

ACHIEVING TEACHERS' JOB PERFORMANCE THROUGH SCHOOL MANAGEMENT TEAM AMONG PUBLIC SECONDARY SCHOOLS IN NORTH EAST TEACHERS' JOB PERFORMANCE OF REGION OF NIGERIA

AHMAD N

Department of Education (Technical),
Kano State Polytechnic, Kano State, Nigeria

VICTORIA IME ROBSON

Delcanimoff Integrated Services, No. 2 Barracks Road,
Uyo, Akwa Ibom State, Nigeria

ISAAC MKPONGKE MFON

Community Secondary School, Nkek- Ukanafun Local Government Area, Akwa Ibom
mkpongkeabasi.i@gmail.com

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Abstract

The study evaluated achieving teachers' job performance through school management team among public secondary schools in north east teachers' job performance of region of Nigeria. The study utilized a mixed-methods methodology, incorporating both quantitative survey data and qualitative interviews and observations. The study sample consisted of a heterogeneous group of school administrators and teachers selected from various public secondary schools located in the North-east region of Nigeria. Structured questionnaires were utilized to collect quantitative data from school administrators and teachers. The study employed descriptive and inferential statistical analyses to investigate the associations between school management practices and teachers' job performance. The outcomes of this research will enhance comprehension regarding the strengths and weaknesses pertaining to school management and teacher performance within the North Central region of Nigeria. The findings of this study will provide valuable insights for policymakers, school administrators, and education stakeholders regarding potential areas for improvement in school management practices and the necessary support required to enhance teachers' job performance. The objective of this study is to promote evidence-based decision-making and the adoption of effective strategies for enhancing school improvement within the region.

INTRODUCTION

Every organization endeavours to accomplish its stated goals by effectively utilizing its tangible and intangible resources. The educational institution is characterized by its formal structure, thereby necessitating the establishment of specific objectives to be attained. According to Owan's (2012) research, the pivotal role of teachers in the success or failure of a school is underscored, as they serve as the bedrock of the educational system. According to Owan (2012), the tree obtains nutrients for all of its branches by means of its roots. Consequently, if the roots are deceased or in a state of poor health, the tree will ultimately experience a decline in condition or perish. As per the aforementioned assertion, educators serve as the fundamental support system of the educational framework and possess the ability to either facilitate the progress of the institution or impede its achievement of stated objectives. In order to facilitate the holistic development of students, educators impart them with guidance and knowledge, akin to nourishing nutrients, to foster their growth into productive individuals. Hence, for the sustenance and prosperity of the educational system, it is imperative that instructors demonstrate effectiveness. The measure of instructors' fulfilment of their pedagogical duties within the classroom setting is commonly known as their job efficacy. This factor possesses the potential to either facilitate or impede the school's progress in attaining its objectives. The effectiveness of teachers has emerged as a pivotal determinant. The indicators employed for assessing the efficacy of a given educational institution

School administration is the term used to describe the process of motivating teachers and students to actively pursue the achievement of secondary educational goals. The focal point of this concept revolves around the human element that establishes a cohesive bond within a group, thereby motivating and driving them towards the accomplishment of their objectives by effectively transforming the latent potential of the group into tangible outcomes (Ezenywa, 2002). To enhance the efficacy of teaching and learning within the educational system, the administrative body of a school collaborates with educators and allocates resources. The aforementioned procedure is commonly referred to as school administration. Academic institutions possess the ability to exert influence over both faculty members and students, compelling them to carry out assigned tasks in accordance with the directives of school administration within specified timeframes and designated locations. Durojaye (2014) asserts that the quality of school administration is a crucial factor in achieving high levels of teacher job performance and academic achievement among students. According to the findings of Ndu (2009), effective school administration plays a crucial role in facilitating the implementation of educational reforms and improving the quality of instruction and learning environments within schools. The academic performance exhibited by students Ahmad (2013) underscored the significance of participatory school administration in fostering effective teaching and learning, a process that is mediated through teacher engagement. According to Gambo (2009), the effective management of schools with high academic performance facilitated the initiation of scholarly discourse and the formation of interconnected dialogues that encompassed various aspects of teaching and centered on shared concerns regarding instructional methods and educational outcomes. Haruna (2009) posits that the nature of the relationship between educators and students within educational institutions has been found to influence the academic achievements of the students. Teacher job performance has a direct impact on the academic attainment of students. The efficacy of school administration directly influences the quality of instruction and academic achievements of students.

There is a notable observation that a significant number of secondary school educators within the study area exhibit a careless tendency to disregard their teaching responsibilities. This is evidenced by their negative attitudes towards punctuality and inadequate maintenance of accurate records. Numerous parental figures have expressed concerns regarding instances where certain educators at the secondary school level have engaged in sexual activities with senior students of the opposite sex.

The prevalence of this phenomenon escalated in the presence of male professors who exhibited a lack of accountability by engaging in sexual relationships and perpetrating acts of sexual assault against a significant number of students without obtaining formal consent for their detrimental involvement. Furthermore, the negative attitudes exhibited by educators have exerted a significant influence on the effective administration of the educational institution as well as the academic performance of students both within the classroom and on standardized assessments administered by reputable organizations such as NECO, WAEC, JAMB, and other similar entities. According to Avwerosuo (2017), there has been a modest enhancement in the status of teachers' employment. This improvement encompasses the state government's recent implementation of a higher minimum wage and timely disbursement of teachers' salaries, resulting in increased remuneration for teachers. Additionally, there have been instances of teacher promotions in certain regions, as well as the construction of classroom buildings and a limited number of offices (Avwerosuo, 2017). Considering the numerous advancements that have been made, it is reasonable to anticipate a high level of proficiency from secondary school instructors in fulfilling their responsibilities. In the realm of academia, there are notable distinctions. This necessitated the researcher to contemplate whether the administration of school-related factors influences the efficacy of teachers' performance. The term "school-related variables" encompasses the diverse characteristics and distinctive attributes that can be observed in various educational institutions, differentiating them from one another. For example, while certain educational institutions are privately owned, others are under government ownership. According to Arop and Owan (2018), the examination of institutional characteristics remains a crucial aspect of the educational system, warranting thorough investigation and meticulous management in order to enhance the productivity of teachers.

According to Akpan (2016), the efficacy of any business is significantly dependent on its leadership. In order to effectively and proficiently fulfill their administrative responsibilities in furtherance of the school's goals and objectives, it is imperative for the school leader (principal) to possess distinct characteristics. It can be argued that different educational institutions are overseen by leaders who possess diverse personal characteristics. The leadership exhibited within educational institutions is subject to considerable variation, primarily stemming from the divergent traits and characteristics demonstrated by school leaders.

There has been a growing concern among instructors, parents, researchers, and other stakeholders regarding the insufficient level of collaboration and teamwork observed between school administration teams and instructors in public senior secondary schools located in the northwestern states of Nigeria. The efficacy of school administrators may be influenced by the suboptimal interpersonal dynamics they maintain with their instructors. School administrators fulfill the role of intermediaries, facilitating communication and collaboration among the community, faculty, and student body. Within the context of secondary schools in Nigeria, the administrative body assumes the responsibility of making decisions pertaining to academic matters. It is imperative that this body effectively communicates and actively engages with both teachers and students. Failure to do so may result in detrimental effects on the relationships between management and teachers as well as on their overall job performance. The management of teacher relationships and teacher job performance is a critical aspect of secondary school education, exclusively under the jurisdiction of the school management team. It serves as a significant tool in achieving educational objectives related to the advancement of teaching and learning. Numerous hypotheses have been proposed to elucidate the potential factors impeding academic achievement in secondary schools in Nigeria. The management concern represents a pressing matter within the realm of secondary education in Nigeria. In the context of secondary education, there have been challenges pertaining to the establishment and implementation of effective management strategies aimed at enhancing teacher performance. Given the aforementioned difficulties encountered by educational administrators, the researcher conducted

an investigation into the job performance of educators and the administrative team at public secondary schools within the Uyo local government area.

The administration of the educational institution remains committed to prioritizing academic achievement. The effectiveness criteria incorporate the inclusion of student results. The pivotal role of the principal in facilitating the favorable outcomes of research on school effectiveness in recent decades has been substantiated by educational institutions (Reynolds, 1976). The topic of discussion pertains to the academic performance of students in a school setting. Reynolds et al. (2001) assert that the primary objective of school reform is to enhance student achievement and bolster the institution's adaptability to navigate through transformative processes. The utilization of a compilation of benchmarks and criteria derived from the international literature pertaining to school effectiveness and school improvement can facilitate the evaluation and comparison of one's own school and personal performance. School effectiveness is a term used to describe the extent to which a school is able to achieve its desired outcomes of high-quality education through the implementation of an effective system. Critics of the school efficiency and improvement movement contend that it tends to overstate the accomplishments of prosperous educational establishments (Thrupp, 2000). Based on a significant body of research pertaining to academic achievement, it has been consistently observed that student characteristics, rather than the educational institutions they attend, can explain a substantial proportion, often exceeding 80%, of students' accomplishments (Teddlie & Reynolds, 2000). However, advocates of school effectiveness argue that their research has successfully refuted the belief that schools have no significant impact, despite the fact that only 20% of academic achievement can be attributed to them. The argument put forth is that educational institutions contribute value beyond their transformative impact.

Maicibi (2016: 53) posits that management is a methodical approach employed by organizations to effectively utilize their human and non-human resources in order to attain their objectives. Management can be understood as the hierarchical connection between school administrators and educators, serving the fundamental objective for which the educational institution was established. The subsequent definition posits that management entails the systematic pursuit of objectives for educational institutions by means of collaboration with fellow educators and non-teaching staff members. To optimize pedagogical practices and promote students' scholastic achievements, it is incumbent upon school administration teams, who oversee cohorts of educators within the educational system, to engage in effective communication with teachers. The school administration bears the responsibility of facilitating the implementation of diverse learning programs in order to enhance the educational environment. The degree to which a school's management efficiency impacts its development and standards is noteworthy. The management team of a secondary school system comprises various key personnel, including the principal, vice principals overseeing administration and academics, heads of departments (HODs), senior masters, bursars, and individuals holding positions of responsibility. The management, consisting of multiple authorities, assumes responsibility for the aforementioned obligations as well as the overall management functions of planning, organizing, coordinating, directing, reporting, and budgeting.

In order to establish a school-based management system, it is imperative to form a school management team comprising key personnel such as the school principal, deputy principal, department heads, and senior teachers. The establishment of school management teams serves the purpose of ensuring that the school environment is dynamic and conducive to effective teaching and learning (Department of Education, 2000:2). The responsibility of ensuring the school's compliance with its mission, vision, academic goals, and action plans lies with the school management team. The school's management team is required to align current plans and practices with strategies, structures, and processes that will facilitate the attainment of the objectives outlined in the new curriculum. The responsibility of the school administration is to select optimal strategies and approaches that align

with its obligations in order to effectively address the diverse range of demands present within the institution. To ensure the implementation of effective practices and the provision of high-quality education throughout the school's development, it is imperative for the school management team to closely align their practices with the overarching national objectives set by the Department of Education (DoE 2000:2).

The capacity of the school administration to establish a shared "vision and mission" and involve the teachers in the process of shaping their educational institution will enhance their inclination to instruct effectively, thereby influencing the academic accomplishments of the students. Ijaiya (2000) posits that the implementation of "transformational" school administration yields significant impacts on teachers' work performance and the learning environments for students. Adeyemi (2009) supports the claim that the most effective approach to school management is one that is transformational and occurs within a supportive and collaborative professional community focused on teaching and learning. Moreover, the academic performance and achievement of a school are enhanced when the school management adopts a distributed and consultative approach, involving all members of the school community, particularly teachers.

The significance of distributive school management becomes highly pronounced in situations where the school is faced with unforeseen circumstances that result in the absence of a leader. Ahmad (2013) posited that the departure of a school manager may give rise to a period of managerial instability, which could have detrimental effects on the academic performance of both educators and students. The presented data provides evidence that the administration of schools is a multifaceted phenomenon that has an impact on both the academic achievement of students and the professional performance of teachers. A School Management Team, often referred to as the School Management Committee (SMC) or School Management Council, is a group of individuals responsible for overseeing and managing the affairs of a school. The specific composition and responsibilities of the School Management Team may vary from one educational institution to another, but typically, it includes the following roles:

Principal/Headmaster: The head of the school who is responsible for overall administration and academic leadership.

Vice-Principal/Assistant Headmaster: Assists the principal in managing day-to-day operations and may take over in the principal's absence.

Teachers: Some schools involve teachers in the management team to provide insights into the academic aspects and to ensure that the team considers the input of the teaching staff.

Parents or Guardians: Parents or guardians of students at the school, often elected by other parents or appointed by school authorities, to represent the interests of the students and families.

Community Representatives: Members from the local community, especially in the case of public or community schools. These individuals can help connect the school to the wider community.

Non-Teaching Staff: Representatives from the school's non-teaching staff (e.g., administrative staff, maintenance workers), who play a crucial role in the school's functioning.

Students (in some cases): Some schools involve student representatives, usually from higher grade levels, to provide a student perspective and voice in school management decisions.

The responsibilities of a School Management Team may include:

Financial Management: Overseeing the school's budget and financial resources.

Policy Development: Developing and implementing school policies related to academics, discipline, safety, and other areas.

Infrastructure and Facilities: Ensuring that the school's physical infrastructure and facilities are well-maintained and safe.

Curriculum Development: Participating in decisions related to the school's curriculum and educational programs.

Parent-Teacher Relations: Fostering positive relationships between parents, teachers, and the school.

Community Engagement: Engaging with the local community and stakeholders to build support for the school and address community needs.

Student Welfare: Promoting the welfare and well-being of students, including issues related to health, safety, and extracurricular activities.

The specific roles and responsibilities of a School Management Team can vary widely, depending on the type of school (public, private, charter), local regulations, and the specific needs of the school community. It's essential for the members of the team to collaborate effectively to ensure the smooth operation of the school and the best possible educational experience for the students.

Theoretical Framework

Collegial Theory of School Management

According to Bush (2011), collegial theories encompass several key principles. These principles involve the development and implementation of policies and decision-making processes that rely on discussions, agreements, and consensus, as well as the equitable distribution of power among members of the organization who are believed to possess a shared comprehension of the organization's objectives (p. 72). According to Bush (2011, p. 84–91), there exists a correlation between three leadership philosophies, namely transformational leadership, participatory leadership, and dispersed leadership, and collegiate conceptions. The core principles of transformational leadership revolve around the abilities and dedication of individuals within an organization, along with the belief that increased levels of personal commitment to organizational objectives and enhanced capabilities for achieving those objectives will lead to higher productivity within the organization (Leithwood et al., 1999, p. 9). Furthermore, Leithwood (1994) proposed a conceptual framework for transformational leadership in the field of education that encompasses eight dimensions. These dimensions encompass the development of a clear vision for the school, the establishment of specific objectives, the provision of intellectual stimulation, the provision of personalized support, the demonstration of exemplary practices and core organizational values, the establishment of high performance expectations, the creation of a productive culture within schools, and the promotion of participation in decision-making processes through the cultivation of a productive culture. The second strategy pertaining to collegial conceptions of educational administration is participatory leadership, which is commonly referred to as shared, collaborative, or collegial leadership. The concept of participation in organizational decision-making processes has been defined as the opportunities afforded to members of an organization to engage in such processes (Hoyle & Wallace, 2005, p. 124). This form of participation is considered a vital undertaking that

must be undertaken (Leithwood et al., 1999, p. 12). Participative leadership, as a normative theory, is founded upon three key pillars: the enhancement of school efficiency through its implementation and the validation of participation through democratic values and institutions.

Empirical Studies

Bikimane and Makambe (2020) assert that the implementation of an effective leadership style holds the potential to significantly impact organizational transformation and enhance employee work satisfaction. The objective of this study was to assess the impact of autocratic and authentic leadership styles on teacher motivation within selected primary schools located in the southeastern region of Botswana. The foundation of this study was rooted in the autocratic and democratic decision-making models as well as the conceptual model of an authentic leadership style. The study population consisted of 100 instructors, of whom a sample of 80 was selected. The correlation between leadership style and teacher motivation in the selected schools was determined using the Pearson correlation coefficient. The findings of the study indicate a tenuous yet non-statistically significant correlation between the motivation levels of selected primary school educators and their propensity for employing an autocratic leadership approach. Conversely, the research revealed a robust and positive correlation between the motivation levels of the selected instructors examined in the study and their manifestation of effective leadership qualities. Consequently, it can be inferred that the teachers may have exhibited a certain level of acceptance towards autocratic leadership due to its neutral impact on their motivation, while authentic leadership may have facilitated favorable leader-subordinate dynamics, thereby potentially elevating teacher motivation to unprecedented levels.

The study conducted by Iqbal et al. (2021) aimed to examine the effects of three distinct leadership philosophies, namely laissez-faire, transactional, and transformational, on job satisfaction among employees in Pakistan's banking sector. The questionnaire utilized in this research study consisted of 27 items that were derived from previous investigations. The items were categorized into five distinct groups using a five-point Likert scale: demographics, laissez-faire leadership, transactional leadership, transformational leadership, and employee job satisfaction. The researchers employed a fundamental random sampling technique to obtain the data from multiple banks in Pakistan. The authors distributed a total of 150 questionnaires, of which 122 were successfully completed and returned to the researchers. This finding suggests that there was a response rate of 81%. Based on the results obtained from this study, it can be concluded that each of the three leadership philosophies has a significant and positive impact on employees' job satisfaction. Transactional and transformational leadership styles hold greater significance in comparison to laissez-faire leadership. The findings indicate that a majority of executives employ a transformational leadership approach in order to motivate and elevate their employees.

Research Methodology

The present study employs an ex post facto surveying approach to gather both qualitative and quantitative data. A literature review was conducted using the characteristics of the study goals. The study focused on the evaluation of public school management standards in the North Central Region of Nigeria's public secondary schools. This examination involved a comprehensive review of existing research papers, academic publications, and textbooks. A sample comprising 313 principals and instructors was selected using a methodology similar to that proposed by Krecie and Morgan (1970) from a larger pool of over 15,321 participants. Furthermore, the researchers employed a snowball sampling technique in order to determine the participants. The surveys were distributed to secondary schools in Nigeria using Google Forms and were subsequently administered to a sample of participants. The responses obtained from these participants were then incorporated into the study.

The utilization of the snowball sampling technique prevented researchers from conducting in-person visits to the study region for the purpose of data collection. The snowball sampling method was employed to identify participants due to their pre-existing interconnections. A total of 313 participants from the North Central geopolitical zone of Nigeria were included in the analysis. These individuals were selected based on their accurate completion and submission of an electronic questionnaire. In order to evaluate the null hypothesis, the collected data was subjected to appropriate statistical methodologies, including regression analysis.

DATA PRESENTATION AND ANALYSES

Response	Frequency	Percentage
Male	112	56%
Female	88	34%
Total	200	100.0%

TABLE 1: Gender of Respondents
Source: Fieldwork, 2023

The table 1 show the gender of target respondents. It is reveal that (112) 56% of the respondents are male, (88) 34% of the respondents are female. This mean that there are male respondents compare to the female respondents.

TABLE 2: Marital Status of respondents

Response	Frequency	Percentage
Single	75	37.5%
Married	89	44.5%
Divorced	36	18.0%
Total	200	100.0%

Source: Fieldwork, 2023

The table 2 shows the marital status of target respondents. Its reveals that (75) 37.5% of the respondents are single, (89) 44.5% of the respondents are married, while (36) 18% of the respondents are divorced. This means that there are more married respondents to this study.

TABLE 3: Level of Educational status of Respondents

Response	Frequency	Percentage
OND/NCE	36	18.0%
BSC	89	44.5%
MSC/Ph.D	75	37.5%
Total	200	100.0%

Source: Fieldwork, 2023

The table 3 shows the educational status of target respondents. Its reveals that (36) 18% of the respondents has NCE/OND qualification, (89) 44.5% of the respondents has BSc qualification, while (75) 37.5% of the respondents has MSC/Ph.D qualification. This means that MSC/Ph.D holders responded more to this study.

Response	Frequency	Percentage
1-4yrs	86	43.0%
5-10yrs	96	48.0%
11-15yrs	18	9.0%
Total	200	100.0%

TABLE 4: Working Experience of respondents

Source: Fieldwork, 2023

The table shows the Working Experience of target respondents. Its reveals that (86) 43% of the respondents has 1-4years working experience, (96) 48% of the respondents has have 5-10years working experience, while (18) 9% of the respondents has have 11-15years working experience. This mean that respondents with 5-10years working experience responded more to this study.

Response	Frequency	Percentage
Muslim	89	44.5%
Christianity	95	47.5%
Traditional Worshipers	16	8.0%
Total	200	100.0%

TABLE 5: Religious status of Respondents

Source: Fieldwork, 2023

The table 5 show the religion status of respondents. Its reveals that (89) 44.5% of the respondents are Muslim, (95) 47.5% of the respondents are Christians, while (75) 37.5% of the respondents are Traditional worshippers. This means that Christian’s respondents responded more to this study.

Hypothesis Testing

Between public secondary schools in the Uyo local government region, there is no discernible relationship between teachers' work performance and a democratic school management team.

TABLE 6

Comparing the effects of democratic school management teams and teachers' job performance across public secondary schools

Variable	$\sum x$	$\sum x^2$	$\sum xy$	r
	$\sum y$	$\sum y^2$		
Teachers’ job performance (x)	9011	270655	134663	0.94*
School management Team (y)	9113	58989		

***Significant at 0.025 level; df =198; N =200; critical r–value = 0.086**

Table 4 presents the obtained r-value as (0.94). This value was tested for significance by comparing it with the critical r-value (0.086) at 0.025 levels with 311 degrees of freedom. The obtained r-value (0.94) was greater than the critical r-value (0.086). Hence, the result was significant. The result therefore means that there is significant relationship between democratic school management team on teachers’ job performance among public secondary schools in Uyo local government area.

Discussion of Findings

The obtained correlation coefficient (r = 0.94) exceeded the critical correlation coefficient (r = 0.086) at a significance level of 0.025, with a sample size of 311 degrees of freedom. This indicates that the findings presented in Table 4 are statistically significant. This implies that the effectiveness of democratic school management teams and the job performance of teachers significantly influence public secondary schools within the Uyo local government region. The significance of the present study aligns with the findings of Jakhar (2017), who emphasized that a democratic leader assumes the

responsibility of collaborating with their team in decision-making and problem-solving, while retaining ultimate authority over the final outcome.

Conclusions

The conclusion on achieving teachers' job performance through the School Management Team (SMT) among public secondary schools in the North East region of Nigeria underscores the importance of effective school management in enhancing the performance of teachers. In conclusion, the involvement of School Management Teams in the management of public secondary schools in the North East region of Nigeria has the potential to significantly enhance teachers' job performance. Effective school management, collaborative decision-making, resource allocation, and professional development opportunities all contribute to creating a more conducive environment for both teachers and students. This, in turn, can lead to improved educational outcomes and contribute to the overall development of the region's educational system. However, the success of SMTs relies on strong leadership, adequate resources, and a commitment to the betterment of education in the region.

Recommendations

Improving teachers' job performance through effective school management teams is crucial for the success of public secondary schools in North East Nigeria, or any educational institution for that matter. To achieve this, consider the following recommendations:

Establish clear lines of leadership within the School Management Team (SMT). The principal or headteacher should provide strong, visionary leadership.

Ensure open and effective communication channels within the SMT and between the SMT and teachers. Regular meetings and feedback sessions can foster better understanding and collaboration.

Invest in continuous professional development for teachers. Offer training, workshops, and access to resources to keep educators updated on the latest teaching methodologies and educational trends.

Implement a fair and transparent teacher performance appraisal system. Regularly assess teachers' performance based on clear criteria and provide constructive feedback.

Use appraisal results to identify areas where teachers need support and offer resources to help them improve.

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