

**THE EFFECTIVENESS OF THE PRINCIPAL ON THE PERFORMANCE OF  
SECONDARY SCHOOL TEACHERS IN OREDO LOCAL GOVERNMENT AREA  
OF EDO STATE.**

**BY**

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**CERTIFICATION**

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## **DEDICATION**

This work is dedicated to the researcher's parents Mr. and Mrs. Aghayere for their intense love and support of her educational pursuit.

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## TABLE OF CONTENTS

TITLE PAGE	I
CERTIFICATION	II
DEDICATION	III
ACKNOWLEDGMENT	IV
ABSTRACT	VII
<b>CHAPTER ONE: INTRODUCTION</b>	
Background to the Study	1
Statement of the Problem	3
Research Questions	4
Purpose of the Study	5
Significance of the Study	5
Scope and Delimitation of the Study	6
Definition of Terms	6
<b>CHAPTER TWO: REVIEW OF RELATED LITERATURE</b>	
Concept of leadership	7
Concept of Principal's leadership styles	8
Concept of teachers' job performance	12
Principal's leadership styles and teachers' job performance	15
Summary of Reviewed Literature	17
<b>CHAPTER THREE: METHODOLOGY</b>	
Research Design	19
Population of the Study	19
Sample and Sampling Technique	19
Research Instrument	20
Validation of the Research Instrument	20
Reliability of the instrument	20
Method of Data Collection	20
Method of Data Analysis	21
<b>CHAPTER FOUR: PRESENTATION OF RESULT AND DISCUSSION OF ANALYSIS</b>	
Presentation of results	22
Discussion of Findings	25
<b>CHAPTER FIVE: SUMMARY, CONCLUSION, AND RECOMMENDATIONS</b>	
Summary	27
Findings	28

Conclusion	28
Recommendations	28
Suggestion for Further Studies	29
REFERENCES	30
Appendices	35

## **ABSTRACT**

This study investigated the effectiveness of the leadership style of the principal on the performance of secondary school teachers in Oredo Local Government Area of Edo state. To guide the study four research questions were raised and answered directly.

The descriptive survey design was adopted for the study. The population of the study consisted of five hundred and thirty-nine (539) teachers from the 14 public secondary schools in Oredo Local Government Area of Edo state. a sample of one hundred (100) teachers from 5 public secondary schools was randomly selected for the study. The research instrument used to gather data for the study was a Questionnaire titled Principal's Leadership Styles and Teachers' Performance Questionnaire (PLSTPQ). Data collected were analyzed using the descriptive statistics (mean and standard deviation).

The findings revealed that the most commonly used leadership style in public secondary schools in Oredo Local Government Area of Edo State is the Democratic leadership style. The study also revealed that the level of effectiveness of principal's leadership styles and teachers' level of performance in secondary schools in Oredo Local Government Area of Edo State is high. It was concluded that the effectiveness of principal's leadership style positively affects teachers' performance in public secondary schools in Oredo Local Government Area of Edo State.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **BACKGROUND OF THE STUDY**

The success of any organization heavily relies on the leader or manager, whether it is a business, school, or any other entity. According to Kelly and Knippenberg (2016), leadership is a process of social influence where an individual gathers support from others to achieve a specific task or goal. Effective leadership is essential for the success of an organization as it guides the goals and means of accomplishment. In secondary school administration, the principal plays a crucial role in achieving the school's objectives. The success of the school depends on the principal's leadership style and their ability to provide effective leadership. It is widely believed that the right leader can solve problems and lead the organization towards success.

Education, as a means of national development, requires the involvement of all stakeholders, including principals who are responsible for managing the available resources at the school level. Principals' roles include providing effective administrative skills, which are closely linked to their leadership styles. Some secondary schools face challenges, and there are calls for effective leadership styles to address these issues. It has become evident that some principals do not consider their leadership styles as a determining factor in students' academic performance. This often results in difficulties effectively running their schools (Adeyemi, 2004). Principals hold a unique position as managers and administrators of resources in their schools. They are leaders of the staff and students, expected to have knowledge in administration and be capable of addressing various issues that arise. Leadership is fundamentally concerned with human experiences and energy in a group, and it is of utmost importance in administration. The principal's leadership style is reflected in their abilities and how they are recognized as a leader within the group. Despite having

educational plans, well-designed school programs, and adequate staff and facilities, good administrative leadership is crucial for coordinating and ensuring the progress and success of the school. In cases where the principal's leadership style is ineffective, even the best school programs, resources, and motivated staff and students will not yield productive results. Therefore, the importance of a good leadership style in an organization cannot be overstated.

In public secondary schools, the role of the principal is crucial in creating a positive work environment and ensuring the effective performance of teachers. The leadership style adopted by principals is known to significantly influence teachers' job satisfaction and performance. Previous studies have demonstrated the impact of principal leadership styles on various aspects of the school environment, including teacher motivation, commitment, and job satisfaction. Homan *et al* (2005) stated that belief of people that the efficiency with which any school organization can be operated depends to a large extent on the effective leadership style, both individually and collectively. The issues of teachers' performance in the school, based on principals' leadership style is a concern of this study. Understanding the connection between principal leadership style and teachers' job performance is essential for school administrators, policymakers, and educational researchers. It provides valuable insights into how leadership practices can be tailored and improved to enhance overall teaching quality and student outcomes.

The principal's leadership style refers to the approach and behaviors used by principals to interact with teachers, provide guidance, and steer the school towards its goals. It encompasses different dimensions such as transformational leadership, instructional leadership, participative leadership, and laissez-faire leadership. Transformational leadership encompasses inspiring and motivating teachers to provide their best efforts and engage in professional development. Instructional leadership focuses on providing clear directions, support, and resources to teachers, enabling them to enhance their instructional practices.

Participative leadership involves involving teachers in decision-making processes and collaborative problem-solving. Laissez-faire leadership, on the other hand, refers to a passive or hands-off approach in which the principal provides minimal guidance or support to teachers.

Teachers' job performance refers to the effectiveness and efficiency with which teachers carry out their responsibilities and tasks in the educational setting. According to Ololube (2014), teachers' job performance is the ability of educators to facilitate learning, promote achievement, and meet educational goals effectively within their professional roles. Examining the effectiveness of these leadership styles on teachers' job performance is of utmost importance as it provides an evidence-based understanding of the leadership practices that contribute to positive outcomes. This knowledge can guide principals in making informed decisions and implementing effective strategies to improve teachers' job performance.

It is in this light that this study aims to explore the relationship between principal leadership styles and teachers' job performance. By understanding these interrelationships, school administrators can work towards creating a supportive and conducive environment that fosters effective teaching practices and ultimately improves student achievement. This research study seeks to fill the existing research gap by investigating the effectiveness of the leadership style of the principal on teachers' performance in public secondary schools. The findings of this study will provide valuable insights into the leadership practices that positively impact teachers' job performance and guide future efforts to enhance educational leadership and improve student outcomes.

## **STATEMENT OF THE PROBLEM**

The relationship between principals' leadership style and teachers' performance has been a subject of controversy by many researchers. The controversy was centered on whether or not the style of leadership of principals influences the level of performance among teachers. Common observation in the school system shows that the style of leadership of a principal could perhaps have serious impact on teachers' performance. There is lack of performance of some teachers in secondary schools because of the leadership styles operated by some principals, minimal attainment of teachers productivity in carrying out their assigned roles, lack of knowing the relationship between the principals' leadership style and the teachers' job performance, and lack of school principals' model to follow the suits. Fundamentally less has been targeted to the relationship between principal leadership behaviour and secondary school teachers' performance. Moreover, there is a need to explore the perceptions of principals about their own leadership behaviour towards its effect on students' academic performance. Accordingly, the perceptions of teachers about their principals' leadership behaviour and its effect on their own performance is necessary to be investigated. There is a need to evaluate, explore, understand, and describe the principals' leadership style on the teachers' job performance. This study explores and describes the leadership styles and types of principals by interviewing the teachers in secondary schools in Oredo Local Government Area of Edo State. Therefore, it is against this background that the researcher intends to examine the effectiveness of the different leadership styles and types exhibited by principals, their effects on the students' teacher's performance with an aim to suggest a model that will at least maintain or enhance teacher performance in study area.

## **RESEARCH QUESTIONS**

The following research questions were raised to guide the study:

- 1 What leadership style is most commonly used by principals in secondary schools in Oredo Local Government Area of Edo State.
- 2 What is the level of effectiveness of principal's leadership styles in secondary schools in Oredo Local Government Area of Edo State.
- 3 What is the level of teachers' job performance in senior secondary schools in Oredo Local Government Area in Edo State.
- 4 Does the effectiveness of principal's leadership styles affect teachers' performance in secondary schools in Oredo Local Government Area in Edo State.

## **PURPOSE OF THE STUDY**

The purpose of this study is to examine the effectiveness of leadership style of the principal on the performance of teachers in public secondary schools in Oredo Local Government Area of Edo State. The specific objectives are to:

1. Find out the leadership style that is most commonly used by principals in secondary schools in Oredo Local Government Area of Edo State.
2. Find out the level of effectiveness of principal's leadership styles in secondary schools in Oredo Local Government Area of Edo State.
3. Find out the level of teachers' job performance in senior secondary schools in Oredo Local Government Area in Edo State.
4. Find out if the effectiveness of principal's leadership styles affects teachers' performance in secondary schools in Oredo Local Government Area in Edo State.

## **SIGNIFICANCE OF THE STUDY**

This study is significant to teachers, school administrators, policy makers, students and the government. The significance of the study on the effectiveness of principal leadership styles and teachers' job performance in public secondary schools lies in its potential to contribute to the improvement of educational outcomes. The study provides valuable insights into the impact of different principal leadership styles on teachers' job performance. Understanding how different leadership approaches influence teachers' effectiveness can empower school administrators to make informed decisions regarding the selection, training, and development of principals. This knowledge can assist in creating a supportive and collaborative organizational climate, where teachers feel empowered and supported in their professional growth. By analyzing the effectiveness of different principal leadership styles, the research highlighted areas where principals may need further training or support. This knowledge can inform the development of targeted professional development programs for principals, enabling them to acquire the skills and competencies necessary for effective leadership in today's educational landscape.

Findings of the study can inform policymakers and educational stakeholders about the importance of principal leadership in shaping teachers' job performance. This information can influence policy decisions related to principal recruitment, evaluation, and support, emphasizing the significance of selecting leaders who possess the qualities and skills necessary for fostering a positive school culture and supporting teacher growth. This study is also significant as it has the potential to drive positive change in educational institutions by enhancing leadership practices, improving teacher job performance, and ultimately leading to improved student outcomes.

## **SCOPE/DELIMITATIONS OF THE STUDY**

This study focuses on the effectiveness of principal's leadership styles on the performance of secondary school teachers in Oredo local government area of Edo state. The study was delimited to public secondary school students in Oredo Local Government Area in Edo State.

### **Definition of Terms**

**Leadership styles:** These are specific patterns of behavior emphasized and exhibited by the leader of a group to influence the members of a group towards the accomplishment of the organizational goals.

**Teachers' Job Performance:** This refers to the level of teacher's effectiveness in carrying out their responsibilities and duties in the classroom and the school.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter is a review of related literature on teachers' job performance and students' academic achievement. It will be discussed as follows:

- Concept of Leadership.
- Concept of Principal's Leadership styles.
- Concept of teachers' job performance
- Principal's leadership styles and teachers' job performance.
- Summary of Reviewed Literature.

#### **Concept of Leadership**

Leadership is a multifaceted concept that has been widely studied and discussed in various disciplines, including psychology, sociology, management, and organizational behavior. It refers to the ability to influence and guide others towards a common goal, through inspiring, empowering, and motivating them. Leadership is not limited to individuals in authoritative positions, but can be exhibited by anyone who can positively impact others. Kelly and Knippenberg (2016) define leadership as "a process of social influence where a person is able to gather support from others to accomplish a particular task or goal". This definition emphasizes the critical role of influencing others and mobilizing their efforts towards a common objective. Leaders raise the motivation, satisfaction, and performance of their followers by appealing to higher-order needs and values. By creating a vision, setting high expectations, and demonstrating positive role modeling, transformational leaders create an inspiring and engaging work atmosphere. Leadership is the ability to empower others. Avolio and Gardner (2005) describe empowerment as "a process of sharing power with others to enable them to make decisions and take actions that would otherwise not be

possible”. Empowering followers involves delegating authority, fostering autonomy, providing resources, and encouraging participation in decision-making.

The servant leadership theory, proposed by Greenleaf (1977), offers insights into empowering leadership. Servant leaders prioritize the needs of their followers, seek to serve them, and facilitate their personal and professional growth. This approach helps create a culture of trust, collaboration, and empowerment among team members. Leadership involves providing vision and direction to guide the efforts of a group or organization. A leader must have a clear vision of the desired future state and communicate it effectively to followers. This vision provides a sense of direction and purpose, aligning individual and collective efforts towards a common goal. Kouzes and Posner’s (2017) leadership model, known as the Leadership Challenge, emphasizes the importance of inspiring a shared vision. It suggests that leaders must imagine an inspiring future, articulate it to their followers, and engage them in achieving it. By providing a compelling vision, leaders motivate and stimulate creativity, resulting in increased commitment and performance.

Leadership is very vital in every organization and the school is not exempted. For educational goals and objectives to be achieved, there is need for effective leadership in order to streamline roles, materials and human resources, and other necessary elements that is crucial for the achievement of the goals of teaching and learning.

### **Concept of Principal’s Leadership styles**

Leadership styles are crucial for the success of educational institutions and the principal’s style in particular plays a significant role in shaping the overall culture and climate of the school. Principal leadership style refers to the approach and manner in which school principals lead and manage their educational institutions. It is recognized as a significant determinant of school effectiveness and student performance. The leadership style

of a principal directly influences the atmosphere, culture, and learning environment within a school, ultimately impacting the quality of education and the overall success of the institution.

One of the key reasons why principal leadership style is important is its influence on organizational climate and school culture. Principals who demonstrate effective leadership styles create a positive climate that promotes collaboration, communication, and trust among stakeholders, including teachers, students, parents, and the wider community. This positive climate fosters a sense of belonging and encourages active involvement in the school's mission and objectives. Research by Aduke, Anigbogu, and Ezeagba (2018) in Nigeria found that principals who adopted a transformational leadership style positively influenced the organizational climate and motivated teachers to engage in professional development activities, leading to improved student outcomes. The leadership style of a principal plays a crucial role in shaping the teaching and learning processes within the school. Principals who adopt an instructional leadership style actively engage with teachers to guide, support, and improve teaching practices. When principals demonstrate instructional leadership by providing resources, mentoring, and professional development opportunities to teachers, they contribute to the enhancement of instructional practices that directly impact student achievement. In a study conducted by Odusanya, Oyemade, and Aladejana (2019) in Nigeria, it was found that principals who practiced instructional leadership had a positive impact on teaching quality and student performance in Mathematics.

Another aspect of principal leadership style is its influence on fostering a safe and nurturing school environment. Principals who adopt a supportive and transformative leadership style create an environment where students feel safe, engaged, and valued. This is particularly crucial in Nigeria, where school safety and security are significant concerns. A research study by Kunlefuyi and Ajayi (2018) in Nigeria highlighted that principals who

adopt a participatory leadership style, characterized by collaborative decision-making and involvement of stakeholders, contributed to safer and more secure school environments.

Principal leadership style significantly impacts the overall effectiveness and success of educational institutions. The different types of leadership styles that is common among secondary schools in Nigeria includes:

1. **Autocratic Leadership Style:** Autocratic leadership refers to a leadership style where the principal assumes full authority and control over decision-making processes without seeking input from subordinates. Autocratic leadership is a more authoritarian style where the principal holds sole decision-making authority and exercises control over the school's operations. According to Ojulari (2015), autocratic principals often possess a dominant personality and display authoritative behavior in their interactions with teachers, students, and parents. This style may be effective in situations requiring quick decision-making, but it can also lead to a lack of open communication and collaboration within the school community (Ojulari, 2015). Although this style may be seen as less desirable in the educational context, Inekwe (2016), argues that autocratic leadership may be suitable in certain situations where decisive actions are required, such as crisis management or implementing unpopular policies.
2. **Democratic Leadership Style:** Democratic leadership is characterized by involving teachers, students, and parents in the decision-making process. This approach encourages collaboration, shared decision-making, and the distribution of leadership responsibilities among various stakeholders, including teachers, students, parents, and community members. Nigerian scholars have emphasized the importance of this style in fostering a participatory and inclusive school environment. Nwadiani (2013) argues that democratic principals empower their staff by listening to their input, encouraging teamwork, and promoting a sense of ownership and responsibility among teachers.

This leadership style enhances teacher motivation, job satisfaction, and improves overall school performance (Nwadiani, 2013).

3. **Transformational Leadership Style:** Transformational leadership emphasizes inspiring and motivating others to achieve their full potential. This style is often associated with principals who set high expectations, demonstrate enthusiasm and optimism, and create a shared vision for the school community. This approach focuses on inspiring and motivating teachers, students, and other stakeholders to achieve their full potential and work towards a shared vision. According to Adegoke (2017), transformational principals in Nigerian schools are known for their ability to inspire and empower their staff, leading to higher levels of commitment, creativity, and teacher development. This leadership style is particularly effective in situations that require change and improvement (Adegoke, 2017).
4. **Laissez-Faire Leadership Style:** Laissez-faire leadership is characterized by a hands-off approach, where the principal delegates decision-making and does not provide much guidance or support to subordinates. Mudasiru (2019) argues that this leadership style can have negative consequences, as it may lead to a lack of accountability, discipline, and low teacher performance. Laissez-faire leadership is characterized by a free ride approach, where the principal provides minimal guidance or intervention. This style may be suitable in situations where teachers are highly experienced and self-motivated. Nigerian scholars have highlighted the importance of active leadership engagement and support to ensure the success of schools (Mudasiru, 2019).
5. **Transactional Leadership Style:** Transactional leadership focuses on maintaining order and achieving specific goals through a system of rewards and punishments. According to Okoro and Okoro (2019), transactional principals in Nigeria often rely

on strict rules and regulations to maintain discipline and ensure compliance. Transactional leadership is another leadership style commonly observed among principals in schools. This style emphasizes the exchange of rewards and recognition for the completion of specific tasks or goals. According to studies by Nigerian scholars such as Oduwaiye (2014) and Adeyoyin (2016), transactional leadership can create a structured and disciplined environment, with clear expectations and consequences for both teachers and students. While this leadership style may be effective in situations that require immediate results, it may also hinder creativity, innovation, and teacher motivation (Okoro & Okoro, 2019).

No one leadership style is said to be the best as different situations may call for different approaches towards them. Hence the leadership styles adopted by different principals may vary depending on the situation and consequences of actions to be taken. Hence most scholars have proposed that school leadership should be based on the situation and school heads must be sensitive to know when to apply different types of leadership styles.

### **Concept of teachers' job performance**

Teachers' job performance refers to the effectiveness and efficiency with which teachers carry out their responsibilities and tasks in the educational setting. It encompasses various aspects including planning and delivering lessons, managing the classroom, assessing student progress, and fostering a positive learning environment. The role of teachers' performance is crucial as it directly impacts students' academic achievements, motivation, and overall learning outcomes. According to Ololube (2014), teachers' job performance is the ability of educators to facilitate learning, promote achievement, and meet educational goals effectively within their professional roles. Orisakwe (2013), on the other hand, defines teachers' job performance as the utilization of instructional techniques, strategies, and resources to foster students' learning and development.

Teachers' job performance refers to the effectiveness and efficiency with which teachers fulfill their responsibilities and achieve desired outcomes in the teaching-learning process.

One of the key indicators of a teacher's job performance is the ability to effectively plan and deliver instruction. This includes designing engaging and meaningful lessons that align with curriculum standards and student needs. Effective teachers are skilled at selecting appropriate instructional strategies, resources, and materials to facilitate learning. They have a deep understanding of their subject matter and effectively communicate concepts and ideas to students. Assessment is another important aspect of a teacher's job performance. A good teacher uses a variety of assessment methods to measure student progress and understanding. These may include formal tests, projects, presentations, and informal assessments like class discussions and observations. Teachers who effectively use assessments are able to identify student strengths and weaknesses, provide timely and precise feedback, and revise instruction accordingly.

Classroom management is another critical component of a teacher's job performance. Effective teachers create a positive and engaging learning environment where students feel safe, respected, and motivated to learn. They establish clear expectations, routines, and rules and consistently enforce them. Good classroom management allows teachers to maximize instructional time and minimize disruptions, creating an optimal learning experience for all students. Ojeifo (2015) argues that teachers' ability to effectively manage classroom behaviors and maintain discipline directly affects job performance. Effective communication with parents and colleagues is also an essential aspect of a teacher's job performance. Teachers collaborate with parents to establish strong partnerships that support student learning. They regularly communicate student progress, address concerns, and provide guidance and resources to parents. Additionally, effective teachers actively collaborate with

colleagues, sharing ideas, best practices, and learning from one another to continuously improve their teaching skills.

Professional development is another critical aspect of a teacher's job performance. Effective teachers are committed to ongoing learning and growth. They actively seek out professional development opportunities, such as workshops, conferences, and graduate courses, to enhance their teaching skills and stay abreast of the latest research and best practices in education. Teachers who invest in their own development are better equipped to meet the changing needs of their students. Continuous professional development plays a significant role in improving teachers' job performance. Hart (2012) highlights that Nigerian scholars recognize the necessity for teachers to engage in professional learning activities, such as workshops, seminars, and conferences, to upgrade their skills and knowledge. Ultimately, the most important indicator of a teacher's job performance is the impact on student learning and achievement. Effective teachers consistently demonstrate their ability to improve student outcomes. They use data and evidence to monitor and adjust instruction, individualize learning to meet diverse student needs, and promote a growth mindset among their students. They inspire and motivate students to reach their full potential and foster a love for lifelong learning.

Teachers' job performance is a complex construct that encompasses various elements crucial to achieving educational goals. Nigerian scholars have provided valuable insights into understanding this concept within the context of Nigeria's education system. Factors such as pedagogical competence, teacher-student relationships, classroom management, and professional development significantly impact teachers' job performance. Recognizing and addressing the contextual challenges can enhance the quality of education in Nigeria. Policymakers and educational institutions need to prioritize the facilitation of an enabling environment that supports teachers' professional growth and overall job performance.

## **Principal's leadership styles and teachers' job performance**

Principal leadership plays a pivotal role in shaping the teaching-learning process and the overall functioning of educational institutions. Given the unique challenges faced by public secondary schools in Nigeria, it becomes crucial to explore how different leadership styles affect teachers' job performance. Principal leadership plays a crucial role in shaping the professional environment and empowering teachers to perform at their highest potential. By adopting various leadership styles, principals are able to influence and motivate teachers, ultimately impacting job performance.

Principals' leadership styles directly affect the level of motivation, collaboration, and engagement among teachers. A study conducted by Aboagye, Agyei, and Frempong (2019) in Nigeria found a significant positive relationship between transformational leadership and teachers' job performance. Transformational leaders motivate teachers to exceed expectations, provide intellectual stimulation, and create a supportive environment, leading to higher job satisfaction and performance. Similarly, another study by Ogbebor (2017) posits that transformational leadership style positively correlates with overall job performance and individual engagement among teachers.

The level of employees, particularly in educational organizations, is crucial for their success (Ertas, 2015; Chen et al., 2017; Demircioglu, 2021). Previous research confirms that job tenure and performance are influenced not only by the economic need for employment, but also by leadership practices of superiors (Sun and Wang, 2017; Bickmore and Dowell, 2018; Lee et al., 2019; Baig et al., 2021). Effective leadership is essential for decision-making, inspiring subordinates, and fulfilling employees' needs and objectives (Kafka, 2009).

To improve teacher morale and performance, certain leadership practices have been found valuable, such as effective communication, strong principal-teacher relationships, and attention to professionalism (Lambersky, 2016; Terosky, 2016). Existing literature suggests that both school administration and teachers need to make significant efforts to enhance teacher job performance (Imhangbe et al., 2018; Saleem et al., 2020). Ethical behavior by leaders also plays a role in promoting work behavior, innovative ideas, and job satisfaction among workers (Hsiung, 2012; Haque and Yamoah, 2021).

Adeyemi (2010) conducted a study on principal leadership styles (democratic, autocratic, and laissez-faire) and their impact on teacher job performance in senior secondary schools in Ondo State, Nigeria. The study found that the dominant leadership style among the principals was democratic. Higher levels of teacher job performance were associated with the use of democratic and autocratic leadership in certain situations. However, no significant relationship was found between laissez-faire leadership and teacher job performance. The author recommended encouraging a combination of autocratic and democratic leadership styles to improve teacher job performance, while discouraging laissez-faire leadership.

Werang and Lena (2014) conducted cross-sectional research to examine the relationship between principal leadership, school organizational climate, and teacher job performance in public senior high schools in Merauke Regency, Indonesia. Their findings revealed a positive and significant correlation between principal leadership and teacher job performance. Additionally, a positive relationship was found between school organizational climate and teacher job performance. The study also highlighted the prevalence of autocratic leadership in the studied schools as the preferred leadership style.

The autocratic leadership style is characterized by a top-down approach, where principals make decisions without consulting or involving teachers. Fapohunda (2018)

examined the influence of autocratic leadership on teachers' job performance. This style often results in reduced teacher participation, low morale, and limited opportunities for professional growth, ultimately hindering teacher performance. On the other hand, Distributed leadership is a collaborative approach where leadership responsibilities are shared among various stakeholders, including principals, teachers, and other staff members. This style promotes shared decision-making, collaboration, and a culture of collective responsibility. Adigwe (2019) highlights the importance of distributed leadership in fostering a positive environment for teaching and learning, leading to increased teachers' job satisfaction and enhanced job performance. This leadership style values the input and ideas of teachers, students, and parents, fostering a sense of shared ownership and engagement. Ogbebor (2010), supports the use of democratic leadership in Nigerian schools as it promotes transparency, fairness, and a sense of belonging.

The relationship between principal leadership styles and teachers' job performance is vital in public secondary schools. Effective leadership has a significant influence on teachers' motivation, collaboration, and overall job satisfaction. Hence it is important for school principal's to effectively apply leadership style so as to enhance teachers productive, commitment, satisfaction, and performance as well as enhance the general effectiveness of the school in achieving the goals and objectives of teaching and learning efficiently.

### **Summary of Reviewed Literature**

The reviewed Literature examined various studies and views of different scholars on the effectiveness of principals' leadership styles on the performance of teachers. The reviewed Literature examined concept of leadership and principal's leadership style. Leadership refers to the ability to influence and guide others towards a common goal, through inspiring, empowering, and motivating them. While Principal leadership style refers to the approach and manner in which school principals lead and manage their educational

institutions. It is recognized as a significant determinant of school effectiveness and student performance. The reviewed Literature also explored the common leadership styles practiced by principals which included Autocratic leadership style, Democratic leadership style, transformational leadership style, transactional leadership style and Laissez-faire leadership style. The reviewed Literature the concept of teachers' job performance. According to the reviewed Literature, teachers job performance refers to the effectiveness and efficiency with which teachers carry out their responsibilities and tasks in the educational setting.

Finally, the reviewed Literature examined the relationship between principals' leadership style and teachers' job performance. It revealed that principals' chosen style of leadership affects the motivation and productivity of teachers.

## **CHAPTER THREE**

### **METHODOOGY**

This chapter deals with the procedures that was taken in carrying out the study. It was organized under the following subheadings: Design of the study, area of the study, population for the study, sample and sampling techniques, instrument for data collection, validation of the instrument, reliability of the instrument, method of data collection and method of data analysis.

#### **Research Design**

The design of the study is the descriptive survey research design. The descriptive survey is a design that collects data on a given population, and describes the data in a systematic manner pointing out the characteristic features or facts about that population. It was designed to examine the effectiveness of principal's leadership styles on teachers' performance in public secondary schools in Oredo Local Government Area of Edo State.

#### **Population of Study**

The population for the study comprised of the 539 teachers in the 14 public secondary schools in Oredo Local Government Area of Edo State. (Source: Ministry of Education, Sapele road, 2023).

#### **Sample and Sampling Techniques**

A sample of 100 respondents was used for the study. To ensure that all the respondent were equally represented and had equal chance of being chosen, the researcher used simple random

sampling techniques to sample 100 teachers from 5 public secondary schools in Oredo Local Government Area of Edo State.

### **Research instrument**

The instrument for data collection is a structured questionnaire. The questionnaire was titled “Principal’s Leadership Styles and Teachers’ Performance Questionnaire (PLSTPQ)”. The Questionnaire was divided into two section A & B. Section “A” dealt with the bio data of respondents such as name of school and gender. Section “B” dealt with items bordering on the Effectiveness of principal’s leadership style on performance of teachers in Oredo Local Government Area of Edo State.

### **Validity of the instrument**

The constructed questionnaire for the study was presented to the project supervisor and two other experts in the field to confirm for content validity. Necessary corrections were made and after which it was re-written before it was administered by the researcher.

### **Reliability of Instrument**

To ascertain the reliability of the instrument, the Cronbach alpha was used. A coefficient of 0.79 was obtained for the instrument. The instrument was therefore reliable for this research work.

### **Method of Data Collection**

The questionnaire was administered by the researcher to the respondents. The researcher was offered information to the respondents on how they should fill their questionnaires and also waited to collect back the filled questionnaires from the respondents after they have answered the questions.

### **Method of Data analysis**

The data was analysed using descriptive statistics (mean and standard deviation). mean score and standard deviation were used to address the research questions. The bench mark was 2.50 this implies that any item with a mean score of 2.50 and above was considered accepted while any item with a mean score below 2.50 was considered rejected.

## CHAPTER 4

### PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter is concerned with presentation of the result obtained from analysis of data gathered from the research instruments. The results are presented in tables according to the relevant research questions.

#### Answers to Research Questions

**Research Question 1:** What leadership style is most commonly used by principals in secondary schools in Oredo Local Governments Area of Edo State?

**Table 1: Commonly used leadership style by principals in secondary schools in Oredo Local Government Area of Edo State**

S/n	Leadership Styles	N	Mean	Std. Dev	Remark
1.	The principal in my school follows an autocratic leadership style.	100	1.95	.69	Rejected
2.	The principal in my school employs a democratic leadership style.	100	2.96	.88	Accepted
3.	The principal in my school exhibits a transactional leadership style.	100	2.43	.95	Rejected
4.	The principal in my school demonstrates a transformational leadership style.	100	2.24	.87	Rejected
5.	The principal in my school shows a laissez-faire leadership style.	100	1.73	.49	Rejected

The data in Table 1 showed the views of teachers on the leadership style most commonly used by principals in secondary schools in Oredo Local Government Area of Edo State. The Data in the table revealed that Autocratic leadership style with a mean score of 1.95,

transactional leadership style with a mean score of 2.43, Transformational leadership style with a mean score of 2.24, and Laissez-faire leadership style with a mean score of 1.73 were rejected, while Democratic leadership style with a mean score of 2.96 was accepted. This implies that the most commonly used leadership style in public secondary schools in Oredo Local Government Area of Edo State is the Democratic leadership style.

**Research Question 2:** What is the level of effectiveness of principal’s leadership styles in secondary schools in Oredo Local Government Area of Edo State?

**Table 2: Level of effectiveness of principal’s leadership styles in secondary schools in Oredo Local Government Area of Edo State**

S/n	Leadership Styles	N	Mean	Std. Dev	Remark
1.	The principal's leadership style promotes a positive and inclusive school culture.	100	3.03	.76	Accepted
2.	The principal effectively communicates the school's vision and goals to the staff and students.	100	3.11	.78	Accepted
3.	The principal encourages collaboration and teamwork among staff members.	100	3.32	.82	Accepted
4.	The principal provides clear and consistent expectations for staff performance.	100	2.80	.92	Accepted
5.	The principal effectively supports and empowers teachers to improve their instructional practices.	100	3.32	.83	Accepted
<b>Grand Mean</b>			<b>3.12</b>		<b>Accepted</b>

The information in Table 2 showed the view teachers on the level of effectiveness of principal’s leadership styles in secondary schools in Oredo Local Government Area of Edo State, with a Grand mean score of 3.12 for all items in the table it was accepted the level of effectiveness of principal’s leadership styles in secondary schools in Oredo Local Government Area of Edo State is high.

**Research Question 3:** What is the level of teachers’ job performance in senior secondary schools in Oredo Local Government Area in Edo State?

**Table 3: Level of teachers’ job performance in senior secondary schools in Oredo Local Government Area in Edo State.**

S/n	Leadership Styles	N	Mean	Std. Dev	Remark
1.	The teachers effectively use a variety of instructional strategies to engage and meet the needs of diverse learners.	100	3.31	.88	Accepted
2.	I always provide timely and constructive feedback to students to support their academic growth.	100	3.31	.46	Accepted
3.	I always strive to effectively manage classroom behavior and maintain a positive learning environment.	100	3.48	.50	Accepted
4.	I always ensure that I communicate and interact with students, parents, and colleagues.	100	3.67	.47	Accepted
5.	I ensure that my lessons are effectively planned and organized to meet the curriculum requirements.	100	3.78	.42	Accepted
			<b>3.51</b>		<b>Accepted</b>

Information in table 3 revealed the level of teachers’ performance in secondary schools in Oredo Local Government Area of Edo State, with a Grand mean score of 3.51 for all items in the table it was accepted the level of teachers’ performance in secondary schools in Oredo Local Government Area of Edo State is High.

**Research Question 4:** Does the effectiveness of principal’s leadership styles affect teachers’ performance in secondary schools in Oredo Local Government Area in Edo State?

**Table 4: Effectiveness of principal’s leadership styles and teachers’ performance in secondary schools in Oredo Local Government Area in Edo State**

<b>S/n</b>	<b>Leadership Styles</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev</b>	<b>Remark</b>
1.	The principal’s leadership style positively impacts teachers’ motivation and job satisfaction in my school.	100	3.08	.82487	Accepted
2.	The principal’s leadership style effectively promotes a collaborative and supportive work environment among teachers.	100	3.37	.61	Accepted
3.	The principal’s leadership style provides clear guidance and direction for teachers to achieve their professional goals.	100	3.36	.73	Accepted
4.	The principal’s leadership style helps teachers develop their instructional skills and improve their teaching practices.	100	3.17	.95	Accepted
5.	The principal’s leadership style encourages open communication and mutual trust between teachers and the principal.	100	3.14	.77	Accepted
	<b>Grand Mean</b>		<b>3.22</b>		<b>Accepted</b>

Information in table 4 revealed the Impact of effectiveness of principal’s leadership styles on teachers’ performance in secondary schools in Oredo Local Government Area in Edo State. With a grand mean score of 3.22 it was accepted that the effectiveness of principal’s leadership style positively affects teachers’ performance in public secondary schools in Oredo Local Government Area of Edo State.

### **Discussion of findings**

Finding from research question one revealed that the most commonly used leadership style in public secondary schools in Oredo Local Government Area of Edo State is the Democratic leadership style. This finding is supported by Ogbemor (2010), whose study supports the use of democratic leadership in Nigerian schools as it promotes transparency, fairness, and a sense of belonging. The finding is also backed up by Adeyemi (2010) Who conducted a study on principal leadership styles (democratic, autocratic, and laissez-faire) and their impact on teacher job performance in senior secondary schools in Ondo State, Nigeria. The study found that the dominant leadership style among the principals was democratic. Higher levels of teacher job performance were associated with the use of democratic and autocratic leadership in certain situations.

Findings from research question two revealed that the level of effectiveness of principal's leadership styles in secondary schools in Oredo Local Government Area of Edo State is high. This finding is backed up by Ofojebe and Ezeani (2017), According to them, principals who adopt democratic leadership styles, characterized by vision-setting, building relationships, empowering teachers, and promoting collaboration, have been found to positively affect student outcomes and enhance teacher performance in Nigerian schools.

Findings from research question three revealed that the level of teachers' performance in secondary schools in Oredo Local Government Area of Edo State is High. This finding is in line with the Ogbemor (2010) who in his study found out that higher levels of teacher job performance were associated with the use of democratic and autocratic leadership in certain situations. This finding is also supported by Adu and Olaleye (2017) who examined teacher quality and performance in Lagos State secondary schools. The findings indicated that while most teachers demonstrated high levels of competence and commitment, there were little instances of low-quality teaching, inadequate subject knowledge, and ineffective instructional strategies, indicating a less than significant performance gap.

Findings from research question four revealed that the effectiveness of principal's leadership style positively affects teachers' performance in public secondary schools in Oredo Local Government Area of Edo State. This finding aligns with the study conducted by Ogbebor (2017) who posits that Principals' leadership style positively correlates with overall job performance and individual engagement among teachers.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION, AND RECOMMENDATIONS**

This chapter deals with the summary of the study, the conclusions drawn, results obtained and recommendations offered.

#### **Summary**

The objective of this study was to examine the effectiveness of the leadership style of the principal on the performance of teachers in public secondary schools in Oredo Local Government Area. The research aimed to Investigate the leadership style that is commonly used in public secondary schools in Oredo Local Government Area of Edo State; Investigate level of the effectiveness of principal's leadership styles in public secondary schools in Oredo Local Government Area of Edo State; determine the level of teachers' performance in public secondary schools in Oredo Local Government; and determine if the effectiveness of principals' leadership style affect the performance of teachers in public secondary schools in Ovia North East Local Government.

In a bid to achieve the stated objectives, the study adopted the descriptive survey design and utilized a structure questionnaire titled Principal's Leadership Styles and Teachers' Performance Questionnaire (PLSTPQ). The simple random sampling technique was employed in the selection of subjects for the study and this led to the sampling of 100 teachers in 5 public secondary schools from 550 teachers in the 14 public secondary schools

in Oredo Local Government Area. Data collected were analyzed using the descriptive statistics and the mean score rating in answering the research questions.

### **Findings of the research**

Based on the results of the data analysis, the following have been summarized as the significant findings of the study.

1. The most commonly used leadership style by Principals in public secondary schools in Oredo Local Government Area of Edo State is the Democratic Leadership style.
2. The level of effectiveness of Principal's leadership styles in secondary schools in Oredo Local Government Area of Edo State is high.
3. The level of teachers' Performances in secondary schools in Oredo Local Government Area of Edo State is High.
4. The effectiveness of principal's leadership style positively affects teachers' performance in public secondary schools in Oredo Local Government Area of Edo State.

### **Conclusion**

Following the analysis of data collected and findings made, the following conclusions were drawn: most Principals in public secondary schools exhibited democratic leadership styles and the democratic leadership style of principals is highly characterized with high levels of teachers job performance. It was also concluded that principals' leadership styles have a positive correlation with teachers' job performance in public secondary schools.

### **Recommendations**

From the findings of this study, the following recommendations were made.

1. Considering the importance of leadership styles, principals should ensure they practice an effective style of leadership that enhances teachers' motivation, job satisfaction, collaboration, communication and productivity.
2. Principals should be provided training on the pros and cons of various leadership styles and guided on how to apply them as the situation demands.

### **Contributions to Knowledge**

1. The study has been able to establish the importance of the effectiveness of principal's leadership style in secondary schools.
2. The study has been able to establish the need practice a leadership style that promotes teachers' morale, job satisfaction and performance.
3. The study has been able to contribute to the existing discuss on the relationship between principal's leadership styles and the performance of teachers in secondary schools.

### **Suggestions for Further Studies**

1. There is need for such study to be replicated in other Local Governments Area in Edo state and throughout Nigerian.
2. The study can be conducted in other aspects of secondary schools administration that have been affected by the principal's leadership style such as the quality of teaching and learning, effective administration, students' academic performance, etc.

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**APPENDIX I**  
**DEPARTMENT OF EDUCATIONAL MANAGEMENT**  
**FACULTY OF EDUCATION**  
**UNIVERSITY OF BENIN**

Dear Respondent,

I am a final year student of the above named department and institution. I am carrying out a research project on the **Effectiveness of Leadership of the Principal on The Performance of Teachers of Secondary School Teachers in Oredo Local Government Area of Edo State.**

Honestly, the research is purely for academic purposes to complete my degree in **EDUCATIONAL MANAGEMENT**, any information received by you would be treated with utmost confidentiality. I would appreciate if you can help by filling this questionnaire accurately with sincerity. Thank you for your cooperation.

Yours faithfully,  
**Aghayere Frieda Ayebosa**

**Principal's Leadership Styles and Teachers' Performance Questionnaire  
(PLSTPQ)**

**INSTRUCTION:** Please endeavor to complete the questionnaire by ticking the correct answer(s) from the options or supply the information required where necessary.

**Section A:** Demographic Data

Sex: Male ( ) Female ( )

**Section B:** Data on Questionnaire

Indicate the extent to which you agree or disagree with the following statements.

**Key:** Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

S/N	ITEM	SA	A	D	SD
1	The principal in my school follows an autocratic leadership style.				
2	The principal in my school employs a democratic leadership style.				
3	The principal in my school exhibits a transactional leadership style.				
4	The principal in my school demonstrates a transformational leadership style.				
5	The principal in my school shows a laissez-faire leadership style.				
6	The principal's leadership style promotes a positive and inclusive school culture.				
7	The principal effectively communicates the school's vision and goals to the staff and students.				
8	The principal encourages collaboration and teamwork among staff members.				
9	The principal provides clear and consistent expectations for staff performance.				

10	The principal effectively supports and empowers teachers to improve their instructional practices.				
11	The teachers effectively use a variety of instructional strategies to engage and meet the needs of diverse learners.				
12	I always provide timely and constructive feedback to students to support their academic growth.				
13	I always strive to effectively manage classroom behavior and maintain a positive learning environment.				
14	I always ensure that I communicate and interact with students, parents, and colleagues.				
15	I ensure that my lessons are effectively planned and organized to meet the curriculum requirements.				
16	The principal's leadership style positively impacts teachers' motivation and job satisfaction in my school.				
17	The principal's leadership style effectively promotes a collaborative and supportive work environment among teachers.				
18	The principal's leadership style provides clear guidance and direction for teachers to achieve their professional goals.				
19	The principal's leadership style helps teachers develop their instructional skills and improve their teaching practices.				
20	The principal's leadership style encourages open communication and mutual trust between teachers and the principal.				

## APPENDIX II

**Table 1: Demographic Profile of Respondent**

	Variable	Frequency	Percentage
<b>Gender</b>	Male	43	43.0
	Female	57	57.0
	<b>Total</b>	<b>100</b>	<b>100.0</b>
<b>Experience</b>	Less than 5 years	23	23
	5 years and above	77	77
	<b>Total</b>	<b>100</b>	<b>100.0</b>

### COMPUTER PRINTOUT OF RELIABILITY TEST

RELIABILITY

/VARIABLES=A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12 A13 A14 A15 A16 A17 A18  
A19 A20

/SCALE('ALL VARIABLES') ALL

/MODEL=ALPHA.

**Scale: ALL VARIABLES**

#### Case Processing Summary

		N	%
Cases	Valid	10	100.0
	Excluded <sup>a</sup>	0	.0
	<b>Total</b>	<b>10</b>	<b>100.0</b>

a. Listwise deletion based on all variables in the procedure.

#### Reliability Statistics

Cronbach's Alpha	N of Items
0.79	20