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Principal Leadership Styles and Work Climate on Performance of Public Senior Secondary Schools' Teachers in Ibadan Metropolis

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Abstract

There has been a concern that counterproductive leadership styles of principals and schoolwork environment have negative effects on teachers' job performance in secondary schools. The study examined the impact of principal leadership styles and work climate on teachers' performance in selected public senior secondary schools in Ibadan metropolis. The study adopted correlational survey design. A sample of 270 participants was drawn from nine public senior secondary schools in selected three local government areas in the metropolis through multistage sampling techniques. The study used validated instruments labelled "Principal's Leadership Styles Questionnaire" (PLSO), 'School Work Climate Questionnaire' (SWCQ), and 'Teachers' Performance Questionnaire' (TPQ). The Cronbach Alpha test-retest reliability coefficient of 0.71, 0.68, and 0.81 were obtained respectively for the questionnaires after trail-tested among 30 teachers outside the sample. The study found that both principal leadership styles and work climate have a significant impact on the performance of public senior secondary schools' teachers in Ibadan metropolis. The study also identified different leadership styles used by principals in public senior secondary schools in Ibadan Metropolis which were directive, supportive, participative, and achievement-oriented leadership styles. The work climate was found to be positive with teachers reporting high levels of job satisfaction and motivation. The school management board should institute conducive work climate and organise leadership development programmes for the academic staff to increase leadership competencies of principals, boost teachers' performance in all areas of school operations, maintain the right work climate, and improve staff morale.

Keywords: Leadership Styles, Public Senior Secondary Schools, Teachers' Performance, Work Climate

Introduction

Effective education leadership is crucial to improving learning outcomes in schools. Education is a tool for the extension of human knowledge, acquisition of higher values, and pursuit of better life. Education shapes society and results in improved standard of

living, social justice, and national development. Education is universally recognized as a tool for fostering intellectual growth, imparting valuable skills, and influencing cultural norms. The achievement of educational goals depends significantly on the quality and effectiveness of leadership that the instructors are given in the formal educational system. Teachers, through training, credentials, and expertise, hold the capacity to influence learners, helping them acquire knowledge, values, and competencies. Effective teaching, as described by Berliner (2005), involves delivering curriculum contents that align with disciplinary standards, employing appropriate teaching methods tailored to learners' age, maintaining moral integrity, and striving to enhance learners' competence.

It is a truism that teaching transcends imparting knowledge and competencies. Through effective teaching, learners acquire information and internalize a reasonable level of proficiency from contents taught. Academic performance serves as a metric to gauge the extent to which learners have assimilated educational experiences. Academic performance encompasses the development of knowledge, abilities, and the accumulation of concepts during the course of study, whether inside or outside the classroom. It serves as an indicator of how effectively educational stakeholders including students, instructors, and institutions have met their educational objectives. Tracking changes in the academic performance of senior secondary school students at a macro level, particularly in public exams, is essential. For instance, the West African Examinations Council (WAEC) reported that in 2005, only 27.53 percent of students who took the WASSCE earned five credits, including English language and mathematics. This figure declined to 15.56 percent in 2006 but improved slightly to 25.54 percent in 2007. The lowest recorded result, 13.76 percent, was in 2008, and it only saw a minor increase in 2009, reaching 25.99 percent. However, in 2010, it dropped to 20.4 percent (Olorundare, 2011). Nevertheless, there was a slight improvement in students' performance between 2014 and 2018, with the percentage of applicants earning five or more credits, including English language and mathematics, reaching 38.68 percent in 2015.

Shamaki (2015) argued that leadership styles and workplace climate are factors that influence the effectiveness of instructors, quality of teaching, and academic achievement of students. The author considered effective leadership as vital in achieving school's goals and objectives thus making the role of principals who is saddled with the responsibility of leadership important in the educational system. Leadership can have both positive and negative impacts within an organization (Phillips & Gully, 2012). Leadership involves directing and motivating others to work voluntarily toward specific objectives, encompassing tasks like setting team goals, coaching, providing feedback, managing resources, and fostering team cohesion.

Kashagate (2013) stated that leadership styles are tailored to team members' situations such as individual backgrounds, skills, and motivation. Work climate plays a significant role in driving individuals to work towards predefined objectives, encompassing aspects like goal determination, sincerity, enthusiasm, initiative, and achievement (Ramadhan & Junaidah, 2020). For instance, fresh employees may require more guidance than experienced ones to acclimatize to the work environment. Ineffective principals, as noted by Adeyemi (2006), often lack a focus on instructional leadership. This is a critical concern, especially in secondary education, as principals may confuse accountability with

responsibility and fail to delegate tasks that could be handled more effectively by others. Baker (2001) surmised that effective principals, on the other hand, can transform schools by creating an environment that motivates both staff and students, fostering a sense of purpose and productivity.

Effective leadership involves working with the teaching staff rather than merely through them, thereby fostering a conducive and collaborative working environment. Successful schools tend to have effective leadership, which is vital to their success (Eshiwani, 2000). Effective principals should set high expectations for staff and students, encourage collaborative leadership, and inspire commitment. Teachers prefer principals who are honest, communicative, participatory, collegial, supportive, and have clear expectations and a vision for the school (Hargreaves, 2000). Leadership styles can vary, with school principals adopting directive, supportive, participative, and democratic leadership styles based on specific situations. Directive leadership, akin to autocratic leadership, involves the leader providing clear task instructions, setting performance standards, and maintaining centralized decision-making power (Bunmi, 2007). This approach can reduce bureaucracy, clarify roles, increase job satisfaction, and improve departmental effectiveness (Gray, Chanal, Ratelle, Marsh, Larose, & Boirin, 2010). It is suitable when there is high task interdependence, direct communication is needed, or when employees are new and require guidance. According to Aransi (2022), using leadership principles effectively could enhance instructors' efficiency in instructional strategies, classroom management, and participation by students.

However, it is important to note that work climate factors, combined with leadership styles of principals play a significant role in influencing the performance of public senior secondary school teachers. Empowering leadership, which aims to boost employees' competencies and confidence, can enhance performance by encouraging knowledge sharing, granting employees decision-making. Every learning activity, whether it occurs in class or outside of it, has an impact on school productivity. This cannot be separated from the role of teachers in schools. Counterproductive leadership styles of principals have negative effects on teachers' job performance in public senior secondary schools. Such styles impair instructors' ability to work efficiently. Literature have not paid close attention to the relationship between teachers' job performance and leadership styles of principals and school work climate. Emphasis have been placed on factors of teachers' lack of teaching skills and students' reading habits. The role of principals' leadership styles and school work climate in determining teachers' effectiveness has not been studied in Ibadan metropolis. The paper, therefore, aims to examine the impact of principal leadership styles and work climate on teachers' performance in selected public senior secondary schools in Ibadan metropolis.

Leaders must ensure seamless operations and improved performance in every organization (Odunlami, Ali, and Ishak, 2018). Leadership is convincing others to strive toward goals gladly and happily, according to Ezeuwa (2015). Keskes (2014) defines leadership as persuading others to work passionately and voluntarily toward organizational goals. Leaders need people to persuade, guide, create awareness, and organize them for business goals. Leaders oversee organizational operations and accomplish these obligations according to their leadership style. It defines the leader's style. Some managers put tasks before people, while others value staff connections. Leadership style depends on whether a leader prioritizes work or people.

Leadership is generally regarded the practical application of social science principles since it benefits people. Any institution or group needs professional leadership. Leading an organization is crucial because leadership style affects subordinate performance. Phillips and Gully (2012) describe leadership as guiding and encouraging others to work voluntarily toward goals. Teams have leaders who set goals, teach members, give feedback, manage resources, support, and more. Leadership can benefit or harm organizations. Crede, Jong, and Harms (2019) believe that a leader's leadership style encourages followers. In contrast, Yasmin, Imran, and Sultana (2019) define leadership styles as acts a leader does to motivate followers to achieve corporate goals. Principals manage school resources to achieve educational goals, a unique function. This role can boost or slow school growth (Adeyemi, 2006).

Leadership includes defining goals, developing structures, managing and encouraging staff, and leading (Phuc, Parveen, Tran & Nguyen, 2021). This emphasizes that leaders must lead. Leaders can achieve urgent objectives, long-term organisational goals, and good employee relationships depending on their leadership style (Phuc, et al. 2021). Leaders and followers share effort in democratic leadership. Saleem, Aslam, Yin, and Rao (2020) describe democratic organizations as follows: decisions are made collectively, technical aspects are explained for everyone's understanding, leaders guide members in task implementation, members can choose their collaborators, the group decides task distribution, and leaders are objective in praise and criticism. Democratic leaders encourage participation while demanding quality and independence from their followers (Saleem, et al. 2020). These leaders actively engage and listen to their followers, showing adaptability, responsiveness to individual needs, civility, and the capacity to involve team members in decision-making.

The democratic leadership model emphasizes group and leader policymaking. Discussing organizational issues with company employees leads to decisions. The leader makes everyone feel important to the team. The technique usually boosts staff morale (Mahmoud, Belbase & Alsheikh, 2023). House and Mitchell have identified collaboration, cooperation, and involvement as key qualities of successful schools (Barnová et al., 2022). Leadership styles vary by employee type, and motivation levels affect leadership and supervision (Achimugu, & Obaka, 2019). New hires need more coaching than experienced ones. Leaders must know their team members' backgrounds, talents, and competencies. Four leader behaviors can be used based on the situation:

The National School Climate Council (2007) defines school work climate as the norms, attitudes, and expectations that make people feel socially, emotionally, and physically safe. The interactions between children, families, teachers, support workers, and administrators shape this climate. In a world where education drives economic growth and development, school climate's impact on teaching and learning has garnered attention. Cerna, Hanson, Polik, and Houten (2016) claim that educators, researchers, and politicians are concentrating more on school climate since it can improve student-teacher interactions, conduct, and academic performance.

Schools' unwritten standards, attitudes, and expectations make up their climate, according to Petrie (2014). This concept includes school factors that affect kids' cognitive, behavioral, and psychological development. All aspects of the educational environment affect students' behavior and lifestyle (Najeemah, 2012). Academics have shown the importance of a supportive educational environment. A supportive workplace motivates teachers to do their jobs well and improve student progress (Kaur, 2018). A positive corporate climate also fosters cohesive work groups, employee happiness, increased productivity, company positivity, enhanced job performance, reduced attrition and reduced workplace stress (Kaur, 2018). School atmosphere impacts teachers' efficacy, students' academic success, and motivation (Fankunle & Ale, 2018). It affects students' mental health, social-emotional adjustment, and self-esteem (Cornell & Huang, 2018). These show how school atmosphere affects organizational efficiency.

Researchers have found many reasons to support teacher performance beyond school atmosphere. Catizone, Cornell, and Konold (2018) describe job performance as an individual's ability to execute tasks or assignments, indicating completion of job duties. A teacher's job performance depends on how successfully they do their job duties. The job performance of a teacher is based on their curriculum and extracurricular achievements. Job performance depends on competent resource management, whether human or material. Teacher performance is multidimensional, and scholars believe that it depends on how well teachers meet organizational goals.

Research Questions

1. How do principals' leadership styles affect the performance of public senior secondary schools' teachers in Ibadan metropolis?
2. What is the impact of school work climate on the performance of public senior secondary schools' teachers in Ibadan metropolis?
3. What is the combined influence of principals' leadership styles and school work climate on the performance of public senior secondary schools' teachers in Ibadan metropolis?

Methodology

The correlational survey design was used for the study. The population of the study comprised all public senior secondary school teachers in Ibadan metropolis. A sample of 270 participants was selected through multistage sampling techniques. Purposive sampling technique was used to select nine public senior secondary schools each in three local government areas in the metropolis. Proportionate random sampling technique was used to select teachers from the nine public senior secondary schools and simple random sampling technique was used to select 30 teachers each from these nine schools with the inclusion criteria of those who have been in the teaching profession for more than three years totaling 270 public senior secondary schools' teachers. The study used validated instruments labelled "*Principal's Leadership Styles Questionnaire*" (PLSO), '*School Work Climate Questionnaire*' (SWCQ), and '*Teachers' Performance Questionnaire*' (TPQ). The Cronbach Alpha test-retest reliability coefficient of 0.71, 0.68, and 0.81 were obtained respectively for the questionnaires after trail-tested among 30 teachers outside the sample. The data obtained were analyzed using descriptive and inferential statistical tools comprising frequency counts and percentages for the

demographic characteristics of participants and regression to achieve the research objectives and proffer answers to the research questions.

Results

Analysis of Demographic Characteristics of Participants

Gender	Frequency	Percentage
Female	148	54.81%
Male	122	49.19%
Total	270	100%
Age	Frequency	Percentage
18 – 27 years old	72	26.67%
28 – 37 years old	89	32.96%
38 – 47 years old	60	22.22%
48 years and above	49	18.15%
Total	270	100%
Marital Status	Frequency	Percentage
Single	102	37.78%
Married	145	53.70%
Widowed	8	2.96%
Divorced	15	5.56%
Total	270	100%
Religion	Frequency	Percentage
African Traditional Religion	23	8.52%
Christianity	100	37.04%
Islam	147	54.44%
Total	270	100%

Source: Authors' Field Research, 2023.

Table 1 showed that 148 of the participants, which represented 54.81% of the total participants, were female whilst 122 were male which accounted for the 49.19% of total respondents. The table showed that participants aged between 18 – 27 years old accounted for 26.67% of the respondents. There were 32.96% who were aged between 28 – 37 years old, 22.22% who were 38 – 47 years old, and 18.15% aged above 47 years old respectively. There were 102 participants representing 37.78% of the total sample who were single. The married were 145 accounting for 53.70%. There were 8 participants representing 2.96% who were widowed and 15 participants representing 5.56% who were divorced. The adherents of African Traditional Religion were 23 participants representing 8.52% of the sample whilst there were 100 Christians and 147 Muslims representing 37.04% and 54.44% of the total sample respectively.

Analysis of Research Questions

Research Question 1: How does principals' leadership styles affect the performance of public senior secondary schools' teachers in Ibadan metropolis?

Table 2: Summary of regression analysis showing the influence of principals' leadership styles on the performance of public senior secondary schools' teachers in Ibadan metropolis.

Model	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
(Constant)	56.937	5.647		10.083	.000
Directive Style	-.804	.297	-.329	-2.710	.008
Empowering Style	.235	.231	.118	1.017	.312

Source: Authors' Field Research, 2023.

Significant @ $p < .05$, $n = 270$

Table 2 details the summary of the regression result showing the influence of principals' leadership styles on the performance of public senior secondary schools' teachers in Ibadan metropolis. The empirical findings showed that directive leadership style had negative significant effect on the performance of public senior secondary schools' teachers with $t(273) = -2.710$ and $p = .008 < 0.05$. A unit-increase in principals' enforcement of directive leadership style resulted in decline in teachers' performance in terms of their effectiveness in instructional strategies, classroom management and learners' engagement by 0.804 level. Furthermore, empirical results revealed that empowering leadership style had insignificant positive influence on teachers' performance with $t(273) = 1.017$, $p = (0.312 > 0.05)$. Consequently, the unit increase in the application of empowering leadership style resulted in a positive increase of 0.235 in teachers' performance.

Research Question 2: What is the impact of school work climate on the performance of public senior secondary schools' teachers in Ibadan metropolis?

Table 3: Summary of regression analysis showing the impact of school work climate on the performance of public senior secondary schools' teachers in Ibadan metropolis

Model	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
(Constant)	31.842	6.422	4.958	0.000	31.842
School Work climate	0.515	0.162	0.324	3.176	0.002

Source: Authors' Field Research, 2023.

Significant @ $p < .05$, $n = 270$

Table 3 presents the summary of the regression result showing the influence of school work climate of the performance of public senior secondary schools' teachers in Ibadan metropolis. The empirical findings indicated that school work climate has positive significant influence on teachers' performance which consists of instructional strategies, classroom management and students' engagement as $t(273) = 3.18$ and $p = 0.002 < 0.05$. However, with one-unit increase in school work environments, there is a noticeable marginal low positive influence on teachers' performance by 0.52.

Research Question 3: What is the combined influence of principals' leadership styles and school work climate on the performance of public senior secondary schools' teachers in Ibadan metropolis?

Table 4: Summary of regression analysis showing the combined influence of principals' leadership styles and school work climate on the performance of public senior secondary schools' teachers in Ibadan metropolis.

Model	R	R-Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	0.397a	0.558	0.517	7.897	1.785

Source: Authors' Field Research, 2023.

Significant @ $p < .05$, $n = 270$

Table 4 presents the summary of regression result showing the combined influence of principals' leadership styles on work climate and performance of public senior secondary schools' teachers in Ibadan metropolis. The empirical results reveals that 55.8% variation that take place in teachers' performance vis-à-vis instructional strategies, classroom management and students' engagement is as a result of joint influence of school work climate and principals' leadership styles variables as depicted by coefficient of determination (that is R-Square).

Discussion

The result of the study that principal leadership styles influenced the performance of public senior secondary schools' teachers in Ibadan metropolis supported Lumumba, Simatwa, and Jane (2021) and Odunlami, Ali, and Ishak (2018). On part of the principal leadership styles and teachers' performance nexus, the empirical outcomes showed that directive leadership styles had inverse relationship with teachers' performance, while empowering leadership style had positive and insignificant influence on teachers' performance. This indicated that with one-unit increase in principals' demonstration of directive leadership styles while overseeing the curriculum activities of the teachers within their control resulted into decline in the performance level of the teachers under consideration. Also, with one-unit increase in the application of empowering leadership style by principals would stimulate teachers' performance positively. This showed that principals with directive leadership styles would always show non-involvement in curriculum and co-curriculum activities, indifference to academic or non-academic issues, overlook academic achievement, be absent when needed, and be unable to give clear direction about implementing and enforcing school rules and regulations, which may discourage academic staff. This study corroborated recent research finding conducted by Lumumba, Simatwa, and Jane (2021) wherein directive leadership style was reported of having negative association with organisational performance of primary teachers training colleges in Lake Victoria Region of Kenya. In addition, while principals with empowering leadership styles usually encourage academic and non-academic staff to follow their leaders' actions and motivate them, academic staff may not want to fully engage their capabilities during teaching-learning processes without being monitored, which could negatively impact their instructional strategy performance. The finding was in consonance with Odunlami, Ali, and Ishak (2018) submission where application of empowering leadership style by the school head was considered to be better predictor of teachers' performance than nexus between directive leadership style and teacher performance.

As regards teachers' school work climate and performance, the empirical result revealed a positive and significant effect of presence of conducive school work climate on

performance which comprised instructional strategies, classroom management and students' engagement. However, with one-unit increase in school work climate there would be always noticeable positive increased in teachers' performance. This is to say that when employees where in this context teachers are goal oriented and hardworking, the presence of conducive school work climate would strongly influence their job performance in teaching profession. This means that teachers with educational goal and achievement orientation mindset would wish to demonstrate such within favorable school work climate and thereby enjoying their involvement in academic and non-academic exercise of the school setting. The outcome supported Li-Chuan & Chen-Lin, (2012) who showed that conducive school work climate was a positive predictor of elementary schools' teachers' job performance in Taiwan.

Furthermore, the study has demonstrated combined influence among principals' leadership styles, work climate, and teachers' performance in public senior secondary schools. The directive leadership style has negative influence on the work environment whilst empowering leadership style has positive influence on the work environment. Also, the directive leadership style resulted in decline of teachers' performance in instructional strategies, classroom management and learners' engagement whilst empowering leadership style improved teachers' performance. These are the emphasis of Li-Chuan and Chen-Lin (2012, Lumumba, Simatwa, and Jane (2021), Odunlami, Ali, and Ishak (2018) who established a correlation among the variables.

Conclusion

The study found that both principal leadership styles and work climate have a significant impact on the performance of public senior secondary schools' teachers in Ibadan metropolis. Specifically, the study found that more than half of the variation that took place in teachers' performance was as a result of the combined influence of principals' leadership styles and school work climate. The study also identified different leadership styles used by principals in public senior secondary schools in Ibadan Metropolis which were directive, supportive, participative, and achievement-oriented leadership styles. The work climate in public senior secondary schools in Ibadan Metropolis was found to be generally positive with teachers reporting high levels of job satisfaction and motivation.

Recommendations

Based on the findings of the study, the following recommendations have been proposed to improve teachers' performance in public senior secondary schools:

1. Principals of public senior secondary schools should adopt a variety of leadership styles in managing their institutions to satisfy the various demands of the instructors and boost performance in all areas of school operations.
2. Education stakeholders, including governmental and nonprofit organisations should work to organise leadership development programmes for both academic staff to familiarise them with the knowledge, skills, and abilities necessary to facilitate and maintain a positive school work climate and improve staff morale.
3. School management should create conducive work climate and encourage teachers to fulfil their roles fully by demonstrating work-related flow by expressing absorption,

enjoyment, and intrinsic motivation during academic-oriented and non-academic-inclined exercises rather than allowing any type of distraction or expecting external reinforcement.

4. Finally, the school management board should institute a governance system for career development for academic staff to create the right work climate, healthy competition and team work for self-development and career aspiration among academic staff.

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