

Table 3a: Simple Regression on the extent transactional leadership style predicts job performance of teachers

Model	R	R Square	Adjusted R Square
1	.089 ^a	.008	.004

Table 3a showed that transactional leadership style has regression coefficient (R) of 0.089 and regression square (R^2) coefficient of 0.008. The coefficient of determination showed the extent of prediction as 0.8%. This shows that transactional leadership style predicts job performance of teachers by 0.8%.

Hypothesis Three

Transactional leadership style does not predict job performance of teachers in public secondary schools in Imo State

Table 3b: t-test associated with simple regression on the prediction of transactional leadership style on job performance of teachers

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	112.101	7.158		15.661	.000
	Transactional	.450	.328	.089	1.372	.171

a. Dependent Variable: job performance

Table 3b revealed t-test value associated with simple regression was 1.372 which is not significant at 0.171 when subjected to an alpha level of 0.05. Therefore, the null hypothesis was not rejected. By implication, transactional leadership style independently does not significantly predict job performance of teachers in public secondary schools in Imo State.

Research Question Four

To what extent does laissez faire leadership style predict job performance of teachers in public secondary schools in Imo State?

Table 4a: Simple Regression on the extent laissez faire leadership style predicts job performance of teachers

Model	R	R Square	Adjusted R Square
1	.064 ^a	.004	.000

Table 4a showed that laissez faire leadership style has regression coefficient (R) of 0.064 and regression square (R²) coefficient of 0.004. The coefficient of determination showed the extent of prediction as 0.4%. This shows that laissez faire leadership style predicts job performance of teachers by 0.4%.

Hypothesis Four

Laissez faire leadership style does not significantly predict job performance of teachers in public secondary schools in Imo State.

Table 4b: t-test associated with simple regression showing the prediction of laissez faire leadership style on job performance of teachers

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	121.462	1.374		88.381	.000
	Laissez faire	.011	.011	.064	.988	.324

a. Dependent Variable: job performance

Table 4b revealed t-test value associated with simple regression was 0.988 which is not significant at 0.324 when subjected to an alpha level of 0.05. Therefore, the null hypothesis was not rejected. By implication, laissez faire leadership style does not significantly predict job performance of teachers in public secondary schools in Imo State.

DISCUSSION OF FINDINGS

The results of this study are presented as shown below:

Joint Contribution of Principals' Leadership Styles and Job Performance

It was found that principals' leadership styles (transformational, transactional, and laissez-faire) jointly predicted 9.8% of job performance of teachers in secondary schools in Imo State. This depicts that about 90.2% of the variance in the job performance of teachers in the public secondary schools in Imo State could not be explained by this data, and is therefore due to other factors. The findings of the study baffled the expectations of the researcher. The researcher expected that the combination of leadership styles is supposed to bring about high level of job performance, but the reverse is the case for this study. The possible reason could be that the principals who are applying these styles are doing so to disengage some of their teachers. The result of this study is in agreement with the finding of Oku (2017) who found that effective management of leadership styles predicted teachers' job performance to a moderate extent. In the same manner, Marshall (2015) found that there is a high positive relationship between leadership styles and teachers job commitment. The comparison between leadership styles and the organizational performances have significant results where

the findings of Sun (2002) showed that there is a positive correlation between leadership styles and performance. This is because teachers who are committed may likely show high level of performance in their job areas. Principals' leadership styles (transformational, transactional, and laissez-faire) jointly and significantly predict job performance of teachers in public secondary schools in Imo State. The significant prediction that existed between principals leadership styles and teachers job performance is unquestionable. This is because the application of suitable administrative leadership styles boasts morales and commitment of workers to deliver on mandate. Oku (2017) reported a significant prediction of principals' leadership styles and teachers' job performance in secondary schools in Rivers State. His study totally supported the present study through the documentation of a significant prediction of leadership styles to teachers' job performance. Therefore, it will be erroneous to maintain that leadership styles did not lead to teachers' job performance because the essence of leadership is to move and inspire the subordinates to discharge their duties with optimal satisfaction and engagement.

Principals' Transformational Leadership Style and Job Performance of Teachers

It was found that transformational leadership style predicted job performance of teachers by 9.6%. Transformational leadership style is an acceptable and vision-filled leadership style that is bent on the achievement of organizational goals. This finding is in line with the finding of Opurum (2016) who buttressed that transformational leadership approach is found to be more rewarding and enduring leadership style which can improve workers disfranchisement. It is not a gain-saying that transformational leadership style proved more rewarding than other leadership styles because of its adventurous embodiment. It was reported that majority of the researches had associated transformational leadership style with employee's performance and job satisfaction and argued that transformational leadership can be best predictor of employee performance (Raja & Palanichamy, 2011).

The null hypothesis revealed that transformational leadership styles significantly predicted job performance of teachers in public secondary schools in Imo State. Because of the effectiveness of transformational leadership style, most secondary schools principals had adopted transformational leadership style compared to any type of other leadership style, their students and staffs perform better than those who are using these other types of leadership styles (Omar, 2016). Supporting the finding of this study was the study of Wahab et al (2016) who found that there is a positive relationship between transformational leadership style and organizational performance among the academic leaders in Malaysian public Universities. In furtherance of the support of the findings of this study was the work of Arumugam, Cheah, Yahya, Yaakob and Rozlina (2015) which showed a significant relationship between principals' transformational leadership and teachers' commitment.

Empirically, it was discovered that transformational leadership can positively envisage performance, behaviours and job attitudes of followers (Liao & Chuang, 2007; Walumbwa et al, 2004).

Principals' Transactional Leadership Style and Job Performance of Teachers

It was found that transactional leadership style predicts job performance of teachers by 0.8%. The view that transactional leadership style contributed a little to job performance of teachers is not beyond expectation. One possible reason while this leadership style may not yield the required report could be as a result of its devoid of passion and commitment on the side of the leaders. In consonance to the finding of this study was that of Yulk (2006) who reported that the process of exchange in transactional leadership is not likely to produce passion and commitment among the followers. On the contrary to the finding of this study was the result of

Oku (2017) who reported that transactional leadership style is the most effective and efficient for organizational goal achievement and workers satisfaction.

In contrast to the finding of this study that transactional leadership style did not significantly predict job performance, the study of Ogomakalam (2015) rather found that transactional leadership styles also predicted teachers' job effectiveness in secondary schools in Imo State. Bass et al in Yahaya & Ebrahim (2016) found that transactional leadership contributes to effective leadership and is essential to successful performance, when the leader clearly provides or states the expectations, he positively contribute to enhancing the performance of the group. Although applying transactional leadership results in performance that goes beyond expectation and leads organizations to triumph (Avolio & Bass, 2008; Erkutlu, 2008; Limsila & Ogulana, 2008 as cited in Ochugudu & Ayatse, 2013). The hypothesis testing revealed that transactional principals' leadership styles independently do not significantly predict job performance of teachers in public secondary schools in Imo State.

The hypothesis was in conformity with the finding of Kiboss and Jemiryott (2014) that showed that there was no relationship between transactional leadership style and overall teachers' job satisfaction. Moving away from the result of this study was Wahab et al (2016) who reported that there was a positive relationship, significant and small correlation between transactional leadership and organizational performance.

Principals' Laissez faire Leadership Style and Job Performance of Teachers

It was shown that laissez faire leadership style predicted job performance of teachers by 0.4%. Authorities have questioned the workability of laissez faire leadership style in the motivation of teachers to achieve the desired goal and objectives. Laissez faire leadership style did not reasonably predict job performance of teachers. The possible reason why this leadership style did not predict job performance of teachers could be stemming from the fact that these teachers are not matured enough to work with little or no supervision. In the light of the study, Kiboss and Jemiryott (2014) found that principals' leadership styles have a great impact on the working atmosphere in a school and consequently the teachers' job satisfaction. Laissez faire leadership style does not significantly predict job performance of teachers in public secondary schools in Imo State.

On the same vain Adeyemi (2011) submitted that laissez faire leadership style has no significant influence on teachers' job performance in schools. On the contrary to the finding of the study was the finding of Wahab et al (2016) which showed that there was a significant and high correlation between laissez-faire leadership and organizational performance among the academic leaders of Malaysian public Universities.

CONCLUSION

Based on the findings of the study, it was concluded that principals' leadership styles are joint and significant contributors to job performance of teachers in public secondary schools in Imo State. It was also concluded that transformational leadership style independently and significantly contributed to teachers' job performance while transactional and laissez faire leadership style did not independently and significantly contribute to teachers' job performance in secondary schools in Imo State.

RECOMMENDATIONS

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

1. It was recommended that the school principals should be pragmatic and dynamic on the application of leadership styles based on the level of morale of their teachers.
2. The school principals should endeavour to enroll in leadership training programmes from time to time in order to enhance their leadership quality and efficiency for improved job performance of teachers.
3. The principals should create values, cultures, safety practices and organizational structures that can make the work environment appealing for keen performance.

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