

**INFLUENCE OF PRINCIPAL LEADERSHIP STYLE ON THE JOB
PERFORMANCE OF BUSINESS STUDIES TEACHERS IN JUNIOR SECONDARY
SCHOOL IN EDO STATE**

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF VOCATIONAL AND
TECHNICAL EDUCATION, FACULTY OF EDUCATION, UNIVERSITY OF
BENIN, BENIN CITY, EDO STATE, NIGERIA IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE AWARD OF BACHELOR OF SCIENCE (B.SC.
ED) BUSINESS EDUCATION**

APRIL 2024

APPROVAL

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DEDICATION

This research work is dedicated to God Almighty for making it possible for the researcher to complete this project.

ACKNOWLEDGEMENTS

Special appreciation goes to God Almighty for her blessings without which the completion of this project would not have been possible. The researcher's profound gratitude goes to her project supervisor, Dr. Adeoye Sheriff, whose help and tutelage contributed significantly to this research work. Particularly, for his mentoring and guidance throughout the course of this research work.

The researcher really appreciate all the members of non-academic staff and lecturers in the Department of Vocational and Technical Education, especially Dr (Mrs) H.E Chukwuemeka, and Dr (Mrs) J. Ojeaga and for their support and encouragement during the researcher's stay in the institution. May God bless you all.

With a heart full of love and gratitude, the researcher wishes to acknowledge her parents, Mr and Mrs .Onwuka, Osifo Festus for their support and help financially not just to the completion of this research work, but also for their support in all ramification through the researcher's sojourn as an undergraduate student. The researcher's special appreciation equally go to her friends who have always been there for her in one way or the other: Uyi-Ogioro Serene, Orukpe Gloria, Imoni Peace.

TABLE OF CONTENTS

	PAGE
TITLE PAGE	i
APPROVAL PAGE	ii
CERTIFICATION	iii
DEDICATION	iv
ACKNOWLEDGEMENT	v
TABLE OF CONTENTS	vi
LIST OF TABLES	ix
LIST OF APPENDICE	x
CHAPTER ONE: INTRODUCTION	
Background to the Study	1
Statement of the Problem	7
Purpose of the Study	8
Research Questions	9
Significance of the Study	9
Scope of the Study	10
CHAPTER TWO: REVIEW OF RELATED LITERATURE	
Concepts of Leadership Styles	11

Concept of Business Studies Teachers Job Performance	16
	PAGE
Principal Autocratic Leadership Style and Teacher Job Performance	19
Principal Democratic Leadership Style and Teacher Job Performance	21
Principal Transactional Leadership Style and Teacher Job Performance	22
Principal Transformational Leadership Style and Teacher Job Performance	24
Summary of Reviewed Literature	25
CHAPTER THREE: METHODOLOGY	
Research Design	27
Population of the Study	28
Sample and Sampling Technique	28
Validity of research Instrument	28
Reliability of the Instrument	29
Method of Data Collection	29
Method of Data Analysis	29
CHAPTER FOUR: PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS	
Presentation of Results and Discussion of Findings	31
Discussion of Findings	37
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS	
Summary	40

Conclusion	42
	PAGE
Recommendations	42
Suggestion for Further Studies	43
REFERENCES	44
APPENDICES	57

LIST OF TABLES

	PAGE
1. TABLE 1: Mean and standard deviation showing influence of principal autocratic leadership	31
2. TABLE 2: Mean and standard deviation showing influence of principal democratic leadership style on business studies teachers job performance	32
3. TABLE 3: Mean and standard deviation showing influence of principal laissez-faire leadership style on business studies teachers job performance	33
4. TABLE 4: Mean and standard deviation showing influence of principal transactional leadership style on business studies teachers job performance	34
5. TABLE 5: Mean and standard deviation showing influence of principal transformational leadership style on business studies teachers job performance	35
6. TABLE 6: t-test analysis showing difference between principal leadership style and job performance of male and female business studies teachers in junior secondary school.	36

LIST OF APPENDICES

	PAGE
APPENDIX A: Letter of Introduction	47
APPENDIX B: Influence of Principal Leadership Style on the Job Performance of Business Studies Teachers in Junior Secondary School in Edo State	48
APPENDIX C: Output of Reliability of the Study	51
APPENDIX D: Output of Research Questions	52
APPENDIX E: Output of Hypothesis	55

CHAPTER ONE

INTRODUCTION

Background to the Study

One of the prevocational courses offered in Nigerian junior secondary schools is business studies. The study of economics, management, and business practices is known as business administration. Business studies can also be seen as academic discipline that focuses on the study of various aspects of business and organizations. It helps learners with broad understanding of how various organizations operate, it helps provide insights into economic systems, market dynamics, and consumer behavior, and also fosters critical thinking, problem-solving and decision-making skills. Based on Adekoya's research (2023), the field of business studies delves into the essential information, abilities, strategies, and practices needed to launch and manage a successful enterprise. Business administration, economics, marketing, and operations are all subfields that fall under this umbrella.

Business studies seeks to equip students with a comprehensive understanding of various business discipline, it provides a foundation of knowledge that can be applied to real-world business scenarios. Business studies helps student critical thinking and analytical skills to analyze and evaluate business situations, make informed decisions, and solve complex problems. It focuses on developing students written and oral communication skills, enabling them to convey ideas, negotiate, and collaborate effectively within a business context. Business studies often promotes an entrepreneurial mindset by encouraging students to explore innovative and creative approaches to business problems, nurturing an

entrepreneurial spirit, enabling students to identify opportunities, take calculated risk and develop a proactive mindset necessary to pursue various roles in business, such as management, marketing, finance, and entrepreneurship. Business studies encourages students to understand a sense of responsibility towards society and the environment.

1. To provide students with fundamental business abilities that will serve them well both now and in the future (Adeoye, 2015).
2. Second, to set students up for success in additional business studies programmes.
3. Connecting academic expertise to economic growth on a national scale
4. To learn the fundamentals of office practice
5. To provide people the chance to earn a living and the skills they need to start their own jobs who may not have opportunity further their training beyond JSS.

Towards achieving the above stated objectives, the principals must adopt effective and efficient leadership style that will translate and enhance efficient job performance of teachers.

Principal is a person who has controlling authority or is in a leading position. In the context of a school, a principal refers to the individual who holds the highest administrative position within the institution. Sarwar, Tariq, and yong (2022) state that a principal's primary responsibility is to facilitate the leadership, direction, and coordination of school-related activities. The principle is primarily responsible for establishing and maintaining a first-rate setting for instruction in all academic programmes. The principal is also responsible to support the teachers in their teaching practices. He oversees the day to day

operations of the school, including managing, staffing, allocating resources, and maintaining discipline. The principal handles administrative tasks such as scheduling, budgeting, and ensuring compliance with regulations and policies. He collaborates with the teachers and staff to develop and implement a comprehensive curriculum that aligns with educational standards and meets the needs of the students. They monitor curriculum effectiveness and make necessary adjustments as required. He ensures the wellbeing and safety of students, they enforce discipline policies, address behavioural issues, and promote a positive and inclusive school culture that fosters respect, fairness, and a conducive learning environment.

The principal facilitates parents-teacher's interactions, organize community involvement initiatives, and maintain positive relationships with stakeholders, makes informed decisions on various aspects related to school, such as resource allocation, curriculum changes, student placement, and disciplinary actions. Among these responsibilities, principals must give genuine and effective leadership style, resulting in improved professional presentation among teachers.

Leadership style on the other hand refers to the approach and manner in which a leader interacts with and influences their team or followers. It encompasses the behavior, attitudes, and strategies employed by a leader to guide, motivate, and direct others towards achieving shared goals. According to Karama (2020), leadership style could be narrowed down to five as autocratic, democratic, laissez-faire, transitional, and transformational leadership style.

Autocratic leadership style is an authoritarian model in which leader have absolute control. It is a style of leadership in which the leaders make all decisions without input from others. This type of leader exercises complete control over the teachers and expects compliance and obedience from their followers. They tend to make decisions based on their own experience and judgment, without considering the impute of others. According to Mahr (2022), autocratic leadership style is one in which the leader makes all the decisions and gives all the orders. Autocratic leaders are often good at setting clear goals and deadlines, and they can be very effective at holding team members accountable for their work. The autocratic leadership style can help to create a sense of structure and order, which can be especially beneficial in organizations that are dealing with a lot of change or uncertainty. It can be an effective way to handle crises or emergencies, as autocratic leaders can quickly make decisions and implement them without delay. The leader can as well be easy going and also encourage participation in order to achieve a common goal.

Democratic leadership style involves team members in the discussion making process. According to Braden (2020), the democratic leadership style also referred to as participative leadership, allows the workers to exercise authority. Democratic leadership consists of leaders sharing the decision making abilities with followers through promoting the interest of the followers and by practicing social equality. They encourage participation, collaboration and open communication. Democratic leaders can help to increase motivation and job satisfaction. By creating a collaborative and supportive work environment, democratic leaders can reduce stress and burnout among teachers. This approach emphasizes

the importance of all members of the group participating in the decision-making process. However, the leader can as well choose to employ leadership style that puts the sub-ordinate in control.

Laissez-faire leadership is a delegate leadership in which the leader gives their team members a high degree of autonomy and freedom. Rather than directing their team members, laissez-faire takes a hands-off approach, trusting that their team members will use their own judgment and expertise to make decisions. According to Gate (2022), this style focuses on no interference in the affairs of others. Laissez-faire leadership can increase teacher satisfaction and motivation by giving them the autonomy to make their own decisions, as they have more ownership over the decisions that affect their classroom. It can increase teacher retention, as they feel more empowered and respected in their roles. Laissez-faire leadership grants individuals a high degree of autonomy and freedom in their work. The principal can as well decide to engage in a style in which employees are rewarded or otherwise for their input.

Transactional leadership style is based on the exchange of rewards and punishments while doing specific operations to encourage the workers to do more. Transactional leadership style is more concerned with the roles of supervision, organization and team output (Blackburn, 2020). In transactional leadership, the leader defines the roles and responsibilities of each team member, and then rewards or punishes them based on how well they fulfill those responsibilities. The rewards can be tangible, such as a raise or bonus, or intangible, such as recognition or praise. The punishments can also be either tangible, such

as a demotion, or intangible, such as negative feedback. The goal of transactional leadership is to ensure that team members are meeting the expectations of their roles. The principal can decide to as well choose a style in which the employees are empowered to go beyond their expected roles.

Transformational leadership style is focused on inspiring and motivating team members to go beyond their expected roles and to achieve more than they could possibly achieve. Transformational leaders have a vision for the future and are able to inspire others to buy into that vision. They also help team members to develop their own leadership skills and capabilities. According to Edmondson (2018), transformational leadership is a style of leadership that is collaborative, empowering, and focused on inspiring change. Transformational leadership is often seen as the most effective leadership style for bringing about change, as it focuses on inspiring and empowering others to take action. It can be particularly effective for teachers, as it allows them to see their work as part of a larger mission and to feel a sense of ownership over their own. When the principal engages in this styles, the principal is most likely to facilitate the effective job performance of business studies teachers.

Job performance refers to the assessment and evaluation of an individual's effectiveness, productivity, and achievements in their job role. It involves measuring how well an employee performs their assigned tasks, meets goals and targets, and contributes to the overall success of the organization. Job performance can be evaluated based on various criteria, including task completion, quality of work, productivity, job knowledge and skills,

initiative and problem-solving, collaboration and teamwork, adaptability and flexibility. According to Okoroma (2022), Job performance is the output resulting from engaging in a particular job role. The effective performance, work motivation, and contentment level of teachers constitute factors of great importance for all schools. Teachers' performance improves as principals assign equitably varied responsibilities to teachers.

It is obvious that for principal to get the best out of the teachers in terms of their performance, apparently there seems not to be best leadership style. It is only important for principal to know the leadership style to adopt at a particular situation.

Statements of the Problem

Business studies teachers are supposed to leave up to their expectations in terms of their job performance. They are expected to plan and teach well programmed lessons, serve as role models to the learners, providing guidance and support, and keeping up with industry trends. They are expected to as well help students develop critical thinking, problem-solving, and decision-making skills. Unfortunately, it appears not to be so in some secondary school. The teacher shows some level of dysfunctional attitude to work and unprofessional behaviour such as arriving late to class, using inappropriate language, or engaging with unprofessional relationships with students, which can damage the teacher-student dynamic and erode respect. This problem may be attributed to the leadership style that is employed by the principal and as such many of them find it difficult to cope with the style of the principal leadership which may lead to nonchalant attitudes on the path of the teacher and as a such, it is difficult for them to impact effectively into the student on what business studies

is all about. If this problem continues, the performance of business studies teachers will continue to decline and as such, the students may not get the best on what business studies is all about. Also, the objectives of business studies teachers may be unattainable. It is against this backdrop that the researcher intends to determine influence of principal leadership style.

Purpose of the Study

The purpose of the study was to determine the influence of principal leadership style on job performance of business studies teachers in junior secondary school in Edo State. The study specifically determined;

1. How much the authoritarian leadership style of the principal affects the effectiveness of business instructors in the classroom.
2. The impact of the principal's democratic leadership style on the work performance of business instructors.
3. The level of impact that a principal's hands-off approach to leadership has on the effectiveness of business instructors in the classroom.
4. How the leadership style of the principal during transition affects the work performance of business instructors.
5. The impact of the principal's transformational leadership style on the work performance of business instructors.

Research Questions

The following research questions were raised to guild the study;

1. The degree to which a principal's authoritarian style of leadership affects the effectiveness of business studies instructors in the classroom.
2. How much of an impact does the democratic leadership style of the principal have on the performance of business studies instructors in the classroom?
3. How does a principal's hands-off approach to leadership impact the effectiveness of business studies instructors in the classroom?
4. How much of an impact does the transactional leadership style of principals have on the success of business studies instructors in the workplace?
5. How much of an impact does a principal's transformational leadership style have on the effectiveness of business studies instructors in the classroom?

Hypothesis

The null hypothesis was formulated and tested at 0.05 level of significance.

1. Neither the leadership style nor the work performance of male nor female business studies instructors at junior secondary schools in Edo State varies significantly according to the principal.

Significance of the Study

This finding of the study will be of immense benefit to the teachers, the school, the government when it is published in reputable journals outlet workshop and conference proceeding.

The findings will be of benefit to the teacher by understanding the impact of leadership style on the job performance of business studies which can help the teacher

identify factors that contribute to teachers motivation and job satisfaction. Positive leadership practices can enhance teachers' sense of support, empowerment and engagement leading to higher job satisfaction and ultimately improving the quality of instruction provided to students.

The findings of the study can inform school improvement initiatives by highlighting the areas where principals can enhance their leadership practices to create a conducive work environment for business studies teachers. This in turn, contribute to the overall improvement of the school's academic performance and reputation.

The study is of benefit to government because findings from this study can serve as a basis for future research in states and local government or even in different geographical locations allowing for comparisons and the identification of broader patterns and trends.

Scope of the Study

The study investigated the influence of principal leadership style on job performance of business studies teachers in junior secondary school in Edo State. The scope of the study was covered in junior secondary school in Egor local government area of Edo State. The study also covered specific variables such as democratic, autocratic, laissez-faire, transactional and transformational and job performance of business studies teachers.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The related literature of this study shall be reviewed under the following sub-headings;

- Concept of Leadership Style
- Concept of Business Studies Teachers Job Performance
- Principal Autocratic Leadership Style and Teacher Job Performance
- Principal Democratic Leadership Style and Teacher Job Performance
- Principal Transactional Leadership Style and Teacher Job Performance
- Principal Transformational Leadership Style and Teacher Job Performance
- Summary of Reviewed Literature

Concept of Leadership Style

Leadership styles are the methods that leaders use to guide, inspire, and impact those under their charge. How leaders put strategies and plans into action to achieve goals in a way that takes into consideration the needs of stakeholders and the strength of their team is defined by their leadership style. Bwalya (2023) argues that a leader's attitude to leadership is reflected in their leadership style. How a leader chooses to lead and influence others is a reflection of their own values, views, and preferences.

Many forums have sought to determine the best leadership style in order to discover the one that inspires and directs followers to achieve certain objectives. A leader's ability to earn the trust of their followers is a crucial component of any successful leadership style. Evidence from studies shows that subordinates are more inclined to go above and beyond when they

have faith in their boss. As a result, they will be able to openly share their thoughts and opinions on the projects' future while still meeting their established objectives.

Every leader's approach to leadership is shaped by their unique blend of traits, including their character, upbringing, experiences, emotional intelligence, family relationships, and thought processes. Therefore, good leaders should be able to reflect on their own leadership style in light of the aforementioned characteristics and make adjustments as needed.

Leadership style is the most important factor in effective leadership. Being able to assess a situation and determine whether a more collaborative or executive choice is necessary is, therefore, crucial for a leader. A leader must also be adept at determining which leadership style would work best in any given circumstance or organisation. When a leader is self-aware of their leadership style, they are better able to own the challenges they face and ensure that they are well prepared for them. The following perks are likely to accrue as a consequence of knowing one's own leadership style and being adaptable to new situations:

- Collaboration and communication are both enhanced.
- Enhancement of staff involvement
- Improving the efficiency of the team
- The organisation takes notice of the leader's effectiveness, which leads to acknowledgment.
- Variables Influencing Methods of Leadership Establishing rapport is fundamental to effective leadership.

Adeniyi (2021) argues that leaders should not limit their leadership styles to only achieving outcomes. A positive dynamic between leaders and those they lead should be fostered. There are four aspects that influence leadership styles, in his opinion. Considerations such as these include: - The Led - The Leader - The Case - The Communication

Since these considerations could vary greatly from one circumstance to the next, it is important for leaders to keep them in mind when they choose a leadership style. Understanding these issues is crucial.

Directly impacted by a leader is the team known as the Led. They are the people in the team for whom the manager is ultimately accountable. Everyone on the squad needs to pull together since they're all working for the same prize. Team members come from many walks of life and have varying reactions to the same kind of leadership. It is essential for leaders to have an in-depth understanding of each team member, including their unique personality, motivations, attributes, etc. For instance, they need to be aware whether a teammate is timid, has a can-do attitude, or suffers from poor self-esteem. In order to encourage team members individually, a leader has to know their strengths and areas for improvement. This knowledge allows them to use the most effective leadership style.

There is a strong correlation between the leader and their leadership style. Every leader has to know oneself inside and out since their personality dictates how they lead. Everyone has to be aware of their own abilities and limitations. Being self-aware is crucial for an effective leader. Effective leaders are self-aware; they recognise their own strengths and areas for growth, and they are open to changing and improving their ways. Better communication,

team member needs assessment, and relationship building are all possible outcomes of self-awareness. Leaders might solicit assessments and comments from their superiors and peers. Successful leaders are receptive to criticism and use it to further their careers.

It may not be applicable in a different context. Prior to establishing a leadership plan, the leader must take PET things into account. PET stands for personnel, tools, and duration. It is the leader's responsibility to assess the team's ability, enthusiasm, and dedication to complete the assignment. While certain team members could benefit from constant oversight, others might be OK without it. If you want to be a good leader, you need to know when to act so you can achieve your goals. Instead of clinging to an ineffective leadership style, a competent leader may reevaluate it and make adjustments.

The transmission of ideas and information from one individual to another is known as communication. When one person conveys information to another, and that person receives it, processes it, and then gives feedback, we say that we have effective communication. When people are able to express themselves freely, it boosts morale and productivity on the team. Physical gestures and expressions, as well as body language, are forms of communication. What you do or don't do in any given scenario communicates with your team.

Concept of Business Studies Teachers Job Performance

Learning the fundamentals of a variety of business-related topics is the goal of a Bachelor of Science degree in Business Studies. The purpose of this junior high school course is to

provide students with a foundational understanding of office administration and company organisation.

Studying business is crucial because it teaches students how to operate an office efficiently, how to keep records and record transactions in various books, how to manage a small business, and how to use a computer and a typewriter to their advantage. Taking a business course may help students get more comfortable with technology and give them a leg up in the real world of employment.

The role of business studies teachers in business education programmes is to help students develop the analytical, logical, problem-solving, and decision-making abilities necessary for successful entrepreneurship and continuous learning after they graduate (Edokpolor and Agbonkpolor, 2018; and Edokpolor, 2020). The objectives of the business education course were to orient participants to the concept of entrepreneurship, educate them with the skills necessary to establish their own firm, and prepare them for advancement in a variety of jobs and professions (Edokpolor and Egbri, 2017).

Teachers of business studies would be doing their jobs properly if they followed the guidelines laid forth in the business education plan, which would help students and the economy as a whole (Chukwuemeke and Igbinedion, 2021). According to Singh (2016), Motowidlo and Kell (2015), and Edokpolor and Egbri (2020), work performance is defined as the ability to carry out and manage various job tasks in a way that helps the organisation achieve its objectives. Task performance and contextual performance are the two components that make up a business studies teacher's job performance in a university setting.

The actions that have a direct impact on fundamental technical tasks are known as task performance (Bang and Reio, 2017). Teaching, research, and administrative work are all examples of fundamental technical activity. According to Bang and Reio (2017) and Motowidlo (2016), contextual performance include actions that extend beyond fundamental technical tasks and may influence the cultural and climatic factors of the workplace. Community service programmes in schools are an example of a behaviour that goes beyond the scope of essential technical functions. Voluntarily helping colleagues to complete their job tasks, putting in extra effort to complete given tasks, disclosing illegal practices to individuals who are authorised to take action, voluntarily attending corporate functions of one kind or another, diffusing hostility and conflict, encouraging interpersonal trust, among others.

Proper understanding of the profession is essential for business studies instructors to do their jobs well, since it is a major component in determining high levels of work engagement and higher job performance. That is to say, business studies instructors who actively engage in knowledge management on all three levels—cognitive, emotional, and physical—are more likely to gain the kind of job-relevant information that could improve their performance on the job.

Academic achievement in the field of business studies According to Obilade (2019), the activities carried out by business studies instructors within a certain time in the educational system with the purpose of accomplishing organisational objectives constitute the work performance of these lecturers. One way to phrase it is "the ability of business studies

teachers to combine relevant inputs for the enhancement of teaching and learning processes," as Okeniyi (2015) puts it. Employees' engagement in the organization's day-to-day operations is a key performance indicator (Peretemode, 2016). Several elements influence how well a teacher does their job. Among these factors are the following: (i) Ensuring that students are satisfied with his teaching style and quality; (ii) Performing other assignments as designated by the principal and the department; (iii) Managing class discipline, motivating students, and improving their achievement; (iv) Regularly carrying out his duties; and (v) Interacting with students, parents, colleagues, and high officials.

From a pedagogical standpoint, assessment is an integral part of every educational system. According to Naugle (2020), the point of this kind of evaluation is to find out how much and whether pupils have learned, and for that, educators are liable. According to Shymansky (2018), evaluating the effectiveness of educators is just as crucial as evaluating the success of pupils. According to Arvey (2018), which Murphy and Williams use while discussing the need of evaluating instructors' effectiveness on the job, "performance emulation" is a nuanced concept. Its primary function is to:

1. Provide for an organization's fundamental requirements,
2. Recognise the strengths and areas for improvement of each employee,
3. Enhance the workforce while also handling certain administrative tasks
4. Create and assess a system for human resources, and
5. Harder (2019) further on this by saying that performance reviews also serve to praise previous efforts and provide justification for pay raises.

Nhundu (2019) states that the goal of evaluating and monitoring teachers is to determine their performance. Nevertheless, concerns over evaluation criteria are a major source of anxiety in the education industry. Tan (2018) lists the following objectives when discussing the goal of evaluating teachers' performance:

1. Decisions about teachers' tenure or advancement are based on their performance evaluations.
2. Gathering data about instructors' advantages and disadvantages to enhance their abilities and the quality of education.

It establishes the criteria by which an institution will face future problems, and third, it paints a clear image of the state of education via data collecting.

Principal Autocratic Leadership Style and Teacher Job Performance

Autocratic leadership is characterised by a strong emphasis on command and control. When leading a group, an authoritarian leader aspires to have all the power. The "do as I say, not as I do" leader is the archetypal one who puts the phrase "team" to shame and who shuts down any chance for employees to voice their opinions or make ideas. There is no third party involved; the connection is purely hierarchical. Heads of state who exercise autocracy often think they know best. So, they are always looking for an opportunity to prove their superiority, expertise, or understanding by stepping up and displaying their authority.

Although authoritarian leadership has its drawbacks, it is not without its advantages too. Important corporate decisions may call for this kind of leadership. When it comes to making choices, the leader is well-aware that his superiority and years of experience give him the

upper hand. While this kind of leadership is great for making quick decisions, it has the potential to stifle creativity, teamwork, and other positive traits.

The use of physical force to impose one's will on subordinates or to bring about desired changes is central to autocratic leadership styles. When it comes to making decisions, an authoritarian administrator does not give his or her teachers a fair chance to weigh in. The principal's leadership reveals their relationship with their employers. Kasule (2017) notes that authoritarian leaders often highlight 'power' as a method of getting things done (Pirkhaefi, 2019).

The principal's lack of faith in teachers, use of force, absolute authority, strictness with instructors, authoritative voice and decisions, and incomplete involvement from teachers are all signs of an autocratic leadership style. Autocratic leadership is often backwards and unpopular with workers since it makes choices that don't benefit them. A leadership decision to unilaterally extend working hours or alter other adverse working conditions in order to boost output is one example. Managers often turn to forced overtime when they don't get input from workers on why output isn't going up. It has the potential to cause substantial personnel turnover and chronic absenteeism.

In situations when a quick judgement is required and the leader is well-versed in the relevant conditions, autocratic leadership may be a successful option. Sometimes it's the best option, as when making a choice doesn't need consensus or involvement from the whole team. How well educators do their tasks in the classroom, which include shaping students' minds and hearts as well as imparting information, is a key indicator of their job success.

According to Campbell, McHenry, and Wise (2018), a person's work performance is defined as their visible actions taken while on the job that contribute to the achievement of the organization's objectives. According to research by Campbell, McCloy, Oppler, and Sager (2017), people lose interest in and dedication to their jobs when they are unable to get them. A number of variables, including the kind of institution, may influence how well junior high school instructors do their jobs. Here, the concept of school ownership serves to define the sort of school. It describes a school that is either publicly or privately owned and operated, which may have an effect on the management style, the effectiveness of the teaching staff, and the academic outcomes for the students. According to Adeboye (2019), parents choose private schools over public schools because their children do better academically. Aiming, monitoring, and evaluating private school instructors is a common practice, as discussed in Adeboye's study. Because of this, they are more invested in doing a good job than their colleagues at public schools, where they are not subject to the same kind of oversight.

Principal Democratic Leadership Style and Teacher Job Performance

In a democratic leadership style, followers have a voice in the final decision. The leadership approach is characterised by open communication and consultation, with everyone in the team having a say in shaping the future of active projects.

It is the leader's verbal duty to make the call. Because it gives lower-level workers a voice, making them equally essential in the organisation, democratic leadership is one of the most popular and successful leadership styles. This method is quite similar to the one used in corporate boardrooms for making choices. A vote to make choices is one outcome of

democratic leadership. This style of leadership also makes use of the knowledge and expertise of team members to complete responsibilities, and it entails giving other people the power to do so. Employees report higher levels of happiness and output when their bosses adopt a democratic style of management that promotes participation and innovation. But when decisions need to be made quickly, getting everyone on the same page may be expensive and time-consuming.

Participative leadership is another name for democratic leadership. Everyone in the team is involved in making important decisions. Rather of making unilateral judgements, team leaders solicit and consider the opinions of their subordinates before settling on a course of action. A democratic leader would often inquire, "What are your thoughts?" When you become involved, it boosts morale, which in turn encourages team members work more.

Similarly, school administrators often embrace a democratic form of leadership. This management style satisfies the needs of both authoritarian and more hands-off leaders. This method encourages active participation from the principal and his staff in school policymaking. This kind of leadership fosters a feeling of community among educators, which in turn boosts their productivity on the job. Participation of teachers in decision-making, assignment of tasks to different groups, and respect for teachers' viewpoints are all hallmarks of principals' democratic leadership styles. Regardless, a setting that calls for stringent action is not the place for a democratic administrative leadership style.

Principal Transactional Leadership Style and Teacher Job Performance

The simplest way to characterize transactional leadership is as a "give and take" style of relationship that is more immediate. On accepting a job, team members consent to follow their leader; as such, it's a transaction involving payment for services provided. Workers get compensation for the precise labor they would have completed. You obtain the promised bonus if you reach a certain goal. This is particularly true for careers in marketing and sales. Blackburn (2020) asserts that a transactional leadership style addresses team production, organization, and supervision.

Each team member's duties and responsibilities are defined under transactional leadership, which also promotes timely completion of tasks. There are times when incentive schemes are more useful than base compensation. Apart from providing incentives, there are also punishments in place to govern the proper way of doing tasks.

Transactional leadership is a more straightforward style of leadership in which the leader explicitly lays out the duties and there is no uncertainty between the leader and the subordinate. But because of its strict guidelines and unambiguous expectations, it could stifle originality and creativity. It may also result in a high staff turnover rate and decreased work satisfaction. Transparency in remuneration is the primary objective of transactional leadership, which aims to force instructors to work.

By offering contingent benefits, the principal transactional leadership style raises the motivation of the instructors. Negative effects may also result from improper task completion. A transactional leadership approach establishes objectives and explains to

educators the connection between performance and incentives. Teachers get feedback on their progress toward incentives or if they are not nearing them since they are aware of the requirements for receiving awards. In addition, instructors get penalties if their performance does not meet the pre-established criteria. To achieve the intended outcomes, the instructors are provided with explicit directions. There is little opportunity for instructors to influence the principal's decision-making.

Teachers are deemed accountable for their job when the principal gives them a task. The transactional leadership style often employs management by exception, rewarding and praising excellent performance. In the event that performance falls short of expectations, corrective intervention is also available. When a teacher is not performing up to par, the transactional leadership style takes notice.

Teacher Job Performance and the Transformational Leadership Style of the Principal

In order to change an individual teacher or a group of teachers, transformational leadership involves motivating people to continuously raise the bar and accomplish goals they never would have imagined possible. Transformational leaders hold their team members to a high standard and relentlessly push them until they achieve significant progress or a change in their work, life, and enterprises. High degrees of integrity, emotional intelligence, empathy, a common future vision, and effective communication abilities are qualities that leaders should have. Such a leadership approach is often linked to highly productive, growth-

oriented companies that push the envelope in terms of innovation. In real life, these kind of leaders often assign more challenging assignments with ever-tighter deadlines.

Because certain team members may not get the proper mentoring and direction to complete difficult tasks, transformational leaders run the danger of losing sight of individual learning curves. On the other hand, via mutual trust and a common goal, transformational leaders may foster high levels of engagement and productivity among their workforce.

While carrying out their official tasks at the school, they use a transformational style of leadership. A leader with a transformational leadership style may work with their followers as a team to create a framework that will allow the company to realize its goal. The establishment of goals, support for fresh concepts and inventions, involvement of teachers in the educational process, and other aspects characterize the transformational leadership style of principals. Sterman (2010) states that a transactional leadership style often inspires teachers' motivation and performance since it is non-aggressive, kind, and non-controlling.

Summary of Reviewed Literature

In order to better understand how a principal's leadership style affects a business studies teacher's employment at a junior secondary school in Edo State, this research examines all relevant literature. It defines leadership style as the process of figuring out how leaders carry out strategies and plans to achieve certain goals while taking stakeholder expectations and the health and well-being of their team into consideration. Effective leadership is required.

Leaders need to know which leadership philosophies are most appropriate in various circumstances and know which to use. Under all circumstances, great leaders make the correct decision. After assessing the maturity of the team, they decide on the best leadership stance. A leader with the correct style of leadership has the highest chance of uniting the team behind him or her and using everyone's capabilities to accomplish the objectives. Additionally, this research addresses the many leadership philosophies and how they affect teachers' work performance, including the principal's authoritarian leadership style; One kind of leadership that uses command and control is autocratic leadership. Total control over the team is appealing to an authoritarian boss. Leaders who follow orders blindly do not provide room for ideas and criticism, and thus are not really members of a team. There is just a leader-and-follower dynamic in this relationship.

The democratic leadership style of the principal and the work performance of teachers: democratic leadership involves a leader making choices based on feedback from team members. With this consultative and collaborative leadership style, every team member has the chance to influence the course of current initiatives.

teacher job performance with the transactional leadership style of the principal; The simplest way to characterize transactional leadership is as a "give and take" style of relationship that is more immediate. On accepting a job, team members consent to follow their leader; as such, it's a transaction involving payment for services provided. Workers receive compensation commensurate with the work they would have done. Additionally, the teacher job performance and principal transformational leadership style focus on transforming

teachers or groups of teachers by motivating them to surpass their own expectations and continue raising the bar. Expecting the best from their team, transformational leaders relentlessly push people until they see significant progress or a change in their work, lives, and enterprises.

There appears to be a lack of research on how some aspects of school type and administrators' leadership styles impact kids' performance. However, studies on how these factors influence teachers' job performance are scarce. Furthermore, Edo State was the site of none of these investigations. Therefore, the purpose of this research is to investigate how the leadership style of the principle affects the work that business studies teachers undertake at junior secondary schools in Edo State. This is the gap that the research will thus fill.

CHAPTER THREE

METHODOLOGY

This chapter focuses on the methods the researcher used to fully execute and carry out the study. It is organized under the following subheadings:

- Research Design
- Population of the Study
- Sample and Sampling Technique
- Research Instrument
- Validity of Research Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

Research Design

This study used a descriptive survey research strategy. Research using this approach often involves studying a larger population by focusing on a subset of that population via the collection, analysis, and interpretation of data. This research design was appropriate since the primary goal of the study is to illustrate the relationship between the independent variable (principal leadership style) and the dependent variable (job performance).

Population of the Study

According to the Ministry of Education (2023), all seventy-two (72) business studies instructors from twelve (12) public secondary schools in the Egor Local Government Area of Edo State made up the study's population.

Sample and Sampling Technique

The sample size of the study consisted of seventy-two (72) business studies teachers in the twelve (12) public schools secondary schools located in the Egor Local Government Area of Edo State. As a result of the manageable size, the population was used as the sample size. Hence, census.

Research Instrument

The research instrument used for data collection was questionnaire. The questionnaire was titled Influence of Principal Leadership Style on the Job Performance of Business Studies Teachers (IPLSJPBST). It was segmented into two (2) sections. Section A consisted of questions on the demographic characteristics of respondents such as age, sex, marital status etc., while Section B contained of 25 question items in which items were raised from each research questions. These items were rated on a four-point rating scale of Very high extent (VHE), High extent (HE), Low Extent (LE), and Very Low Extent (VLE).

Validity of Research Instrument

Two experts from the Department of Vocational and Technical Education at the University of Benin's Faculty of Education in Benin City, Edo State, as well as the researcher's supervisor, checked and validated the research instrument (questionnaire) before incorporating their comments and corrections into the final version.

Reliability of the Instrument

By calculating the items' levels of consistency using Cronbach's alpha statistics, we were able to determine the instrument's dependability. Twenty non-study participants, who were business studies instructors at public junior high schools in the Oredo Local Government region of Edo State, were given the instrument. Obtaining a coefficient demonstrated the instrument's reliability.

Method of Data Collection

Researchers used a questionnaire they created specifically for the research to compile their data. As part of the study, the researcher distributed questionnaires. For the sake of a high return and response rate as well as to steer clear of loss, the researcher held off on collecting the questionnaires till they were filled out immediately.

Method of Data Analysis

The two-sample independent t-test, standard deviation (SD), and mean (雅) were used to examine the obtained data. To get the answers to the study questions, we used the mean (雅) and standard deviation (SD). To evaluate our hypotheses, we utilized a two-sample independent t-test. A computed mean of 2.5 or above was considered high extent and agreed with the study questions, while a calculated mean of less than 2.5 was considered low extent and disagreed with them. To test the hypothesis, we used the probability value (p). Retaining the null hypothesis is dependent on whether or not the p-value is more than 0.05; rejecting it occurs when the p-value is less than or equal to 0.05.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter deals with presentation of results and discussion of findings. The results of the analysis are presented in the order of the research questions that guided the study.

Presentation of Results

Research Question One

To what extent does principal autocratic leadership style influence business studies teachers job performance.

Table 1: Mean and standard deviation showing influence of principal autocratic leadership style on business studies teachers job performance

S/N	Item	N	Mean	SD	Remarks
1	Principal autocratic leadership style does not allow opportunities for input and suggestions on employees job performance.	72	3.60	.781	High Extent
2	Autocratic leaders assert their authority to show off their knowledge, skills or superiority at every possible moment.	72	3.46	.871	High Extent
3	Autocratic leaders applies force to make a change or enforce obedience on teachers	72	3.60	.573	High Extent
4	Principal autocratic leaders tend to make decisions based on their own experience and judgment.	72	3.65	.632	High Extent
5	Autocratic leader sets clear goals and deadlines for employees job performance.	72	3.60	.705	High Extent
Cluster Mean			3.58	0.12	High Extent

Note: SD (Standard Deviation), N (Sample Size)

In response to research question one, Table 1 showed that the respondents rated item one to five as high extent with a mean rating ranging from 3.46 to 3.65 while the standard deviation also ranges from .573 to .871. The cluster mean indicates a mean of 3.58. With

these results, the above mean score shows that principal autocratic leadership style influence business studies teachers job performance to a high extent.

Research Question Two

To what extent does principal democratic leadership style influence business studies teachers job performance.

Table 2: Mean and standard deviation showing influence of principal democratic leadership style on business studies teachers job performance

S/N	Item	N	Mean	SD	Remarks
1	Democratic leadership style is one of the most popular and effective leadership styles that provides workers a voice, making it equally important in decision making.	72	3.53	.872	High Extent
2	Principal Democratic leadership style encourages creativity and engagement of workers.	72	3.40	.705	High Extent
3	Democratic leadership style allows the workers to exercise authority	72	3.14	.997	High Extent
4	Principal Democratic leadership style shares the decision-making abilities with workers through promoting their interest.	72	3.57	.668	High Extent
5	Democratic leadership style allows workers in the decision-making process.	72	3.38	.941	High Extent
Cluster Mean			3.40	0.14	High Extent

Note: SD (Standard Deviation), N (Sample Size)

In response to research question two, Table 2 showed that the respondents rated item one to five as high extent with a mean rating ranging from 3.14 to 3.57 while the standard deviation also ranges from .668 to .997. The cluster mean indicates a mean of 3.40. With these results, the above mean score shows principal democratic leadership style influence business studies teachers job performance to a high extent.

Research Question Three

To what extent does principal laissez-faire leadership style influence business studies teachers job performance.

Table 3: Mean and standard deviation showing influence of principal laissez-faire leadership style on business studies teachers job performance

S/N	Item	N	Mean	SD	Remarks
1	Laissez-faire leadership style takes a hands-off approach, trusting employee's judgment and expertise to make decision.	72	3.31	.973	High Extent
2	Laissez-faire leadership style increases teacher's retention and make them more empowered in their roles.	72	3.22	.826	High Extent
3	Laissez-faire leadership style creates a relaxed and flexible work environment for the employees	72	3.51	.671	High Extent
4	Laissez-faire leadership gives employees high degree of autonomy and freedom.	72	3.47	.804	High Extent
5	Laissez-faire leadership style gives policy of complete non- interference to workers.	72	3.32	.784	High Extent
Cluster Mean			3.37	0.11	High Extent

Note: SD (Standard Deviation), N (Sample Size)

In response to research question three, Table 3 showed that the respondents rated item one to five as high extent with a mean rating ranging from 3.31 to 3.51 while the standard deviation also ranges from .671 to .973. The cluster mean indicates a mean of 3.37. With these results, the above mean score shows principal laissez-faire leadership style influence business studies teachers job performance to a high extent.

Research Question Four

To what extent does principal transactional leadership style influence business studies teachers job performance?

Table 4: Mean and standard deviation showing influence of principal transactional leadership style on business studies teachers job performance

S/N	Item	N	Mean	SD	Remarks
1	Transactional leaders motivate employees to maximize productivity.	72	3.57	.784	High Extent
2	Transactional leadership establish roles and responsibilities for workers and encourages high performing employees who are consistent with rewards	72	3.53	.649	High Extent
3	Transactional leadership style eliminates confusion between leaders and subordinates.	72	3.24	.864	High Extent
4	Transactional leadership style set the goals and make clear relationship between performance and rewards to teachers.	72	3.35	.754	High Extent
5	Transactional leadership style pay heed to teachers who are not meeting the standards of performance.	72	3.04	1.119	High Extent
Cluster Mean			3.35	0.18	High Extent

Note: SD (Standard Deviation), N (Sample Size)

In response to research question four, Table 4 showed that the respondents rated item one to five as high extent with a mean rating ranging from 3.04 to 3.57 while the standard deviation also ranges from .649 to 1.119. The cluster mean indicates a mean of 3.35. With these results, the above mean score shows that principal transactional leadership style influence business studies teachers job performance to a high extent.

Research Question Five

To what extent does principal transformational leadership style influence business studies teachers job performance.

Table 5: Mean and standard deviation showing influence of principal transformational leadership style on business studies teachers job performance

S/N	Item	N	Mean	SD	Remarks
1	Transformational leadership style is focused on inspiring and motivating workers to go beyond their expected roles.	72	3.53	.964	High Extent
2	Transformational leaders have a vision for the future and are able to inspire others to buy into that vision	72	3.51	.650	High Extent
3	Transformational leadership is often seen as the most effective leadership style for bringing about change	72	3.39	.881	High Extent
4	Transformational leadership style is not aggressively friendly and not controlling.	72	3.35	.790	High Extent
5	Transformational leaders expect the best out of their employees and push them consistently until their work go through considerable improvement.	72	3.47	.934	High Extent
Cluster Mean			3.45	0.13	High Extent

Note: SD (Standard Deviation), N (Sample Size)

In response to research question five, Table 5 showed that the respondents rated item one to five as high extent with a mean rating ranging from 3.35 to 3.53 while the standard deviation also ranges from .650 to .964. The cluster mean indicates a mean of 3.45. With these results, the above mean score shows that principal transformational leadership style influence business studies teachers job performance to a high extent.

Hypothesis One

There is no significant difference between principal leadership style and job performance of male and female business studies teachers in junior secondary school in Edo State.

Table 6: t-test analysis showing difference between principal leadership style and job performance of male and female business studies teachers in junior secondary school

Gender	N	Mean	SD	df	t-value	p-value	Decision
Male	26	3.47	0.44	70	.657	.513	Not Significant
Female	46	3.40	0.43				

**P-Value Significant at 0.05 level (2-tailed) (Retain Hypothesis) SD: Standard deviation
DF: Degree of freedom**

The result in Table 6 reveals the mean responses of the significant difference principal leadership style and job performance of male and female business studies teachers in junior secondary school in Edo State. Male gender had a mean of 3.47 and female counterpart had a mean of 3.40 while their corresponding standard deviations were 0.44 and 0.43 respectively. The t-value of .657, at degree of freedom of 70, which shows that it was not significant at p-value of .513. Testing at an alpha value of 0.05, the null hypothesis was retained since the p-value higher than alpha value. Thus, there is no significant difference between principal leadership style and job performance of male and female business studies teachers in junior secondary school in Edo State.

Discussion of Findings

According to the results of the first study question, principals with an authoritarian leadership style have a significant impact on the effectiveness of business studies instructors in the classroom. The leader under an autocratic leadership style has complete decision-making power. This confirms what Mahr (2002) found: an autocratic leadership style is characterized by the leader having complete decision-making and command power. Autocratic leadership styles consistently have a favorable and constructive effect on teachers' work performance, according to research by Duze (2012) and Kozaala (2012). This kind of leadership might be useful for school administrators in maintaining order among their employees, particularly when it comes to overseeing instructors who are unmotivated and evade difficult goals for student achievement.

The results of the second research question showed that the democratic leadership style of principals has a significant impact on the work performance of business studies instructors. This confirms what Braden (2020) found: that employees are able to exert more control under a democratic leadership style. An ideal democratic leader is one who promotes involvement, teamwork, and candid dialogue. This study's results corroborate those of Imhangbe et al. (2019), which found that a democratic leadership style was associated with better performance on the job among educators. We also found that of the leadership styles that teachers saw most often, autocratic leadership was second most common, and principle democratic leadership was the least common.

Principals' laissez-faire leadership styles have a significant impact on business studies instructors' work performance, according to the data output of study question three. The results corroborate those of Gate (2022), who said that a key component of a laissez-faire leadership style is a policy of non-interference. The members of a laissez-faire organization are free to act according to their own preferences. According to Adeyemi (2010), schools with a more democratic style of leadership were likely to have better teacher performance than those with a more authoritarian style of administration.

The results of the fourth study question showed that the transactional leadership style of principals has a significant impact on the performance of business studies instructors in the classroom. This confirms what Blackburn (2020) found: that a transactional leader assigns tasks to team members, watches how they do, and then either rewards or punishes them according to their performance. In addition to the administrator's transformation practice, Ali et al. (2014) found that the nature of the given assignment affects the amount of commitment from instructors.

The results of the fifth study question highlighted the significant impact of principals' transformational leadership styles on the work performance of business studies instructors. This conclusion is in line with what Edmondson (2018) found; she described transformational leadership as an approach to management that is collaborative, gives followers agency, and seeks to motivate followers to bring about positive change.

First hypothesis testing revealed no statistically significant relationship between principal leadership style and the effectiveness of business studies instructors at the junior high level in Edo State.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter focuses on summary, conclusion and recommendations

Summary

Teachers of business studies at the junior high level in Edo State were the subjects of this research, which sought to determine how principals' leadership styles affected their work performance. The study was guided by five research questions and one hypothesis, which was assessed at a significance level of 0.05. Research methods used in the study were descriptive surveys. included all 72 business studies instructors from the 12 public schools in Edo State's Egor Local Government Area. The research included 72 business studies educators from the Egor Local Government Area in Edo State. A manageable subset of the population served as the basis for the sample size. Thus, the census. A questionnaire was administered as a means of gathering data for the study. An investigation of the impact of

principal leadership style on business studies teachers' work performance was the focus of the survey. Two (2) portions were created from it. There were 25 questions in Section B, one for each research topic, while Section A asked respondents about their demographics (age, sex, marital status, etc.). The researcher's supervisor and two experts from the Department of Vocational and Technical Education, Faculty of Education, University of Benin, Benin City, evaluated the data collecting instrument for face validity.

The instrument's reliability was determined by measuring the items' degree of consistency using Cronbach alpha statistics. Twenty non-study participants, who were business studies instructors at public junior high schools in the Egor local government region of Edo State, were given the instrument. Still, we managed to get an alpha of 0.85. In order to evaluate the data, we used SPSS to calculate means and standard deviations and ran a two-sample independent t-test. Teachers of business studies at the junior high level in Edo State were found to have their work performance affected by the leadership style of their principals. Here are the main takeaways from the study:

1. A very authoritarian leadership style has a significant impact on the effectiveness of business studies professors in the classroom.
2. A strong correlation exists between the success of business studies instructors and the prevalence of a principal democratic style of leadership.
3. The work performance of business studies instructors is greatly affected by the principal's laissez-faire leadership style.

4. A school's transactional leadership style has a significant impact on the effectiveness of its business studies instructors.

Principals' use of transformational leadership styles has a significant impact on the effectiveness of business studies instructors in the classroom.

6. Among business studies instructors at the junior secondary level in Edo State, there is no discernible difference in performance based on the leadership style of the principal.

Conclusion

Principal leadership style affects business studies teachers' work performance at junior high schools in Edo State, according to the study's conclusions. Teachers of business studies are affected by managerial styles such as transactional, transformational, democratic, autocratic, and laissez-faire.

Recommendations

The following recommendations were made

1. The autocratic leadership style should be sustained due to its frequent practice by the secondary school principal and its strong and positive correlation with teacher job performance. The principal should be democratic in leadership style by establishing trust and fostering team work. It help teachers advance in development and produce higher output.
2. The principal should be democratic in leadership style by establishing trust and fostering team work. It help teachers advance in development and produce higher output. The

- principal of the school should regularly utilize rewards and sanctions to incentivize instructors and curb misconduct by using the effective transactional leadership style.
3. The principal may consider depressing the practice of laissez-faire leadership style in secondary school due to its negative impact on teacher job performance.
 4. The principal of the school should regularly utilise rewards and sanctions to incentivize instructors and curb misconduct by using effective transactional leadership style.
 5. More collaborative work between the authorities of the school is needed to direct the adaptation and usage of leadership style.

Suggestions for Further Studies

From the above findings, the following suggestions were made

1. Influence of principal leadership style on job satisfaction of business studies teachers in junior secondary school.
2. Influence of principal leadership style on job attraction and retention of business studies teachers in junior secondary school.
3. Influence of principal leadership style on job qualification of business studies teachers in junior secondary school.
4. Influence of knowledge management and job performance of business studies teacher in junior secondary school.

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APPENDIX A

Department of Vocational and
Technical Education,
Faculty of Education,
University of Benin,
Benin City.

Dear Respondent,

LETTER OF INTRODUCTION

I am an under graduate student of University of Benin. I am required to conduct a research entitled: “Influence of Principal Leadership Style on the Job Performance of Business Studies Teachers (IPLSJPBST)”. The attached structured questionnaire is designed to elicit the necessary information for the study; you are therefore please, requested to give your candid and honest responses by marking the appropriate box attached to each question below. The information supplied will be treated strictly with highest confidence and anonymity and used only for the purpose of this study.

Thanks for your anticipated co-operation.

Yours Faithfully

Tessy Oluchi ONWUKA
EDU1910160
(Researcher)

