

PRINCIPALS' MANAGERIAL STYLES AND TEACHERS' JOB PERFORMANCE IN GEMBU EDUCATION ZONE TARABA STATE, NIGERIA

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Abstract

The paper assessed the Principals' managerial styles and teachers' Job performance in Gembu Education Taraba State, Nigeria. Two research questions guided the study and two research hypotheses was formulated and tested at 0.05 level of significance. The population of the study was 4,797 teachers in Gembu education Zone while the sample for the study was five hundred and thirty six (536) teachers was drawn randomly from all the three LGAs in Gembu Education Zone of Taraba State using multi-stage sampling technique. The instrument for data collection was a questionnaire titled 'Principals Managerial styles in secondary schools on Teachers Job performance Questionnaire' (PMSTJPQ). PMSTJP was duly validated by three experts in the Faculty of Education, Taraba State University Jalingo. The reliability of the instrument was obtained by subjecting the instrument to a pilot test and it yielded a reliability coefficient of 0.797. The method for data analysis was by means of descriptive and inferential statistics. The descriptive statistics of mean, and standard deviation was used to answer the research questions while Chi-square was used to test the hypotheses at 0.05 level of significance. Based on the analysis of the data, the study findings are that Principals' communication pattern/ styles, motivational strategy,

decision making, and supervisory roles to a high extent influences teachers' Job performance in public and private secondary schools in Gembu Education Zone. Furthermore, the study found a no statistically significant influence of principals' communication pattern, decision making, motivation and supervisory roles on teachers Job performance in public and private secondary schools in Gembu Education Zone. Teachers' Job performance is independent of the independent variables. Finally, there is a modest effect of principals' communication pattern, motivational strategy, and supervisory roles on teachers Job performance. However, there is a weak effect of principal decision making on teachers job performance in public and private secondary schools in Gembu education zone, Taraba State, Nigeria.

Keywords: Communication, Decision Making, Managerial Styles and Teachers' Job performance

Introduction

The materialization of education activities and its continued existence is to a large extent dependent on the quality of its teachers. Atanda and Lameed (2020) defined teachers as professionals who impart styles, knowledge, information and attitude into the learners. A teacher is a trained person who teaches, especially as a profession. Teachers, apart from students, are the most crucial inputs of any educational system (Fadipe, 2023). As such, no education system can rise above the quality of its teachers. Teachers are the centre-piece in any school level. A school principal is the primary leader in a school building. Bradley, Portin, Knapp, Sue Feldman, Felice, Catherine and Theresa (2022) defined school principal as the most senior teacher, leader and manager of a school. The principal is part of a divisional administrative team whose function is to support and assist the schools in meeting the overall objectives of the division and the needs of individual students.

The principal's main focus should be to develop and maintain effective education and programs within his/her school and to promote the improvement of teaching and learning (Ogunu, 2022). The duties of the school principal are all encompassing as all aspects of the schools operations are either directly or indirectly under his/her jurisdiction. In general terms, Iwuchukwu (2020) maintained that the school principal shall be responsible for the detailed organization of the school; development of the instructional program; assignment of duties to and the supervision of members of his/her staff and the general operation of the school facility. According to Iwuchukwu, the school principle being the head administrator of a school will support and assist the school in meeting the overall objectives and the needs of individual students through staff and students relationship and communication.

The managerial styles possessed by principals enable them to plan, delegate, stimulate and control the activities of teachers. There are many components of managerial styles. Muraina (2024) noted that managerial styles include; communication styles, supervisory styles and organizational styles.

Memisoglu (2020) identified managerial styles as; conceptual styles, technical styles and interpersonal styles. However, this study will focus on these aspects of managerial styles namely; communication styles, motivational strategies, decision making and supervisory styles.

Some of these basic managerial styles needed for instructional supervision according to Craig (2021) are planning, goal setting, delegating duties, motivating teachers, resolving conflicts, creating warm and friendly working condition, monitoring activities and building cooperatives in the school. Separate reports of the chief supervising principals of schools from some of the education zones in Taraba State revealed general laxity, truancy, poor classroom performance, poor lesson notes, teaching aids, poor school and class attendance among teachers.

Motivation can be described as a process by which an individual's internal energies are directed towards various goals and objectives in his environment. According to Omebe (2025), motivation can be defined as those conditions such as praises, rewards, promotion, among others that arouse the interest of teachers in performing their duties diligently. On the same vein, Onyeachu (2022) defined motivation as anything that encourages an individual to perform his or her duty in an expected manner. This corroborates the view of Ofoegbu (2021) who defined motivation as force that would reduce tension, stress, worries and frustration arising from a problematic situation in a person's life from these definitions, it follows that motivation are those things that compel persons (teachers) to do their work with happiness in the area of teaching and learning. Internal motivation of teachers naturally has to do with the extent principals adopt various techniques/ utilize healthy practices to ginger the interest of teachers to participate in the pedagogical processes within the school environment. It has to do with principals ensuring teachers' quality teaching in school through ensuring that school environment is friendly and attractive (Ofoegbu, 2023). The teacher is the one who translates educational philosophy and objectives into practical knowledge and styles base and transfer those to the students.

Similar to this, Okpe (2022) noted that supervision of teachers' instructional activities is very important as it helps to guide, direct and stimulate growth with the aim of improving teaching and learning. Through instructional supervision, teachers are assisted to improve on their strengths and overcome their weaknesses. This act also stimulates the professional growth and professional development of the teachers. Zachariah (2023) stressed that the essential supervisory roles required of school administrators include the ability to; solve instructional problem, building upon strengths of staff members, observe teachers in the classroom, design an instrument for evaluating instruction, analyze teaching, monitor teaching performance and adjust supervisory guidance on the basis of that monitoring among others. Rand cited in Okpe (2022) also listed supervisory styles to include: motivation, demonstration, varsity and generalization differences, problem solving and self-discovery. These styles enable secondary school principals to develop and build teachers' collegiality and collaboration in the instructional supervision process.

Teachers' job performance are those duties or styles accomplished or executed by the teaching staff at a particular period in the school system. Achmad (2019) defined teachers' job performance as the result achieved in carrying out the styles assigned to them, based on their styles, experience, sincerity, and the time available. The teachers' job performance is determined by various activities or styles executed by teaching staff. Uzoechina and Oguegbu (2020) noted that the level of teachers' job performance is determined in the under-listed teachers' activities; regular and punctual report to school and classes, ability to cooperate with the principal to achieve school the set objectives, readiness to accept extra responsibilities the principal endorses, keen interest in supervising students classroom works, respects school guidelines and patterns of performing styles, teaches in assigned classrooms, plans and prepares lessons, attends school meetings whenever they are convened as well as PTA meetings, supervises students' extra-curricular activities, keeps accurate records of the learners' level of progress, sets, marks, and assesses written works among others. In as much as there seems to be outstanding teachers' job performance in secondary schools in Taraba State, there is still need for improvement through embracing principals' managerial styles. However, unsatisfactory state of affairs in some secondary schools in Taraba State may be attributed to lapses in principals' application of managerial styles. Manafa (2022) observed that principals are lacking in competency to listen, use clear, brief and straight forward language in communicating with staff and this result to confusion, tensions and conflicts in secondary schools in Taraba State. The tensions and conflicts adversely affect interpersonal relationship among principals and teachers. The cases of absenteeism, persistent lateness and other form of professional misconduct may indicate lapses in principals' managerial styles to control the teachers' activities.

The ultimate goal of secondary education is to develop the individual's mental capacity and character for higher education and useful living within the society. These objectives place enormous styles and burden on the principals, whose responsibilities are the planning, coordination, instructing, monitoring, assessment and evaluation of the teachers for the efficient and effective performance of their assigned responsibilities. However, experiences have shown that in many of the schools there is no good interpersonal relationship existing between the principals and the teachers. Lack of synergy and team work is evident and this affects the accomplishment of school objectives. Principals are sometimes alleged to administer the schools with their favourite without the inputs from majority of the teachers and as such their zeal and commitment to the profession and attaining school goals are somewhat defeated.

The principal's success depends largely on the efficient use of his managerial styles in day to the day administration of the school. Since the teachers are the interpreters and implementers of schools plans and policies, there is need for absolute synergy and confident building on a good interpersonal relationship between the principal and teachers, effective communication and teachers' integration in the decision-making process of the school. Unfortunately, the inadequate quality synergy between the principals and teachers in the day to the day administration the

schools, may have been responsible for seeming increase of students' cultism, truancy, indiscipline, examination malpractices just to mention a few, among students of secondary schools in Taraba State. It is against this background that the researcher is bothered about whether principals' managerial styles could predict job performance of teachers. Hence the problem of this study, put in a question form is, could principals' managerial styles influence job performance of teachers in public and private secondary schools in Gembu Education Zone in Taraba State, Nigeria.

The following research questions have been posed to guide the study.

- i. To what extent does principals' motivational strategy influence Teachers Job performance in public and private secondary schools in Gembu Education Zone?
- ii. To what extent does principals' supervisory role influence Teachers Job performance in public and private secondary schools in Gembu Education Zone?

The following research hypotheses were formulated and tested at 0.05 level of significant

- H₀₁ There is insignificant influence of principals' motivational strategy on Teachers Job effectiveness in public and private secondary schools in Gembu Education Zone.
- H₀₂. There is insignificant influence of principals' supervisory role on Teachers Job effectiveness in public and private secondary schools in Gembu Education Zone.

Methodology

The research design adopted for this study is a descriptive survey design. Sambo, (2020) asserts that survey research is a study in which a random sample is taken from a well-defined population, data is collected from the sample, a statistic is calculated from the data, and the statistics is used to estimate the true parameter in the population.

The population of this study consists of all the secondary school Teachers' in the three Local Government Area of Gembu Education Zone of Taraba State. The Teachers' population as at the time of conducting this study is 4,797 Taraba state post-secondary school's management Board (TSPPSMB). A sample of 536 Teachers' which was drawn randomly from all the three LGAs in Gembu Education Zone of Taraba State using multi-stage sampling technique Ten (10) secondary schools were selected from Gembu LGA Ardo-Kola and Lau LGAs each, using hat and draw method with replacement technique. 236 Teachers' were selected from the ten selected secondary schools in Gembu LGA, 23 Teachers' for each school selected and 150 Teachers' from Lau and Ardo-kola Local Government Areas respectively. This represents 15 Teachers' for each secondary school selected.

The sample size was determination was based on Krejcie and Morgan (1970) Table for determining sample size. The sample size represents 11.99% of the entire population.

The instrument used for data collection was a self-designed questionnaire titled 'Principals Managerial Styles in Secondary Schools on Teachers' Job performance Questionnaire' (APMASQ). APMASQ was used to collect information from Teachers' to establish their views on management of secondary schools in Gembu education Zone Taraba State, Nigeria. The questionnaire was designed in simple and clear language with precision to ensure its validity and reliability. APMASQ was divided into two clusters A and B, containing (10) items each. the questionnaire are closed ended questions on a modified four point rating scale of VHE=very high extent (4 points), H=Extent (3 points), LE= low extent (2 points), and VE = Very Low Extent (1point). The advantage of closed questions is that they are manageable since the respondent is restricted to a finite set of responses. They are also easy to answer and code for analysis.

Face and content validity of the ATMASQ was subjected to critical appraisal by three experts from Faculty of Education Taraba State University Jalingo. The experts were required to check the adequacy, comprehensiveness and suitability of the items. Based on the comments and observations of the experts, the instrument was corrected and copies were produced for the determination of the reliability of the scores.

Pilot test was to determine the reliability of ATMASQ. Thirty-eight (38) Teachers' were randomly selected equally from secondary schools in Gassol Educational Zone in Taraba State, Nigeria for the trial test. The secondary schools used are not part of the study. The result obtained from the trial-test was collated and the reliability index of the instrument was obtained using Cronbach alpha. A reliability coefficient of 0.80 was obtained. Cronbach alpha provides a coefficient of inter-item correlations, that is, the correlation of each item with the sum of all the other items. This is a measure of the internal consistency among the items (not, for example, the people). It is the average correlation among all the items in question, and is used for multi-item scales

The direct delivery method was used to" administer and collect the Copies of instrument from the respondents by the researchers and retrieve the instrument from the respondents. The data collected was analyzed using mean and standard deviation and inferential statistic of chi-square. The mean was used to answer the research questions while the chi-square statistics was used to test the Null hypotheses at 0.05 level of significance. A mean of 3.50 – 4.49 was accepted as very high extent, 2.50 – 2.49 was accepted as high extent while 1.50 – 1.49 was accepted as moderate extent and 0.05 – 0.49 showed low extent. The upper limit and the lower limit becomes 3.00 and 2.00 respectively, used the interval scaling of 0.50. Any mean response of 2.50 and above was considered positive while any mean response below 2.50 was considered negative. For the test of hypotheses, Inferential statistics of Chi-square was used to test the null hypothesis at 0.05 level of

significance. The choice of Chi-square is because it makes no restrictive assumptions about the distribution of the scores.

Research Question One:

To what extent does principals' motivational strategy influence Teachers Job performance in public and private secondary schools in Gembu Education Zone?

Table 1:

Mean ratings and standard deviation of responses on principal's motivational strategy and teachers' Job performance

S/No.	Item	Private Schl			Public schl			Remarks
		N	Mean	Std. dev	N	Mean	Std. dev	
1	Students' academic performance improves whenever extra bonuses for extra lessons are given to teachers	214	3.29	.86	322	3.26	.87	HE
2	Offering in-service training to teachers improves students' academic performance.	214	2.87	.60	322	2.88	.61	HE
3	It motivates teachers to work hard whenever they are promoted	214	3.38	.87	322	3.45	.85	HE
4	Students' academic performance improves when teachers salary is commensurate with their work load	214	3.29	.84	322	3.28	.84	HE
5	Giving teachers position in school enhances their commitment to work, resulting to improved students' academic performance	214	2.90	.61	322	2.93	.63	HE

6	Commending teachers for good job by school management encourages them to do better	214	3.35	.89	322	3.37	.88	HE
7	Teachers' job security motivates them to teach very well	214	3.26	.87	322	3.22	.89	HE
8	End of year gift to teachers' for outstanding performance makes them work harder	214	2.89	.63	322	2.92	.68	HE
9	Cash prizes are given to teachers for students' good performance in their subject	214	3.36	.90	322	3.36	.92	HE
10	Teachers' salary in private school is not enough to make them concentrate on their school duties	214	3.28	.85	322	3.23	.86	HE
Grand Mean		214	3.19	0.79	322	3.18	0.78	HE

Source: The researcher (2025)

Table 3 shows the mean rating and standard deviation of responses on principals' motivational strategy which influences teachers Job performance in public and private secondary schools in Gembu Education Zone. the grand mean is 3.18 for public schools and 3.19 for private school respectively, which is above the cut-off point of 2.50. The result implies that principals' motivational strategy to a high extent influences teachers' Job performance in public and private secondary schools in Gembu Education Zone.

Research Question Two:

To what extent does principals' supervisory role influence Teachers Job performance in public and private secondary schools in Gembu Education Zone?

Table 2:

Mean ratings and standard deviation of responses on principals supervisory role and teachers Job performance

S/No.	Item	Private Schl			Public schl			Remarks
		N	Mean	Std. dev	N	Mean	Std. dev	
11	My school principal inspects students to ensure that they have approved textbooks for effective learning	214	2.89	.61	322	2.90	.63	HE
12	My school principal ensures that teachers attend to their classes on time so as to improve students' academic performance	214	3.43	.83	322	3.43	.84	HE
13	My school principal ensures teachers come to school on time to teach	214	3.27	.85	322	3.21	.88	HE
14	Effective supervision by school principal encourages teachers to perform their duties well in the school	214	2.92	.63	322	2.95	.64	HE
15	My school management ensures that continuous assessment is regularly carried out in school	214	3.33	.88	322	3.30	.89	HE
16	My school management monitors punctuality of teachers to school by acting as role model to attain academic excellence	214	3.32	.83	322	3.30	.86	HE
17	The school principal inspects teachers' lesson notes before going to the class	214	2.88	.65	322	2.88	.69	HE
18	Strict supervision of lesson plan by the school management improves the	214	3.39	.87	322	3.38	.89	HE

	confidence of the teachers in discharging their duties							
19	Issuing query letters to teachers that fail to discharge their responsibility improves students' academic performance	214	3.30	.84	322	3.311	.84	HE
20	My school management monitors teachers' use of appropriate instructional materials during lessons	214	2.88	.68	322	2.89	.72	HE
Grand Mean		214	3.16	0.79	322	3.16	0.77	HE

Source: The researcher (2025).

Table 2 shows the mean rating and standard deviation of responses on principals' supervisory roles which influence teachers' Job performance in public and private secondary schools in Gembu Education Zone. The grand mean is 3.15528 for public school and 3.1875 for private school respectively, which is above the cut-off point of 2.50. The result implies that principals' supervisory roles to a high extent influences teachers' Job performance in public and private secondary schools in Gembu Education Zone.

Hypothesis one

There is no significant influence of principals' motivational strategy on Teachers Job performance in public and private secondary schools Gembu Education Zone.

Table 3:

Chi-sq test on the influence of principal motivational strategy on teachers Job performance

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.966 ^a	16	.746
Likelihood Ratio	13.478	16	.638
Linear-by-Linear Association	.011	1	.918
N of Valid Cases	536		

a. 10 cells (29.4%) have expected count less than 5. The minimum expected count is .40.

Symmetric Measures

	Value	Approx. Sig.	
Nominal by Nominal			
Phi	.149	.746	
Cramer's V	.149	.746	
N of Valid Cases	536		

Table 3 shows that $\chi^2 = 13.478$, $p = .638$, with 16 degree of freedom and at 0.05 level of significance. Since the p-value of .638 is greater than the 0.05 level of significance, the null hypothesis which stated that there is no significant influence of principals' motivational strategy on teachers Job performance in public and private secondary schools in Gembu Education Zone was retained. This tells us that there is no statistically significant influence of principals' motivational strategy on teachers Job performance in public and private secondary schools in Gembu Education Zone. Teachers' Job performance is independent of principals motivational

strategy. Phi and Cramer's V are both tests of the strength of association. There is a modest effect of principal motivational strategy on teachers Job performance.

Hypothesis two

There is no significant influence of principals' supervisory role on Teachers Job performance in public and private secondary schools Gembu Education Zone.

Table 4:

Chi-sq test on the influence of principal supervisory roles on teachers Job performance

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.884 ^a	18	.991
Likelihood Ratio	8.061	18	.978
Linear-by-Linear Association	.015	1	.904
N of Valid Cases	536		

a. 14 cells (36.8%) have expected count less than 5. The minimum expected count is .40.

Symmetric Measures

	Value	Approx. Sig.	
Nominal by Phi	.113	.991	
Nominal by Cramer's V	.113	.991	
N of Valid Cases	536		

Table 4 shows that $\chi^2 = 8,061$, $p = .978$, with 18 degree of freedom and at 0.05 level of significance. Since the p-value of .978 is greater than the 0.05 level of significance, the null hypothesis which stated that there is no significant influence of principals' supervisory role on teachers Job performance in public and private secondary schools in Gembu Education Zone was retained. This tells us that there is no statistically significant influence of principals' supervisory role on teachers Job performance in public and private secondary schools in Gembu Education Zone. Teachers' Job performance is independent of principals supervisory role. Phi and Cramer's V are both tests of the strength of association. There is a modest effect of principal supervisory roles on teachers Job performance.

Discussion of findings

Principals' motivational strategy to a high extent influences teachers' Job performance in public and private secondary schools in Gembu Education Zone. This agrees with Mustafa and Othman (2022). Mustafa and Othman (2022) examined the perceptions of high school teachers about the effects of motivation on their performance at work. They found that there is a positive relation between motivations and working performance of teacher such as the greater the level of motivation the higher will be the teacher job performance will be increase. Therefore despite of that the study analyzed the role of motivation in teacher's job performance in public and private secondary schools in Tabora municipality, the study reveals that low motivation to teachers always demoralized teachers in academic performance and lead to teacher absenteeism and poor performance. This agree with Peretomode (2021) who maintained that teacher's performance in contributing towards learning is strongly influenced by teacher motivation which includes good working conditions, staff training, promotions and good salary and remuneration, participatory decision, job security, recognition of performances and the teaching profession, financial rewards, scholarships and provision of other facilities.

Principals' supervisory roles to a high extent influences teachers' Job performance in public and private secondary schools in Gembu Education Zone. This agree with Ekpoh and Ezeh (2020) in their study they found that principals' supervisory technique of workshop has a significant positive relationship with teachers' job performance in terms of instructional ability, classroom discipline, communication effectiveness, teaching methods and use of teaching aids. School principals roles include the utilization of the various supervisory techniques for teachers to improve their teaching capabilities and overall work performance in the school. Hence, teachers' Job performance depend significantly on these techniques. However, a principal may lack diversity and might lack divergent thinking styles and varied expertise that helped to animate collective decision-making, which can affect negatively teachers' Job performance. Scholars have contended that for supervision to be effective there must be group goals and individual accountability (Slavin, 1990 cited in Ezeh, 2020). For this to be done, principals as supervisors must ensure that every participant or teacher had learned something as this could form the basis of his or her job

performance. Peretomode (2021) emphasized mutual teachers – supervisor relationship during classroom observation. The implication according to him was that before engaging with the teachers a pre-visit conference, might help in dispelling teacher apprehension of the forthcoming visit and could provide the principal with the teachers’ intentions so that both could share a framework of meaning and understanding of the teachers’ reasoning premises, doubts and explicit professional motives.

Conclusion

Based on the findings of the study, it is concluded that although it is generally agreed that principals managerial styles have high influence on Teachers’ Job performance, this study reveals that principals communication pattern, motivation strategies, supervisory roles have only moderate influence and principals’ decision making have weak influence on Teachers’ Job performance in Gembu education zone. This study reveals there is no statistically significant influence of these variables on Teachers’ Job performance. Stakeholders in education as well as school principal therefore need to look out for other very important factors that have strong influence on Teachers’ Job performance and ensure its practice to encourage Teachers’ to do their job effectively.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Principals need to develop an interaction between them and Teachers’ that can allow for open two-way communication. It might also be recommended that the school principal needs an opportunity to develop his interpersonal communication styles for establishing clear, meaningful and two-way communication with Teachers’. Development of such styles may also include building open communication between the school principal and school Teachers’.
2. Teachers’ should be given more opportunities to participate in decision making so as to increase their level of commitment to instructional task performance that will in turn improve students’ learning outcome in secondary schools, Principals should create quality time for collaborative goal-oriented and knowledge driven discussions to get Teachers’ inputs in decision making as principals’ experience alone could not ensure effective administration and instructional task performance

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