

Principals' Leadership Styles and Teachers Job Performance in Public Senior Secondary Schools in Jos North Local Government Area of Plateau State, Nigeria

Bako Samuel Dulang

*Government Senior Secondary School,
Kabong, Jos, Plateau State*

Article DOI: 10.48028/iiprds/ijraet.v4.i1.05

Abstract

This study investigates the relationship between Principals' Leadership Styles and Teachers' Job Performance in Public Senior Secondary Schools in Jos North Local Government Area of Plateau State, Nigeria. The researcher aims to identify the dominant leadership styles adopted by Principals – transformational, transactional, and laissez – faire and examine how these styles influence the effectiveness, motivation, and productivity of teachers. Data collected from a sample of teachers and principals through structured questionnaires. The findings revealed that transformational leadership positively correlates with higher levels of teachers' job performance, while transactional leadership shows moderate influences, and laissez – faire leadership is associated with lower teacher effectiveness. The study underscores the importance of adopting leadership styles that foster collaboration, motivation, and professional development. Based on the findings, recommendations are made for policy makers and educational administrators to promote leadership training programmes that enhance school management and improve teaching outcomes.

Keywords: *Principals' Leadership Styles and Teachers' Job Performance*

Corresponding Author:

Bako Samuel Dulang

Background to the Study

The core objectives of every educational institution are teaching and learning. To achieve these goals, both the teachers' and principals are required. A teacher is an instructor and a mentor who delivers lessons, guide students' growth and create a supportive learning environment. Notwithstanding, the teacher is a link between the principal and the students. The Principal however, is the leader or chief executive officer of a Secondary school. He/she is responsible for implementing educational policies which include setting the vision, creating a conducive learning environment, decision making, ensuring that educational standards are met, and managing other activities of the school among others in the secondary level of education. Therefore, it is obvious that all human resources toward attainment of the school goals, is what matters to the principal. These can be achieved through the principals' leadership styles (Mehrotra, (2005).

In the educational sector, the pertinence and efficacy of leadership styles rest on the functioning state in which school leaders balance their styles with teachers' tasks (Lunenburg & Omstein, (2021). Leadership styles significantly influence various aspects of school management and teacher performance. Principals who adopt effective leadership styles are often characterized by their ability to inspire and motivate teachers, fostering a collaborative and innovative environment. Also, principals with a good leadership approach focus on structure procedures and performance – based reward which can affect teachers' job satisfaction and productivity in different ways. Scholars such as Peretmode (2012), Ejiogu and ogonr (2014), Ijeoma (2005) and Edobor (2006) among others have discussed different leadership styles. Such styles are: autocratic, bureaucratic, charismatic, democratic, laissez – faire, situational leadership people – oriented, task- oriented, transactional, and transformational. However, autocratic leadership style is commonly used while laissez – faire is considered as the least commonly used leadership style. The latter is frequent among leaders with educational background. Therefore, transformational leadership encourages satisfaction, willingness to apply extra effort and effectiveness among employees.

A good leader should adopt leadership style(s) that can result in high staff performance. Hence, leadership style of an individual can be advantageous or disadvantageous for educators and society. He/she should also be able to match the need of the organisation with the need of the employees and work out how those needs could be achieved. This means that effective leadership has a positive influence on the performance of teachers. For example, frequent conflict between teachers and principals, poor attendance of lessons, teachers' truancy with no apparent reason, and teachers' persistence behaviour in drinking alcohol during working hours are said to be related to principals' leadership style. Therefore, teachers' job performance is dependent on the leadership style adopted by the principal who oversees all the affairs of the school. Leadership styles exhibited by a school principal affect the climate, learning situation and level of professional as well job performance as mentioned earlier. Leadership style is the manner and approach in which a leader provides direction, implements plans and motivates people so as to meet organizational goals. However, poor leadership style could pose threat to both educational sector and the nation. To educational sector, a low literate youth population could heighten youth restiveness, cultism, gangster, armed banditry,

kidnapping, insurgency and so on. On the side of the nation, an ill-equipped youth population could become unemployable and find it very difficult to complete in today's globalize economy. Hence, Ijeoma (2005) believed that leadership involves the use of influence as distinct from forcible domination or coercion. The leadership styles to be considered in this paper are democratic, autocratic, laissez – faire, transformational and transactional leadership.

Teachers' job performance constitutes the duties performed by teachers at a particular period in the school system in achieving school organizational goals. Teachers' job performance is determined by the teachers' participation and commitment in the day to day running of the school organization. Teachers perform different functions among them are communication and classroom management skills, students' discipline and control, cooperation with other teachers and management staff, expert use of instructional materials, curriculum implementation, expert use of instructional materials, experimentation and clear illustration of concept during less delivery (mgbekem, 2023). Teachers' job performance and productivity are measured by relating teachers' behaviour with the duties and responsibilities expected of them within the school system which are crucial to their actualization of secondary educational objectives. It could also be described as the ability of teachers to combine relevant inputs for the enhancement of teaching and learning process. A principal can therefore encourage the effective performance of their teachers by identifying their needs and trying to satisfy or meet them (Eka, 2023).

In Jos North Local Government Area of Plateau State, Nigeria, this study is carried out public senior secondary schools are faced with unique challenges, including limited resources, vary levels of teacher motivation, and fluctuating student's enrollment number. Understanding how different leadership styles of principals' impact teachers' job performance in this specific context is essential for addressing these challenges and improving educational outcome. In recent years, public senior secondary schools in Jos North Local Government Area have been grappling with issues such as low teacher morale, inadequate commitment to work and declining job satisfaction. These challenges have adversely affected teachers' ability to deliver quality instruction which in turn has reflected in students' poor performance in external examinations. For instance, a report by the Plateau State Ministry of Education (2024) revealed that the performance of students in the West African Senior School Certificate Examination (WASSCE) has declined by 15% over the past five years. This trend raises critical questions about the factors contributing to the diminishing performance of teachers.

Among the factors responsible for teachers' performance is the principals' leadership styles as leaders, play a significant role in creating a conducive environment for teaching and learning. Their leadership style influences teacher's job satisfaction, motivation and overall performance. Despite this understanding, there is limited empirical research examining the relationship between principals' leadership styles and teachers' job performance in the context of public senior secondary schools in Jos North Local Government Area. This gap in the literature represents a missed opportunity to address a fundamental issue affecting educational quality in the region. Consequently, there is a need to investigate this issue to

provide insights that can guide school administrators and policymakers in making informed decisions.

Leadership

Leadership refers to the specific approaches or methods that leaders use to guide, influence, and interact with their teams. They describe how a leader behaves in practice. Leadership is a concept that can be vague and misunderstood. It has been theorized as a process of change (Glynn & Dejurdy, 2010). To define leadership is very difficult due to the diversity and complexity in which it can be expressed (Cragy & Spurgeon, 2007). Merriam – Webster (2012) defines leadership as the or position of a leader, the capacity to lead, and the act or an instance of leading. Hogan and Kaiser (2005) define leadership as when one has the capability to persuade others to set aside their own concerns and work together on a common goal for the greater good of the group. They state that leadership is building cohesive and goal – oriented teams. Even though all definitions of leadership are different, they all share the view that leadership involves the process of influence (Jago & Vroom, 2001).

Chapman's (2005) research indicates that when leader involve their teams in decision – making and distribute duties equitably, the performance of the teams improves. As per Mc Namara (2010), for an employee to perform a task, the supervisor needs to agree on the deadline for completing the work. In the case of ongoing responsibilities, they should establish the dates for conducting surveys and submitting reports. Additionally, if the project is unpredictable, the manager should clarify the assistance they can offer. Moreover, McNamara (2010) asserts that employee exhibit enhanced performance when their supervisors delegate authority to them.

For Abama E, (2016), leadership exhibited by principals do not just emanate from individual leaders' behaviour in an organization alone but could most times be traced and located in the leadership theories. Leadership have over time metamorphosed from one nomenclature to the other. Armstrong (2004) defines leadership as influence, power and the legitimate authority acquired by a leader to be able to effectively transform the organization through the direction of the human resources that are the most important organizational asset, leading to the achievement of desired purpose. Cole, (2002). Defines leadership as inspiring people to perform. Even if an institution has all the financial resources to excel, it may fail dismally if the leadership does not motivate others to accomplish their tasks effectively.

Leadership involves the use of influence or power to elicit the co- operation of subordinates in achieving group goals. Scholars have discussed various forms of leadership. Ijeoma (2005), Edobor (2006), Peretomode (2012), and Ejiogu and Ogonor (2014) discussed different leadership that could be explored for the administration of the schools. Schmidt (2018) affirms that the leadership dispensed by the leader determine, to a great extent, how the group's aim can be achieved. In this regard, it implies that the leadership styles adopted by a principal might be an issue of importance to teachers' job performance. Nanson (2010) perceive leadership as “the behaviour of an individual when he is channeling the activities of the group toward a shared goal”. Goldman (2020) opines that leading is the process of

influencing people to accomplish desired objectives either their objectives or those of the leader". Sodhi (2009) see leadership to mean "the process a given situation" of influencing the activities of an individual or a group in efforts towards goal achievement in a given situation".

Types of Leadership

Transformational Leadership

Transformational leaders are reported to work based on the balanced approach. This can be explained by the fact that they help their subordinates to solve some of the challenging issues at the same time they teach their subordinates about the ways of tackling the problems in the similar context. Researchers believe that the role of the transformational leaders can be observed through motivational level of their employees through the process of self – actualization. Most of the qualities that are used to describe the personality of transformational leaders include charisma, intellectual stimulation. First is the individual consideration (Mumford et al 2000). The second one is the intellectual stimulation, which means encouraging the followers to try seeing the issue from the other side and broaden the outlook on specific matters. Third, the inspirational motivation, where the leader stresses on the particular importance of an employee in the team which helps the organization to reach the goal and successful cooperation and accomplishment of the project (Chen et al .2005).

Transactional Leadership

Transactional leadership is defined as the style where the leader either rewards or punishes the employee for the task accomplished. Several studies on leadership explained that when the transactional leadership is employed in the organization, the mutual trust between the leader and the task – holder develops. If there is a mistake in the work of subordinates, employees are going to be punished. Thus, employees may perform not at their best, and they may be afraid of making a mistake. As a result, they are less likely to work on new projects and learn new skills and knowledge. Employees who perform better are given good motivation in terms of rewards making to be motivated to work harder.

Democratic Leadership

Also known as participative leadership style, involves other individuals in decision making (Goleman 2006). Democratic or participative leaders must be clear and decisive about the direction in which the group needs to go so that the group does not consume too much time on a decision (Mills, 2007). This leadership style is most suitable in situations where the leader need input, guidance, or buy from other members of the group (Around – Thomas, 2004). According to Mills (2007), allowing others to make decisions instead of the administrator could raise questions in the minds of other as to the ability of the leader.

The Path Goal Theory

This theory was advanced by House (1968). The theory asserts that a good leader should enhance his subordinate job performance by clarifying and setting goal with the subordinate. The leader shows the subordinates a clear path to follow and how to remove barriers to the goal attainment. House (1968) stipulates that path goal approach helps in improving the performance of subordinates (in this case teachers) thus enhancing goal achievement as

follows: when subordinates are confused, the leader tells them what to do and show them a clear path to follow. When the path is shown, the subordinates (teachers) become satisfied and motivated, so they accept leader' behaviour thus performing effectively. The leader's behaviour further enhances the subordinates work environment through directing, controlling, supervising, rewarding, proper communication, delegation of duties and joint decision making between principals' and teachers' thus enhancing good performance among the workers. The leader defines role tasks and performance among the employees doing these, workers expectations become high and their performance is improved based on these, the researcher believes the path goal theory as developed by House (1968) will help principals to involve teachers in decision making, communicate to them and proper delegation of duties to them should be done.

Principals' Leadership Styles and School Management

The principal's leadership style has a lot of implications for school management. Because of the uniqueness of the leader of the school, Nwankwo (2018) defined educational and school management as the arrangement of the human and material resources and programmes available for education and carefully using them systematically for the achievement of educational objectives. Thus, the principal as the school manager is an organizer and implementer of plans, policies, and programmes meant for specific educational objectives. For good result, these have to be efficiently and effectively carried out, various scholar has made distinctions between a leader and a manager. However, the principal, in order to successfully run the school has to be both a good manager and effective leader. The two have to go together. As a leader, he is merely one who initiates changes to achieve the goals of the organization and as a manager, and he runs the school and keeps it going.

The leadership styles of principals have been identified as being responsible for the way in which teachers could identify with the school. In a school, where the leadership style is democratic, teachers have the tendency to put in their best at work. Nwankwo (2021) in a study discovered that most schools in Nigeria adopt the transactional leadership style. Such factors as the emerging high rate of literacy, increasing number of graduate teachers in school and an improvement in the social and economic conditions have given rise this. The growth of teacher militancy, strikes and negotiations, the emerging professional of teaching personnel and the effects of school's management commitment determines the heal teacher's leadership style. In a situation where teachers as the personnel in school are highly motivated, where their ideas are tapped and are encouraged to contribute to what goes on in the school, there is a greater tendency on the teacher's part to put in their best at work for the benefit of the students in the school.

Factors Affecting Teachers' Job Performance

The effectiveness of teachers in classroom is influenced by various internal and external factors (Alberola – Mulet et al., 2021). These encompass societal demands the specific school system, school policies, parental involvement, and students' dynamics, yet assigning their relative important to individual teachers is challenging due to their unique differences.

I. Teacher's attitude: Attitudes reflect ingrained responses, encompassing cognitive,

- affective, and behavioural components (Alberola – Mulet et al., 2021; Child, 2019).
- ii. Teacher subject's mastery: A strong foundation in subject matter and pedagogical knowledge, including technology integration, forms the basis of effective teaching (Nayak & Rao, 2022; Siddiqui, 2023).
 - iii. Teaching methodology: In service training and varied teaching approaches – problem – solving, interactive, teacher – directed, and student – directed techniques – enhance professional development (Singh & Shan, 2019).

It significantly impacts teachers' expertise ultimately influencing students learning (Smet, 2022). It encompasses a broad spectrum of activities supporting career growth, both in well-established education system less privileged environments (Rinke, 2019). This development includes enhancing academic standing and improving effectiveness in classroom duties (Rinke, 2019). Professional development strategies, inclusive of organizational structures, are instrumental in aiding teachers to excel in their roles (Smet, 2022). Organizational structures monitor and support ongoing professional growth, incorporating diverse training programmes, seminars and the establishment of resource centers (Smet, 2022; Tran et al., 2021). Small school clusters serve as effective settings for monitoring and training, wherein experienced teachers play the role of mentors and trainers (Tran et al., 2021). These structures facilitate informal practices like team teaching and material sharing among educators, fostering self-improvement while encouraging formal professional development (Smet, 2022). This approach sparks discussions, and promotes peer mentoring, collaborative study groups, and reflective practices, allowing teachers to explore new roles, devise innovative teaching methods, refine practices, and broaden their perspectives both professionally and personally.

Review of Empirical Studies on Principals Leadership Styles and Teachers' Job Performance

Adebayo and Oladipo (2023) undertook a survey study to evaluate teachers' job performance in public secondary schools in Lagos State, Nigeria. The study examined the influence of leadership on teachers' job performance on teachers' productivity. The descriptive survey research method was utilized with fifty (50) principals and two hundred (200) teachers were used to elicit data. Findings revealed that transformation leadership resulted in poor morale and lower performance. The difference between the previous study and the present study is that the present study is conducted in Jos North Local Government in Nigeria.

Ndegwa and Wanjiku (2022) explored principals' leadership styles and teachers' job effectiveness in Kenyan Secondary schools. The study focused on how principals' leadership styles affect teachers' effectiveness. Correlation study was used as a research design. One hundred and fifty (150) teachers were population sample. Questionnaires and interviews were used as instrument for the data collection. Findings revealed that democratic leadership was associated with higher teachers' job satisfaction and productivity while laissez – faire leadership was linked to poor supervision and low performance. The difference between the previous and present study is that, previous study focused on teachers alone while the present study focuses on both teachers and principals in Jos North.

Mensah and Owesu (2021) conducted a survey research study on effect of transformational leadership on teachers' job satisfaction in Ghana. The study analyzed the impact of transformational leadership on teachers' morale. The population of the study constituted teachers from twenty-five (25) secondary schools. Three hundred (300) teachers were population. The descriptive research design was used. Findings revealed that teachers under transformational leaders were more motivated and had higher satisfaction levels compared to those under transactional or autocratic leaders. The difference between the previous and the present study is that, the present study adopts both qualitative and quantitative research unlike the previous which was based on descriptive research design.

Akpotu and Oghenekome (2021) focused on leadership styles and teachers' performance in secondary schools in Delta State, Nigeria. The study aimed to study the relationship between leadership styles and teacher's productivity mixed –method was used as research design. Teachers and principals from twenty (20) secondary schools served as the population for the research. The study elicited data from one hundred (100) teachers and Twenty (20) principals. The instrument for the collection of data was structured questionnaires and focus group. Findings revealed that teachers under participative leadership revealed higher level of teachers' commitment while those under laissez-faire leadership exhibited low productivity and disengagement. The difference between the previous and the present study is that, the present study intends to use structured questionnaires only as an instrument for the collection of data unlike the previous study that made use of two instruments.

Mkabayi and Mtenge (2020) conducted a study on autocratic leadership and its impact on teachers' performance in Tanzania. The study explored the impact of autocratic leadership on teachers' job satisfaction. Quantitative analysis was used as research design. Teachers drawn from fifteen (15) public secondary schools were used as the population of the study. One hundred and twenty (120) teachers responded to the structured questionnaires. It was revealed from the findings that autocratic leadership caused dissatisfaction among teachers leading to increase in absenteeism and reduced performance. The differences between the previous and present study are in terms of population sample, geographical entity and research design.

Okello and Onyango (2021) examined democratic leadership styles and teachers' work commitment in rural Uganda. As case study research, the study focused on how democratic leadership influences commitment. The population of the study was teachers from eighteen (18) rural public secondary schools. Both interviews and observation were instruments of the research work. Fifty (50) teachers served as respondents. It was a qualitative research design. The study found out that autocratic leadership caused dissatisfaction among teachers leading to increase in absenteeism and reduced performance. The differences between the present studies and the previous one is in terms of geographical location, population sample and instrument for data collection.

Eke and Iwuchukwu (2020) investigated the role of principals' leadership styles in enhancing teachers' job performance in secondary schools in Rivers State, Nigeria. The study determined the extent to which leadership styles impacts teachers' productivity. Principals and teachers

drawn from twenty-five secondary schools were the population of the study. Forty-five (45) principals and three hundred (300) teachers served as respondents. It was descriptive survey research. Structured questionnaires were used to elicit data. Findings showed that transformational and democratic leadership are most effective in enhancing teachers' job performance. Autocratic style on the other hand, could lead to dissatisfaction and low productivity. The differences between the present research and the present one is in terms of sample, geographical location, population size and research design.

Wong and Ahmad (2022) conducted a comparative study on leadership and styles and teachers' performance in urban and rural secondary schools on Malaysia. The study compared leadership styles and teachers' performance in urban and rural settings. The population of the study constituted principals and teachers from twenty-five secondary schools. Eighty (80) principals and two hundred (200) teachers were the population sample. The instruments used to collect data from the respondents were questionnaires and interviews. Findings revealed that democratic leadership improved teachers' collaboration in both urban and rural schools. But urban schools reported higher performance due to better resources. The present study differs with the previous study in terms of population sample, location, population size and research design.

Ohinyama and Dubi (2023) analyzed transformational leadership enhances teachers' effectiveness. The study evaluated how transformational leadership enhances teachers' effectiveness. The research design employed was correlation. Teachers were the population of the study from thirty (30) public secondary schools. Structured questionnaires were used as an instrument to gather data from two hundred and fifty (250) teachers. Findings revealed that transformational leadership improves teachers' effectiveness and students' outcomes through continuous professional development. Present study differs with the previous study in terms of population, leadership style, sample, number of schools and geographical location.

Tadesse and Lemma (2023) conducted a study on principal's leadership styles and teachers work morale in public secondary schools in Ethiopia. The study assessed the influence of principals' leadership styles on teachers' moral. The populations were teachers and principals from thirty-five (35). It was a descriptive survey. Structured questionnaires were designed to collect data from two hundred (200) teachers. The result of findings revealed that, principals who employed democratic leadership significantly boosted teachers' morale while autocratic leadership negatively impacted it. The present and the previous study differ in terms of sample, number of schools and population sample and size.

Mpho and Molefe (2022) carried out a case study on leadership styles and teachers' motivation in secondary schools in Botswana. The study focused on the roles of leadership styles in teachers' motivation. Forty (40) teachers and ten (10) principals were interviewed from ten secondary schools as a means to collect data collection. Findings of the research revealed that teachers felt motivated under democratic leadership while laissez-faire leadership resulted in poor feedback and low morale. The differences between the present and previous study is that the previous study did not explore teachers' job performance. Another difference is seen in terms of location, and sample population.

Setiawan and Rahman (2022) examined the effects of principals' leadership on teachers' job performance in Indonesian secondary schools. The study looked at how principals' leadership impacts teachers' performance. As a descriptive survey, structured questionnaires were adopted to collect data from one hundred and fifty (150) teachers from twenty (20) schools. It was evidenced that transformational leadership significantly enhanced teachers' productivity compared to Laissez-faire which resulted in lack of direction and poor outcomes. The differences between the present and previous study are geographical entity and population sample.

Wilson and Brooks (2021) examined democratic leadership style and teacher morale in Canadian school. The study analyzed the relationship between democratic leadership and teacher morale. It was a mixed method approach. The population composed teachers and students. These included fifty (50) and ten (10) principals. The instruments for the research were surveys and interviews. The research design was case study. The major findings of the study revealed that democratic leadership was found to improve teachers' morale, job satisfaction and team work by enhancing overall productivity significantly. Previous study is different from the present in terms of location, population size research design and leadership type.

Inferences and Research Gaps

The researcher presented a review of literature both from conceptual and empirical perspectives. This review presented a detailed conceptualization of leadership, competencies and styles, secondary schools and principals of schools. Emphasis is on principals' leadership styles and how it affects Teachers' Job performance. The leadership roles of principals, types of leadership styles and their effectiveness in Jos North Local Government Area of Plateau State, Nigeria were also discussed. Leadership styles played different roles in the school's system. Teachers' Job performance which is crucial for shaping the students' attitudes and behaviour. In all the reviewed empirical studies, attention was paid to the purpose of the study. The findings and relationships between the previous studies and the present study. Generally, it was discovered from the literature review that studies have been carried out on the correlation of many subjects, and outside the present area of study. The review also revealed that only few works centered on leadership styles and Teachers' Job performance in public secondary schools. It appears none has concentrated on Principals' Leadership styles and Teachers' Job Performance in Public Senior Secondary Schools in Jos North Local Government Area of Plateau State, Nigeria. It is against this background that the present study is being carried out to fill the gap.

Conclusions

The leadership style of principals' significantly impacts teachers' job performance in public senior secondary schools. Leadership approaches such as transformational, democratic, autocratic and laissez-faire influence teachers' motivation, effectiveness, and overall job satisfaction in different ways.

1. Transformational and democratic leadership styles, which emphasize motivation, collaboration and professional growth, to enhance teacher performance by fostering a

supportive and engaging work environment. These styles promote teamwork, innovation, a sense of purpose among teachers, leading to improved instructional quality and student outcomes.

2. On the other hand, autocratic leadership which focuses on rigid control and minimal teacher input may lead to dissatisfaction, low morale, and reduced creativity among teachers. Laissez - faire leadership, characterized by a lack of direction and minimal supervision, can result in poor teacher accountability and ineffective classroom management.
3. To improve teachers' job performance, school principals should adopt leadership styles that balance authority with inclusive, encourage professional development, and provide necessary resources and support. Educational policy - makers should also focus on leadership training programmes that equip principals with the necessary skills to create a conducive work environment for teachers.
4. Ultimately, effective school leadership is key to enhancing teacher motivation, job performance, and by extension, the academic success of students in public senior secondary schools.

Recommendations

Based on the findings on principals' leadership styles and teachers' job performance in public senior secondary school, the following recommendations are made:

1. Adoption of Transformation and Democratic Leadership Styles: Principals should embrace leadership styles that inspire, motivate, and engage teachers in decision - making. Encouraging collaboration and professional autonomy can enhance teachers' job satisfaction and performance.
2. Professional Development for Principals: Education authorities should organize regular training and workshops strategies. This will equip them with skills to create a supportive and productive work environment for teachers.
3. Teacher Motivation and welfare: School administrators should prioritize teacher welfare by providing incentives, recognition programmes, and opportunities for career growth. Motivated teachers are more likely to be committed and productive.
4. Effective Communication and Feedback Mechanisms: Principals should establish open communication channels, share ideas, and receive constructive feedback. A transparent and inclusive leadership approach fosters a positive school culture.
5. Monitoring and Evaluation of Leadership Practices: The Ministry of Education should regularly assess and evaluate principals' leadership styles and the impact on teachers' performance. This can be done through surveys, feedback sessions, and performance appraisals.
6. Encouraging a Collaborative Work Environment: Principals should promote teamwork among teachers' by organizing workshops, peer mentoring programmes, and collaborative lesson planning. A culture of shared responsibility improves instructional effectiveness.
7. Provision of Adequate Teaching Resources: School authorities should ensure that teachers have access to necessary teaching materials, technology, and conducive classroom environments. Adequate resources enhance productivity and instructional quality.

References

- Aghenta, J. A. (2000). *Educational planning: A Turning point in education and development in Nigeria*, Inaugural Lecture Series 58 University of Benin: Benin City, Nigeria. pp. 243 – 250.
- Abama, E. (2016). *Meaning of leadership. Unpublished lecture notes: Educational Foundations Faculty of Education*, University of Jos, Plateau State.
- Ajayi, J. A. (2007). *Issues in school management*, Lagos Bolabay Publisher. Pp. 78-79.
- Chapman, A. (2005). *Effective delegation skills delegation techniques*, Process Retrieved on 10.
- Dareh, J. C. (2002). *What it means to be a Principal: Your guide to leadership*, California: Corwin Press Inc. pp 67 -69.
- Ezeuwa, L. (2005). *Issues in educational management*, Enugu; Hipuks Additional Press. Pp 96.
- Edobor, R., I., (2006). Leadership in formal organization. In J. A. Aghenta (ed) *Fundamentals of Educational Management, Agbor, Krisbee Publication*. 79 – 104
- Fontaine, U. et al, (2007). Leadership run amok, *Harvard Business Review* 84 (6), 72-82. Retrieved from <http://www.hbr.org>.
- Fullan, M. (2001). *Leading in culture of change*, San Francisco, CA: Jossey – Bass/Wiley.
- Goleman, D. (2006). The socially intelligent leader, *Educational Leadership*, 64(1), 76-81.
- Goleman, E. et al. (2002). *Primal leadership: Realizing the emotional intelligence*, Boston. M. A: Harvard Business School Press.
- Greenfield, T. (2007). The enactment of dynamic leadership, *Leadership in Health Services*, 20 (3), 169 – 168.
- Glynn, M. A., & Dejurdy, R. (2010). *Leadership through an organizational behaviour lens: A book at the last half century of research*. In R. Khurana & N. Nohria Eds. *The Hand Gynn book of leadership theory and practice*, 119 – 157. Harvard Business Press.
- Ibarra, H., & Obodaru. O. (2009). *Women and the vision thing*, Harvard Business Review Retrieved from <http://www.hbr.org>
- Ijeoma, M., E. (2005). *The administrative leader*. In N. A Nwagwu, M. E. Ijeoma and cc. Nwagwu (ed) *organization and administration of education: Perspective and practices*. Benin City, Festa Printers. 52 - 88.

- James, (2011). *Affiliative leadership – When to use it? Leadership vibe*, Retrieved from [http://www.leadershipvibe.net/affiliative leadership – when – to – use – it](http://www.leadershipvibe.net/affiliative-leadership-when-to-use-it)
- John, C. M. (2002). *Million Leader Mandate. Notebook one*, Equip Publishers.
- Lunenburg, F. C., & Ornstein, A. (2021). *Educational Administration: Concepts and practice*, Thousand Oaks. California: SAGE Publications.
- MC-laugwin, C. (2001). *Visionary leadership the centre for visionary leadership*, Retrieved from [http://www.Visionary led.org/articles/vis lead.htm](http://www.Visionaryled.org/articles/vislead.htm)
- McMillan, J. H. (2015). *Introduction to research in education*, New York: Addison Wesley Longman.
- Mills, S. (2007). Adapt leadership styles to achieve objectives, *Fire Engineering*, 160 (8), 129 – 135.
- Nachmias, C. & Machmias, D. (2015). *Research methods in the social sciences* (2nd ed.), London. Edward Arnold.
- Nanson, P. (2010). *Leadership styles and leaders “performance in secondary school in Nakaseke district*, Unpublished M. A thesis Kampala; Makerer University.
- Northhouse, P. (2018). *Leadership; Theory and practice*, 8th ed, Thousand Oaks, California: SAGE Publications.

UNIVERSITY OF JOS, JOS-NIGERIA
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL FOUNDATIONS



Our Ref: UJ/FE/ED/79

P.M.B 2084, Jos-Nigeria

Date: 14th January, 2025

TO WHOM IT MAY CONCERN

LETTER OF INTRODUCTION

The bearer, BAKO SAMUEL DULANG with Mat. No: UJ/2022/PGED/0172
is a Postgraduate/Undergraduate student in the above Department.

He/she is undertaking a research project titled:

Principals' Leadership Styles and Teachers' Job Performance in Public Senior Secondary Schools in Jos North Local Government Area of Plateau State, Nigeria.

We will be most grateful if you can kindly provide necessary assistance to him/her in collecting information from your institution/organisation. All information supplied by you and your institution shall be treated as confidential and used for the purpose of this research only.

Head of Department

Date: 14/1/2025

Name of Supervisor/Signature

Date: 14/1/2025