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**SCHOOL TYPE AND PRINCIPALS' LEADERSHIP STYLES AS CORRELATES
OF TEACHERS' JOB PERFORMANCE IN SELECTED EDUCATION ZONES
IN RIVERS STATE, NIGERIA**

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ABSTRACT

In order to know the performance of teachers on the job, this study investigated school type and principals' leadership style as correlates of teachers' job performance in selected Education zones in Rivers State, Nigeria. The study adopted the descriptive survey design. The sample consisted of three hundred and ten (310) students and sixty (60) teachers who were randomly selected from four schools in each of the chosen education zones in Rivers State. Three research questions were raised and answered at 0.05 level of significance using Pearson Product Moment Correlation and Multiple Regression Analysis. Data were collected using two self-structured questionnaires. The reliability coefficients of 0.85 and 0.72 were obtained for SPTJPQ and TPSTPLSQ respectively using the test-retest method. The results revealed that all the predictor variables (school type, democratic, autocratic, transformational and laissez-faire leadership styles) have relationships with teachers' job performance at varying strengths; strong positive and significant correlation exist between democratic and autocratic leadership styles; only transformational leadership style has significant relative prediction to teachers' job performance; the five predictors jointly correlates positively ($R = .215$) with teachers' job performance. It also showed that 3.1% (adjusted $R^2 = 0.031$) of the total variance in teachers' job performance is accounted for by the five predictors while the remaining 96.9% could be due to other factors like residuals not considered in the study. Since $F(5,304) = 2.946$, $P < 0.05$. Only transformational leadership style ($\beta = .188$, $t = 3.004$, $p < 0.05$) contributes significantly to the prediction model. Based on the findings, it was recommended that school principals and administrators should use transformational and democratic administrative leadership styles more often than any other style in carrying out their administrative roles in the schools. Principals should be neither too flexible nor too rigid in their actions, policies and decisions; they should only apply the

autocratic leadership style when the situation requires it as the last option, but it must be used with caution; government should organise capacity building regularly for the principals, school administrators, and the like.

Key words: *School type, Democratic leadership style, Autocratic leadership style, Transformational leadership style, Laissez-faire leadership style, Teachers' job performance.*

Introduction

The relevance of school and its members, particularly teachers cannot be overemphasized. School is an organised institution that produces the mechanism and man power that drives the overall growth and development of every other institution towards the sustainable socio-economic, political and technological development of the larger society. The functionality of the school system and its operators matter a lot in making citizens, individuals and the society to be dynamic and aggressively pursue the objectives of education and drive the needed sustainable development. Irrespective of the fact that the school has been positioned to produce the mechanism and manpower that will drive development in the society, it is quite shocking that in this modern society, some teachers are below the professions' standard. They indulge in unethical conduct and thus becoming counterproductive in the manner in which they perform their jobs in the various school types. Their unethical practices have become a matter of concern to stakeholders in education and school administration.

Teachers' job performance concerns the effectiveness of teachers in carrying out their jobs of knowledge impartation and character moulding among other things in the schools. Campbell, McHenry and Wise (2008) claim that job performance consists of the observable behaviours that people do in their jobs that are relevant to the goals of the organisation. According to Campbell, McCloy, Opler and Sager (2007),

performance is not the consequence of behaviours, but rather the behaviours themselves. In other words, it concerns with teachers' behaviours in terms of job delivery. Teachers' job performance in a given school may be high, average or low, depending on certain factors which cut across school type, principals' administrative leadership style, teachers' qualification, experience, welfare package, school environment consistency and the like.

Adeniji (1999) as cited by Nathaniel (2012) confirms this when he asserts that the performance of a person on a job is considered a function of two different variables which include, the abilities or skills of the individual to perform the job and his motivation to use these abilities or skills in the actual performance of the job. Akorede and Adigun (2013) in Onuka asserted that it is a common knowledge nowadays that very many people take to teaching because they could not get another job. Hence, they take to the teaching as the last resort and remain "birds of passage" until they eventually get a more lucrative job. If and when this expected job is not gotten, they become frustrated and no longer committed to their job.

School type is one of the major factors that can affect teachers' job performance in secondary school. In this context, school type is expressed in terms of school ownership. It refers to the school owned and managed by the government (public) or individual (private) which can influence the schools' administrative style,

teachers' jobs performance and students' achievement. Adeboye (2009) reports that students in private schools perform better than students in public schools and this makes parents prefer private schools to public schools. Adeboye's report is not far from the fact that teachers in private schools are given a target, strictly monitored and appraised. This makes them to be more proactive in their job performance than their counterparts in the public schools where such strict monitoring does not exist.

The consequence of the failure by public schools to meet the yearnings and expectations of the people is the undue proliferation of private schools that operate everywhere with or without government approval and approved scheme of work. Looking at the nature of schools now, it sounds ironical that the private schools which were meant to help bring a face lift to the school climate tend to be characterised by non-professional teachers, poor state of infrastructure and facilities, inadequate provision of resource materials, poor welfare package, large class size, poor administrative leadership style, examination malpractice among others, which cannot guarantee the actualisation of the goals of secondary education in Nigeria as outlined in the National Policy on Education (2004).

The style of leadership that principals showcase or display towards their teachers is another factor that positively or negatively affects the job performance of teachers, especially, at senior secondary schools, which is the area of concern of this study. The principal who is the administrative and academic head and leader of the secondary school adopts different style(s) of leadership that will enable him make the teachers to be productive. The success of any school towards achieving its stated goals or objectives depends on the ability of the chief

administrator, otherwise known as the principal and his leadership style (Adegbesan, 2013). Egbujo (2008) submits that leadership style of the principals manifest themselves in the social climate of the school, which in turn is determined by the co-interaction of the teachers and students, perception of the relationships existing between the school head, staff, and students.

There are four basic leadership styles which school principals normally adopt in performing their leadership and administrative roles in the schools. They are autocratic, democratic, laissez-faire and transformational leadership styles. Autocratic leadership style is the leadership style that has to do with the application of force to make a change or enforce obedience on the followers. An autocratic school principal or head teacher or administrator does not provide a level play-ground for his/her teachers to participate in decision making. Leadership of the principals shows how they relate with their employees (Pirkhaefi, 2009). Kasule (2007) observes that autocratic leaders usually emphasize 'authority' as a means of having work done. Evidence of autocratic leadership style by the principals includes lack of trust on teachers, use of force on teachers, ultimate power, giving little or no attention to staff opinions, strictness with teachers, authoritative in speech and decisions, lack of full participation of teachers.

Democratic leadership style is also adopted by school principals. This style of leadership bridges the gap between the autocratic and laissez-faire types. It is a style that allows the principal and his teachers to fully participate in decision making process of the schools. This leadership style makes the teachers have sense of belonging and be more effective in their job performance. The

principals' democratic leadership style is characterized by teachers' participation in decision making process, sharing of responsibilities, and acceptance of teachers' opinions among others. Be it as it may, democratic administrative leadership style should not be used in an environment that requires strictness of action.

Principals also use transformational style of leadership in the course of performing their statutory duties in the school. Transformational leadership style is a style that enables the leader to establish a mechanism through which an organisational vision can be achieved with his/her followers as a team. The features of the principals' transformational leadership style include goal setting, encouragement of new ideas and innovations, teachers' participation in the school system etcetera. According to Sterman (2010), an autocratic leader, who is aggressive unfriendly and controlling, usually harms the spirit and performance of his followers.

Laissez-faire leadership style is equally adopted by school principals. It is the style of leadership that permits the principal, teachers and students to behave any how they like. It is less concerned style of leadership. Laissez-faire leadership style is characterized by less concerned attitude, lack of direction and supervision, poor attitude to duties, lack of discipline and such others. This style of leadership, according to Mohd (2012), manifests when leaders are hands-off and allow group members to make decisions. To be candid, laissez-faire style of leadership cannot bring about teachers' effectiveness in job performance, but it may be applied occasionally where members of staff are highly experienced and motivated. However, there may not be any occasion that can permit the use of laissez-faire style in the

school system because of the critical nature of school environment.

Some studies have been carried out by various researchers on the relationship between administrative leadership style and teachers' job performance. Ibrahim and Shaikah (2013) examine the relationship between principals' leadership style and job performance of teachers in secondary schools in Dubai and they conclude that the school principals in the secondary schools use participative style while using less autocratic leadership style to boost favourable performance of the teachers. Also Adeyemi (2011) who worked on principals' leadership styles and teacher-job's performance in senior secondary schools in Ondo state, Nigeria reveals that teacher-job's performance is better in schools with principals using autocratic leadership style than in schools with principals using democratic or laissez-faire leadership style. He also reports that democratic leadership style is used among the principals of senior secondary schools in Nigeria, and the next style used by principals after the above mentioned style was laissez-faire leadership style.

Free nature leadership style usually creates better spirit and leads to better product quality. Mwangi (2013) reports that principals' attitude of not considering teachers' suggestions in decision making made teachers lose interest in their job. The attendance of principals and teachers at internal and external capacity building workshops and seminars will help the principals to improve in their administrative leadership skills and styles and also enhance teachers' job performance. Infact, it will help to change the orientations of principals and teachers positively towards leadership and job performance. In support of this, Olatunbosun (2005) opines that teachers'

attendance at workshop can re-orientate the teachers positively towards teaching and this will likely increase students' achievement as well as teachers' job performance on various school subjects.

The significance of this study lies in the fact that it will expose the principals to the various leadership style, and the situations or conditions in which a particular style or combination of leadership styles will be suitable so as to enhance teachers' co-operation and job performance. The outcome of the study will enable the principals, teachers and other stakeholders in education to understand the effect of the various leadership styles adopted by principals in public and private schools on teachers' job performance. It is against this background that the study investigates the effect of school type and principals' leadership styles on teachers' job performance in Rivers State, Nigeria.

The rate at which some teachers and their principals in senior secondary schools in the country show laxity and negative attitude in discharging their duties as teachers in the teaching profession in recent times is becoming a matter of great concern to parents and stakeholders in education. Often times, stakeholders in the education sector have cried out about many of the teachers who indulge in absenteeism and lateness to school, and other lukewarm attitude to work. This lack of commitment and dedication to the ethics of the teaching profession by some teachers with its resultant effect of poor job performance tends to have affected the students' performance in school and public examinations. The issue of principals' leadership styles is not left out, as private and public schools principals may not adopt the same leadership style. Of course, the leadership styles that may be suitable and

enhance teachers' job performance in private school may discourage teachers' job performance in public school and vice versa.

Studies have been carried out on some variables of school type and principals' leadership style with focus on their effect on students' performance, but there seems to be dearth of such studies on how it affects teachers' job performance. Also, none of such studies was carried out in Rivers State. This study, therefore, investigated school type and principals' leadership styles as correlates of teachers' job performance in selected education zones in Rivers State, Nigeria.

Research Questions

1. What type of relationship exists (a) among the predictor variables (school type, autocratic leadership style, democratic leadership style, transformational leadership style and laissez-faire leadership style) and (b) between each of the predictors and the criterion variables?
2. Does the obtained regression equation resulting from the set of five predictor variables allow reliable prediction of teachers' job performance in senior secondary schools?
3. Which of the five predictors is most influential in predicting teachers' job performance in senior secondary schools and which does not contribute significantly to the prediction model?

Methodology

Population

The population for the study consists of all the senior secondary school two (2) students and teachers in public and private schools in Rivers State.

Sampling technique and Sample

Simple random sampling technique was used for the study. The sample consisted of 310 students and 60 teachers who were randomly selected from three education zones in Rivers State making a total of 370 respondents.

Instrumentation

Two self-developed instruments were used to collect data for the study. These were: Students' Perception of Teachers' Job Performance Questionnaire (SPTJPQ) and Teachers' Perception of School Type and Principals' Leadership Style Questionnaire (TPSTPSQ). Students' Perception of Teachers' Job Performance Questionnaire (SPTJPQ) was made up of two sections. Section A centres on the respondents' personal data while section B consisted of 20 items used to elicit information on teachers' job performance. The Teachers' Perception of School Type and Principals' Leadership Style Questionnaire (TPSTPSQ) was made up of two sections. Section A focuses on personal data while Section B consisted of 24 items which were used to elicit information on various principals' leadership style. The response pattern to the two questionnaires was Strongly Agreed (SA) with 4 points, Agreed (A) with 3 points, Disagreed (D) with 2 points, and Strongly Disagreed (SD) with 1 point.

The face and context validity of the instruments were established by test experts in the Institute of Education, University of Ibadan who scrutinised the items and authenticated the instruments. The reliability coefficients of 0.85 and 0.72 were obtained for SPTJPQ and TPSTPLSQ respectively using the test-retest method.

Procedure for data Collection

The researchers visited and sought the permission of the school authorities of the randomly selected schools for the data collection. With the permission of the authorities, the instruments were administered to the selected students and teachers and retrieved after completion with the help of two trained research assistants. The data collection lasted for a period of two weeks.

Method of Data analysis

The data collected were analysed using Pearson Product Moment Correlation and Multiple Regression Analysis at 0.05 level of significance.

Results

Research Question 1

What type of relationship exists (a) among the predictor variables (school type, autocratic leadership style, democratic leadership style, transformational leadership style and laissez-faire leadership style); and (b) between each of the predictors and the criterion?

Table 1: Intercorrelation Matrix of the Five Predictor variables (School Type, Autocratic Administrative Leadership Style, Democratic Leadership Style, Transformational Administrative Leadership Style, and Laissez-Faire Administrative Leadership Style) and Teachers' Job Performance in Senior Secondary Schools

	TJP	ST	DLS	ALS	TLS	LLS	Mean	SD
TJP-Teachers' Job Performance	1.000						55.597	7.990
ST-School Type	-.008	1.000					1.510	.501
DLS-DemocraticLeadership Style	.099*	-.564*	1.000				19.832	2.629
ALS-Autocratic Leadership Style	-.112*	-.199*	.649*	1.000			17.432	2.234
TLS-Transformational Leadership Style	.121*	.052*	.092*	.198*	1.000		20.848	2.862
LLS-Laissez-faire Leadership Style	-.036	-.329	.530	.256*	-.300*	1.000	16.961	2.145

*= significant at $p < 0.05$

Table 1 above shows that some variables correlated positively while others correlated negatively to teachers' job performance. Democratic leadership style ($r = .099, p < 0.05$) and transformational leadership style ($r = .121, p < 0.05$) have positive significant but low correlation with teachers' job performance. This shows that positive relationships exist among leadership style, transformational leadership style and teachers' job performance. This equally shows that the frequent usage of these two leadership styles will lead to a positive change and enhanced teachers' job performance. While the autocratic leadership

style ($r = -.112, p < 0.05$) has a negative significant and low correlation with teachers' job performance, the school type ($r = -.008, p < 0.05$) and laissez-faire leadership style ($r = -.036, p < 0.05$) have no significant correlation with teachers' job performance. This implies that an increase or decrease in one of the variables leads to a corresponding increase or decrease in the other.

Research Question 2

Does the obtained regression equation resulting from the set of the five predictor variables allow reliable prediction of teachers' job performance?

Table 2: Regression Model Summary and ANOVA

Model	Sum of squares	Df	Mean square	F	Sig
Regression	911.631	5	182.326	2.946	.013
Residual	18814.966	304	61.891		
Total	19726.597	309			
R = 0.215					
R ² = 0.046					
Adjusted R ² = 0.031					
Std. Error of estimate = 7.867					

Table 2 showed that the five predictors (school type, democratic leadership style, autocratic leadership style, transformational leadership style and laissez-faire leadership style) jointly correlate positively ($R = .215$) with the teachers' job performance in senior secondary school.

It also shows that 3.1% (adjusted $R^2 = 0.031$) of the total variance in teachers' job performance is accounted for by the five predictors while the remaining 96.9% could be due to other factors and residuals that are not considered in the study. Since $F(5,304) =$

2.946, $P < 0.05$, it implies that the observed correlation and the variance are statistically significant.

Research question 3

Which of the five predictors are most influential in predicting teachers' job performance in senior secondary school and which does not contribute significantly to the prediction model?

Table 3: Regression Coefficient

Model	Unstandardised Coefficients		Standardised coefficients	T	Sig
	B	Standard Error	Beta		
Constant	55.711	6.798		8.196	.000
ST- School Type	-1.557	1.127	-.098	-1.381	.168
DLS-Democratic Leadership Style	.519	.308	-.171	-1.685	.093
ALS-Autocratic Leadership Style	-.298	.277	-.083	-1.073	.284
TLS-Transformation Leadership Style	.701	.233	.188	3.004	.003*
LLS-Laissez-faire Leadership Style	.281	.203	-.101	-1.382	.168

*= Significant at $p < 0.05$

Table 3 above shows the contribution of individual predictors to the prediction model on teachers' job performance in senior secondary schools. From the table, it can be seen that only transformational leadership style ($\beta = .188$, $t = 3.004$, $p < 0.05$) contributes significantly to the prediction model, while the other predictors - school

type ($\beta = -.098$, $t = -1.381$, $p > 0.05$), democratic leadership style ($\beta = -.171$, $t = -1.685$, $P > 0.05$), autocratic leadership style ($\beta = -.083$, $t = -1.073$, $P > 0.05$), laissez-faire leadership style ($\beta = .101$, $t = 1.382$, $P > 0.05$) do not contribute significantly to the prediction model. This implies that

transformational leadership style is the most influential in predicting teachers' job performance.

Discussion of Findings

This study reveals that all the predictor variables (school type, democratic leadership style, autocratic leadership style, transformational leadership style and laissez-faire leadership style) have relationships with teachers' job performance at varying strengths. The school type, autocratic leadership style, and laissez-faire leadership style were found to have negative and low correlation with teachers' job performance while democratic and transformational leadership styles correlate positively with teachers' job performance. This implies that an increase or decrease in one of the variables leads to a corresponding increase or decrease in the other. This shows the extent to which the variables can affect teachers' job performance. It is, therefore, concluded that there is negative and low correlation between school type, autocratic leadership style and laissez-faire leadership style with teachers' job performance.

Also, there is positive correlation between democratic leadership style and transformational leadership style with teachers' job performance. This finding corroborates the report of Shaikah (2013) that the school principals in secondary schools use participative style while using less autocratic leadership style as a result boost for favourable performance of the teachers. It also corroborates the assertion of Sterman (2010) that autocratic leader, who is aggressive, unfriendly and controlling usually, harms the spirit and performance of people. However, the finding is in contrary with Adeyemi (2011) who reveals that teacher-job performance is better in schools

with principals using autocratic leadership style than in schools with principals using democratic or laissez-faire leadership style. The strong positive and significant correlation that exists between democratic leadership and autocratic leadership style is an indication that much of autocratic leadership style is still applied by democratic leaders, which reduces the distinctive abilities in the two leadership styles or concepts.

Also, there is a significant positive and low correlation between democratic leadership and transformation leadership style. Also, there is a significant positive relationship between autocratic and transformational leadership styles as well as laissez-faire leadership style. This implies that a little exercise of autocracy is required in some situations regardless of the type of leadership style a principal is attributed with in order to enhance the teachers' job performance. According to Oyetunyi (2006), democratic leadership style is not appropriate for use in times of crisis when the situation demands on-the-spot decision.

Further findings of the study reveal that the five predictor variables (school type, democratic leadership style, autocratic leadership style, transformational leadership style and laissez-faire) jointly correlate positively with the teachers' job performance. The five predictors accounted for 3.1% of the total variance observed in the prediction model. Thus, the observed correlation and the variance are statistically significant. It is, therefore, concluded that the obtained regression equation resulting from the set of five predictor variables allows reliable prediction of teachers' job performance in senior secondary schools. This finding is supported by Adegbesan (2013) that the success of any school to achieve its stated goals or objectives depends

on the ability of the chief administrator, otherwise known as the principal and his leadership style.

The study also shows that only the transformational leadership style contributes significantly to the prediction model while the other predictors - do not contribute significantly to the prediction model. It is, therefore, deduced that the contribution of transformational leadership style is most influential in predicting teachers' job performance in senior secondary school while the influence of the other predictors are minimal. It is inferred that a good degree of transformational leadership traits is, therefore, deemed necessary for the growth of schools. This finding is in agreement with Ofobruku (2013) who reports that transformational leadership style is the most effective leadership style alongside others leadership styles used in Abuja Hospitality business. The vision factor in transformational leadership style gives the followers or employees the picture of what their target and future is and they work towards it

Conclusion

This study has shown that leadership style has a vital role to play in terms of job performance in the school and any other institution. It has established the fact that teachers' job performance could be enhanced if the principal have good knowledge of the various leadership styles and apply them appropriately as the situation or environment demands.

Recommendation

Based on the findings, the following recommendations are made:

- Democratic and transformational leadership styles should be used by school principals and administrators in carrying out their activities in order to enhance teachers' job performance.
- A little exercise of autocracy should be practiced by the principals in some situations regardless of the type of leadership style a principal is attributed with in order to enhance the teachers' job performance.
- Government should organise capacity building regularly for the principals, school administrators and teachers among others.
- Principals, school administrators and school owners should not adopt the laissez-faire style in totality.
- Government should organise capacity building regularly for the principals, school administrators and teachers on leadership, human resource management, communication skills among others.
- School owners and managers should endeavour to evaluate and compensate good performances by both the teachers and students in private and public schools as a way of encouraging hard work.

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