



# **Perceived Influence of Principals' Leadership Styles on Teachers' Commitment in Senior Secondary Schools in Port Harcourt Metropolis**

**Sanwii, Blessing Ikerebari**

**Department of Educational Management  
Faculty of Education,  
Rivers State University, Nkpolu Orowoukwo Port Harcourt, Nigeria  
blessingsanwii@gmail.com  
(07060854347)**

## **ABSTRACT**

The study examined the Perceived Influence of Principals' Leadership Style on Teachers' Commitment in Senior Secondary Schools in Port Harcourt Metropolis, Rivers State. It adopted the Descriptive Survey Design Approach. The Population of the Study was 904 Comprising 15 Principals and 889 Teachers from Senior Secondary Schools in the Metropolis. The Simple Random Sampling Technique was used and 256 Teachers were sampled out. This number was added to the 15 Principals making the Sampled Size 271 which Represents 30% of the Target Population.. A Structured 24-item Instrument Capable to Elicit Desired Responses was Constructed for the Study. It was Titled Principals' Leadership Style Influence on Teachers' Commitment Questionnaire (PLSIOTCQ). The Instrument was Validated by 3 Experts in Measurement and Evaluation from the Faculty of Education of the University and was Adjudged to have Content Validity and Face Validity. Test-re-test technique was used to establish the reliability of the study using Pearson Product Moment Correlation Statistics which gave  $r = 0.62$  which was high enough for Acceptability. Mean and Standard Deviation Statistics were used to answer Research questions while the z-test statistics were used to test the hypotheses at 0.05 Level of significance. Results showed that Principals' Democratic Leadership Style was the best to Commit Teachers to duty followed by Transformational Leadership Style. It was Recommended that Government of Rivers State should Train and retrain Principals for Smooth Running of Senior Secondary Schools Administration in the State among others

**Keywords:** Leadership, Commitment,, Metropolis

## **INTRODUCTION**

Leadership style is an important aspect in the success of any organization due to its effects on employees' performance. In a constantly changing social, economic, and technological environment, leadership is a more important attribute of management today than before. Whereas managers are concerned with bringing resources together, developing strategies, organizing and controlling activities to achieve agreed objectives, leadership performs the influencing function of management. Leadership increases the effectiveness and proficiency of management and sustainable performance (Reed, 2005) and effective management of resources. (Maicibi, 2005) observes that proper leadership style leads to effective performance in learning institutions

Leadership style in many organizations has been facing different challenges due to its effects on organizations' performance, department, and teams, as well as work climate and atmosphere. Leaders who want the best results should not rely on a single leadership style (Nampa, 2007). Clark and Clark (2002) explained that different people require different styles of leadership. For example, a newly hired person requires more supervision than an experienced employee. A person who lacks motivation requires

different leadership styles and supervision than one with a high degree of motivation.

A leader must have an honest understanding of who his subordinates are, what they know, and what they can do. Holdford (2003) in his study on "Leadership Theories and Their Lessons for Pharmacists" in Malaysia noted that, autocratic leadership style uses rewards and punishments to influence behaviour. It is a style of leadership where the leader has a task orientation rather than a follower orientation in his or her way of controlling others. Democratic leadership style is one where the leader gives his or her followers a say in decisions that affect their work lives. It generates a sense of ownership by the staff in the pursuit of organizational goals, it nurtures the generation of ideas, and helps build trust and respect.

The study on principal's leadership style and school performance by (Akubue A.(U, 2006) in Dubai found that leadership style has a significant impact on teacher's performance. Also, in Kenya the study on the main effects of leadership styles on employee performance by (Koech and Namusonge, 2012) found that the leadership styles influence employers' performance.

It was recommended that managers should discard laissez-faire leadership style by becoming more involved in guiding their subordinates; public managers should formulate and implement effective reward and recognition systems. In Uganda, Nampa (2007) stressed that teachers' performance in Catholic founded secondary schools in Luwero District was correlate to good relationship between principals and teachers which resulted in good school management. that guidance and directing was needed for good performance of teachers. Guidance and directing ensure that everything moves in the right direction and what goes wrong is put right. This can be done through direct observation of how work is being done or through reports from various departments.

#### **Statement of the Problem**

The importance of leadership styles adopted by heads of organizations and their attendant effects on achieving organizational goals in recent times cannot be under-estimated. This explains why the leadership style of principals of senior secondary schools with respect to achievement of educational goals deserve urgent attention. In view of this, it will be pertinent to state that principal's inefficient leadership styles have not been very much encouraging over the years in senior secondary schools especially senior secondary schools in Port Harcourt Metropolis in Rivers State.

Inefficient leadership styles have resulted to negative consequences on the development of education particularly in senior secondary schools in Port Harcourt Metropolis of Rivers State. These negative effects among others include: (1) Lack of motivation for job performance by teachers (2) Lack of trust among teachers (3) Inadequate teaching methods (4) poor school administration and (5) disagreement among teachers and principals in senior secondary schools in the state especially those in Port Harcourt Metropolis.

It is therefore, expected that the findings of this study will provide clues to these problems to the barest minimum. From the findings of the study, it is also expected that principals' leadership styles will promote cordial relationship between principals and teachers, and hence enhancing the teaching /learning environment in senior secondary school in Port Harcourt Metropolis of Rivers state

#### **Purpose of the Study**

The primary purpose of this study is to examine the influence of principals' leadership style on teachers' commitment to duty in selected senior secondary schools in Port Harcourt Metropolis. in Rivers State. Specifically, it intends to:

- 1) Determine the extent of principals' and teachers' responses on influence of principals' democratic style of leadership on teachers' commitment in senior secondary schools in Port Harcourt Metropolis in Rivers State.
- 2) Determine the extent of principals' and teachers' responses on influence of principals' transformational leadership style on teachers' commitment in senior secondary schools in Port Harcourt Metropolis in Rivers State.

#### **Research Questions**

The following research questions were raised to guide the study:

- 1) What is the extent of principals and teachers responses on the influence of principals' democratic leadership style on teachers' commitment in senior secondary schools in Port Harcourt Metropolis

- in Rivers State?
- 2) What is the extent of principals and teachers response on the influence of principals' transformational leadership style on teachers' commitment in senior secondary schools in Port Harcourt Metropolis in Rivers State?

**Hypotheses**

The following null hypotheses were formulated for the study and were tested at 0.05 level of significance:

- 1) There is no significance difference in mean responses between principals and teacher on influence of principals' democratic leadership style on teachers' commitment in senior secondary schools in Port Harcourt Metropolis in Rivers State.
- 2) There is no significant difference in mean responses between of principals and teachers on influence of principals' transformational leadership style on teacher's commitment in senior secondary schools in Port Harcourt Metropolis in Rivers State.

**RESEARCH METHODS**

**Design of the Study**

The study adopted the descriptive survey design approach. It is a type of design which seeks opinion from people based the objectives of a study (Jamila 2013).

**Research Question 1**

*What is the extent of principals and teachers responses on influence of principals' democratic leadership style on teachers' commitment in senior secondary schools in Port Harcourt Metropolis of Rivers State?*

Collected data analyzed to answer research question1 are presented in table 4.1 item by item.

**Table 1: Principals' and Teachers' Means Responses on Influence of Principals Democratic Leadership Style on Teachers' Commitment in Senior Secondary Schools in Port Harcourt Metropolis**

S/N	Item	Principals' N = 15			Teachers' N = 256		
		$\bar{X}_p$	Sd <sub>p</sub>	Rmks	$\bar{X}_t$	Sd <sub>t</sub>	Rmks
1.	Principal's ability to involve teacher in decision making encourages teachers to work effectively.	3.4	0.72	Agreed	3.51	1.13	Agreed
2.	Principals' ability to decentralize authority to teachers enhances teachers to adequately perform their work.	3.20	1.05	Agreed	3.55	1.14	Agreed
3.	Principal's ability to acquaint his teachers on the administration of his school creates good rapport between him and his teachers.	3.0	1.07	Agreed	3.08	1.09	Agreed
4.	Principals ability which do not include teachers in decision making of the school do not promote teachers commitment to work effectively.	3.5	1.03	Agreed	2.87	1.02	Agreed
5.	Teachers tend to be motivated when their principals are in good terms with them.	3.6	0.61	Agreed	2.85	1.06	Agreed
6.	Principals ability to promote confidence between him and teachers encourages teachers to achieve the objectives of subjects they teach.	3.87	0.3	Agreed	2.84	1.06	Agreed
	<b>Grand Total</b>	<b>3.42</b>	<b>0.80</b>		<b>3.13</b>	<b>1.08</b>	
	<b>Criterion mean</b>	<b>2.50</b>					
	<b>Total response</b>	<b>15+ 256 = 271</b>					

From Table.1, it was shown that both principals and teachers agreed on items 1-6. Items 1-6 were

designed to elicit responses from both principals and teachers on the influence of principal's democratic leadership style on teachers' commitment Their responses were all above the criterion mean of 2.50 which means that they all agreed on the items. It therefore follows that democratic leadership style demonstrated by principal influences teachers' commitment in senior secondary schools in Port Harcourt Metropolis. This is buttressed as their grand mean responses are 3.42 and 3.13 for principals and teachers respectively and these values are quite above the criterion mean of 2.50.

**Research Question 2**

*What is the extent of principals' and teachers' responses on influence of principals' transformational leadership style on teachers' commitment in senior secondary schools in Port Harcourt Metropolis of Rivers State?*

Analyzed data collected to answer research question 2 are presented in table 4.2 item by item.

**Table 2: Principals' and Teachers' Mean Responses on Influence of Principals' Transformational Leadership Style on Teachers' Commitment in Senior Secondary Schools in Port Harcourt Metropolis of Rivers State**

S/N	Item	Principals' N = 15			Teachers' N = 256		
		$\bar{X}_p$	Sd <sub>p</sub>	Rmks	$\bar{X}_t$	Sd <sub>t</sub>	Rmks
7.	Principal's ability to create teamwork among his teachers encourages his teachers to be more dedicated to work.	3.33	1.13	Agreed	2.71	1.12	Agreed
8.	Principals' ability to make his teachers more creative, motivates his teachers to be more devoted to work.	2.93	1.06	Agreed	3.85	1.09	Agreed
9.	Principal's ability to lead his teachers by using himself as example, encourages his teachers to work harder.	3.40	0.71	Agreed	2.79	1.11	Agreed
10.	Principals in-ability to lead his teachers by using himself as example, does not encourage his staff to work harder.	3.33	1.00	Agreed	3.69	1.15	Agreed
11.	Principals' ability to recommend his teachers for training motivates them for maximum productivity.	3.47	0.51	Agreed	3.24	1.07	Agreed
12.	Principals ability to be impartial in his actions towards his teachers, inspires his teachers to do their best in discharging their duties.	3.80	0.40	Agreed	3.15	1.08	Agreed
<b>Grand Total</b>					3.18	1.10	
<b>Criterion Mean Total Response</b>		<b>3.38</b>	<b>0.80</b>				
		<b>2.50</b>					
		<b>15+256 = 271</b>					

From Table.2, it showed that both principals and teachers agreed with all the items 7-12 which were designed to elicit responses from both principals and teachers based on influence of principals transformational leadership style on teachers' commitment in senior secondary schools in Port Harcourt Metropolis of Rivers State. For example, in item 7, both group of respondents agreed that principals' ability to create to team-work for reaching staff encourages teachers to be more dedicated to their respective duties with mean responses o 3.33 and 2.71 respectively. Since these values are above the

criterion mean of 2.50, it means that both parties agreed on that item. Similarly, their mean opinions on all the items in the table 4.2 are much more than the criterion mean. It thus follows that both principals and teachers supported the fact that principals transformational leadership style and teachers influences teachers commitment to duty positively in senior secondary schools in the area. This is also buttressed by the grand mean responses of principals and teachers on the issue which are 3.38 and 2.73 respectively with standard deviations of 0.80 and 1.10 respectively.

**Hypothesis 1**

There is no significant difference in mean responses between principal and teachers on the influence of democratic leadership style on teachers’ commitment to duty in Senior Secondary Schools in Port Harcourt Metropolis of Rivers State.

Data collected and analyzed to test hypothesis 1 presented in table 4.5.

**Table 3: Summary of z-test on the Difference in Mean Responses of Principals and Teachers on the Influence of Principals Democratic Leadership Style on Teachers Commitment in senior secondary schools in Port Harcourt Metropolis Rivers State**

Source	N	$\bar{X}$	Sd	Df	z-cal	z-crit	Sig. Level	Decision
Principals’ mean response	15	3.42	0.8	269	1.32	1.96	0.05	Accepted
Teachers’ mean response	256	3.13	1.08					
<b>Total</b>	<b>271</b>							

From Table 3, it was revealed that the z-calculated value of 1.13 is less than z-critical value of 1.96 which was tested at 0.05 level of significance at 269 degree of freedom. Because, the calculated z-test value is less than the table value, the null hypothesis 1 is hereby accepted. This implies that both principals and teachers agreed that democratic style of leadership practiced by principals in Port Harcourt Metropolis has positive influence on teachers’ commitment to duty in the area.

**Hypothesis 2**

There is no significant different in mean responses between principals and teachers on the influence of principals’ transformational leadership styles on teachers’ commitment to duty in Port Harcourt Metropolis of Rivers Stat.

Data collect and analyzed to test hypothesis 2 presented in Table 4.6

**Table 4: Mean Responses between Principals and Teachers on the Influence of Principals’ Transformational Leadership Style on Teachers’ Commitment in Senior Secondary Schools in Port Harcourt Metropolis of Rivers State**

Source	N	$\bar{X}$	Sd	Df	z-cal	z-crit	Sig. Level	Decision
Principals’ mean response	15	3.38	0.80	269	0.91	1.96	0.05	Accepted
Teachers’ mean response	256	3.18	1.10					
<b>Total</b>	<b>271</b>							

Table 4: revealed that the z-calculated value of 0.91 is less than z-critical value of 1.96 at 0.05 level of significance and 269 degree of freedom. Since the calculated value of the z-test is less than the z-table value, the null hypothesis 2 which states that there is no significant difference between the responses of principals and teachers on the influence of principals’ transformation leadership style on teachers’ commitment to duty in senior secondary in Port Harcourt metropolis is hereby accepted. It implies that both principals and teachers agreed that transformational leadership style influences teachers’ commitment in senior secondary schools in the area positively.

**DISCUSSION OF FINDINGS**

From the analyses of data of this study, it was revealed that when principals in senior secondary schools in Port Harcourt Metropolis use the democratic type of leadership, teachers in these schools tend to

participate in school activities more actively because such leadership style grants them the opportunity to be involved in decisions that will bind them as regards their duties. As a result, they tend to be motivated to their duties assigned to them by the principals. The important thing to note is that, when they (teachers) are given the privilege to act in certain capacities with a view to promoting the policies of the school which are in accordance with the laid down policies by the Rivers State Senior Secondary School Board, the teachers are happy and tend to discharge their duties well

Table 4, revealed that the democratic leadership style by principals' senior secondary schools in the area encourages teachers in these schools to perform their duties without any hindrance. In this regards, teacher's morale and productivity increase. This is noticeable with principals' mean response of 3.42 and that of teachers is 3.13 with standard deviations of 0.80 and 1.08 respectively. Table 4, was designed to answer research question number 1, and it was discovered that both principals and teachers agreed that when principals adopt the democratic leadership style, both principals and teachers tend to be more devoted to work for excellence of their school. Indeed, such leadership is found to be very encouraging among senior secondary schools in the area.

As a result, with the principals democratic leadership style, even some teachers who have been absconding from their duties find their ways to be involved in the scheme of things happening in their schools.

From table 4, it was revealed that the transformational leadership style by principals was another good leadership style that encourages teachers to perform accordingly in senior secondary schools in the area. With this type of leadership, teachers are allowed to participate actively in all schools activities including decision making. They are not exempted from anyone. Such attempt has made teachers to be more productivity in an attempt to discharge their functions effectively and adequately. In this regard, the principals use himself as examples which thereby motivates and inspire the teachers to do same with the view of achieving the aims and objectives of the school as outlined by the Rivers State Senior Secondary School Board.

In Table 4, the items 7-12 were well designed to answer research question number 2. Both principals and teachers agreed with a grand means of 3.38 and 3.13 and standard deviations of 0.80 and 1.08 respectively. There values are quite above the criterion mean o 2.50. Hence, they both agreed that transformational leadership style adopted by principals encourages teachers to perform their duties accordingly in senior secondary schools in the area.

Table 4 was designed to answer research question number 3. Here, both principals and teachers agreed that autocratic leadership style adopted by principals has a gracious consequential effects on teachers commitment to duty in senior secondary schools in the area. This could be seen in the Table 4, when the grand mean responses of both principals and teachers are 2.09 and 2.45 which are below the criterion mean of 2.50. This means that both groups of respondents disagreed on the use of autocratic leadership style by principals in senior secondary schools in the area. It thus follows that if teachers will increase their productivity, the principals should be devoid of autocratic rule on them because, such will not encourage or persuade to do their work accordingly.

Table 4, was used to answer research question number 4. The items numbers 19-24 were structured to address the research question. It was revealed that although laissez faire allows teachers to do wish, in short, it gives teachers maximum freedom to participate in all school activities on their own without the consent of their principals, but it does not encourages teachers to perform their work with respect. They tend to be taxed and thus become uncommitted to their job assignment. The Table 4 revealed that such leadership style by principals does not encourage or motivate teachers to discharge their duties accordingly. The table showed that both principals and teachers disagreed with mean responses of 2.43 and 2.49 which are below the criterion mean of 2.50.

On hypothesis testing, Table 4, which was used to test hypothesis number 1, revealed that both principals and teachers accepted the fact that the democratic method of leadership style by principals in senior secondary schools in the area was the best approach that encourages teachers to do their work accordingly. The Table 4, revealed that the calculated z-test value of 1.32 was less than the table z-test value of 1.96.

On that basis, the hypothesis was accepted. It thus follows that both principals and teachers in senior secondary schools in the area were of the same opinion. In other words, the null hypothesis was upheld which means that there is no significant difference in the mean responses of respondents.

Table 4, was used to answer the null hypothesis number 2. From the Table 4, it was revealed that the z-calculated value of 0.91 which is less than the z-table value of 1.96. On this basis the null hypothesis number 2 was upheld. This means that the respondents did not differ in their opinions about the transformational leadership style by principals. They both accepted that this type of leadership style encourages teachers to participate in school activities like the democratic type. Hence, it encourages teachers to do their work effectively.

Table 4, was used to answer the null hypothesis number 3 which states that there is no significant difference in the opinions of respondents on the influence of autocratic leadership style on teachers' commitment to duty in senior secondary schools in Port Harcourt Metropolis. It was tested at 0.05 level of significance and showed that the calculated z-test value of 2.90 was greater than the table value of 1.96. Hence, it was rejected. It follows that there is significant difference in the respondents' view on the influence of principals' autocratic leadership style on teachers' commitment to duty. In other words, they both rejected the fact that autocratic leadership style can commit teachers to more devoted to duty in senior secondary schools in the area.

Table 4, was used to answer the null hypothesis number which was tested at 0.05 level of significance at 269 degree of freedom the Table 4, revealed that the z-calculated value of 2.39 was greater than the z-table value of 1.96. On such basis, the null hypothesis which states that, there is no significant difference in mean responses of principals and teachers on the influence of principals laissez faire leadership style in senior secondary schools in Port Harcourt Metropolis was rejected. This means that although such leadership style gives so much freedom to teachers, it adversely affects their service delivery as regards commitment to duty.

#### **Educational Implications of the Study**

The findings of the study have some educational implications. This is because the findings will serve as source of information that will quite Principals and teachers with a view to achieving educational goals in rivers state in particular and Nigeria in general.

Its findings will create room for peaceful management of secondary school, geared towards effective and adequate students' academic achievement in standardized examinations. As its findings provide solution for good relationship between principals and teachers, the resultant effect is teachers' maximum productivity, hence creating enabling environment for teaching and learning to take place.

Finally the findings of the study will provide a panacea for a hitch-free administration of our secondary schools between principals and teachers, hence, providing a fertile environment for academic excellence.

#### **CONCLUSION**

The study was a descriptive survey design approach which paid more attention on the influence of principals' leadership style on teachers' commitment to duty in senior secondary schools in Port Harcourt Metropolis of Rivers State. It attempted to examine the perceived influence of leadership styles adopted by principals that aim produce the best productivity of teachers by encouraging to be more devoted to their work.

The findings of the study revealed that that the democratic leadership style adopted by principals in the area remains the most acceptable one that encourages teachers to do their best in discharging their duties. This is because it allows them to air out their view and express their opinions about the task they are involved thereby allowing them to give suggestions that could enable them forge ahead.

The findings of the study also recommended the transformational leadership styles as being another good leadership style adopted by principals in senior secondary schools in the area that inspires teachers to work assiduously for the goals of the schools.

## RECOMMENDATIONS

The following recommendations are drawn from this research work;

1. Principals' of schools in Rivers State should endeavor to establish a suitable policy that will influence teachers' duties despite their relationships.
2. Principals' of schools in Rivers State should also concentrate on investigating the teachers' duties despite their relationships.
3. Principals' of schools in Rivers State should take necessary actions on the teacher that fails in his or her duties despite their relationships.
4. Teachers should be provided with the necessary teaching materials to avoid undue excuses.

## REFERENCES

- Ackerman, D. V. (2011). The Impact of Teacher Collaboration in a Professional Learning Community on Teacher Job Satisfaction. Unpublished Doctoral Dissertation, Walden University. *Journal on social science March 2011 Vol 65 (32)*
- Akubue A. U. (2006) Leadership Performance of Secondary school, Principals in Instructional Supervision"Anambra State of Nigeria, *Journal of Education in developing Areas*. 21,(1) 62-69.
- Anadi, V. O.( 2003) The Effect of Perceived Principals' Leadership Behaviour on Teachers' Level of Commitment, Conformity, Co-operation and participation in School Organisations" M.ED dissertation University of Ibadan.
- Allen, N.J & Meyer, J.P. (2004).The Measurement and antecedent of affective, Continuance and Normative commitment to organization. *Journal Occupational psychology*, 63(1), p. 1-8.
- Aldoory & Toth, (2004) Leadership and Gender in public Relation Received [https:// www.tanfonline.com/doi/abs](https://www.tanfonline.com/doi/abs).
- Brown, (2003) *International journal of Art & amp cited by Reld articles 70ct 2003*
- Barkar, (2001) The nature of leadership A SAGE Journals <https://taurnal.sagepub.com>
- Briscoe, C., & Peters, J. (2007). Teacher collaboration Across and within Schools: Supporting Individual Change in *Principal Leadership and Teacher Collaboration* 25.
- Bass, B. M. (2008). Leadership and Performances beyond expectations: New York: Free press. *International Journal on Leadership and performance* . 3(4) 123-125 Retrived ; 20<sup>th</sup> march, 2019.
- Bass, B.M. (1998). Transformational Leadership: Industrial, Military, and Educational impact. Nigeria.
- Bass, B. M., & Avolio, B. J. (2007). Full Range Leadership Development Manual for the Multifactor Leadership Questionnaire. Redwood City: Mind Garden Inc.
- Bass, B. M'1., & Riggio, R. E. (2006). Transformational Leadership. Mahwah, New Jersey: Lawrence Erlbaum. *In Nigeria Journal of Social Research Retrived on 15<sup>th</sup> May 2018*. 11(5) 55-60
- Beach, E. F. L.( 2011) The principal and practice of Management New York Longman. *African Educational Journal for Social Research* 13(4) 10-16
- Czarniawska Joerges (2000) Leadership, managers, entrepreneurs on abnd off the organizational stage B.czarniawskajoerges & wolfforganization studies 12 (4) 529 546
- De Bevoise, W. (2014). Synthesis of Research on the Principal as Instructional Leader *Journal of Educational Leadership*, 41 (5), 14-20.
- .David, A. E.(2012),. The Relationship between Secondary School Principals 'Leadership Behaviour and Staff Compliancein Rivers State ( unpublished M.ED. Desrtation University of Port Harcourt Rivers State Nigeria.
- Eshiwani S W (2000) Effects of Leadership Styles on Teachers performance in Secondary Schools ...Journal Issued by D.A.O Aunga 2017 Cited by 15 Related articles 14 April 2007. 29(7)
- Fleet & Perterson R.L. Katzl. (1994) The on going Legacy of an Updated typology of Management Skills (Management Decision) *Vol 42, No 10 Emerald Isight*;  
<Httpd://WWWemeraldinsight.Com/abs>
- Holdford, (2003) Leadership theories and their lessons for *pharmacists Nc B1 https://nim.nih.gov/pubmed*
- Hallinger, P., & Heck, R. H. (2010). Collaborative Leadership and school Improvement: Understanding the impact on school capacity and student learning. *School Leadership and Management*, 30(2),

- 95-110.
- Harris, A. (2005). Leading or Misleading? Distributed Leadership and School Improvement. *Journal of Curriculum Studies*, 37(3), 255-265.
- Jamila Ailing Kanter, Roabeth M and Malone (2013) Leading Sustainable change An Organizational perspective <https://books.google.com.ng/books>. Duration: 17 Jan p 38 (6).
- Kashagate (2012) Influence of leadership on teachers' job satisfaction in pdf schola mzumbe.ac 12. hand
- Koeh & N Amusonge (2013) Impart of Leadership styles on organizational- (10)sn-journals pdf www. [Josrjournals.org](http://Josrjournals.org) version -3.
- Lewin, (2009) Access to education in Sub- Shara Affrica patterns, problems cited by 253 Related articles page 157(41)published online 12 may 200
- Lee, G. V. (2005). *Instructional leadership as collaborative inquiry: Opportunities and Challenge*. San Francisco, CA: Far West Lab. for Educational Research and Development. (ERIC Document Reproduction Service No. ED 328995 27
- Leithwood, K., & Jantzi, D. (2009). The Relative Effects of Principal and leadership on student engagement in school. *Educational Administration Quarterly* 35(Supplemental): 679-706.
- Leithwood, K., Patten, S., & Jantzi, D. D. (2010). Testing a Conception of how School Leadership Influences Student Learning. *Educational Administration Quarterly*, 46(5), 671.
- Little, J. W. (2013). Teachers 'professional Development in a Climate of Educational Reform. *Educational Evaluation and Policy Analysis*, 15(2), 129-151.
- Louis, K. S., Leithwood, K., Ahlstrom, K., Anderson, S. E., Michlin, M., Mascall, B., et al. (2010). *Learning from leadership: Investigating the links to improved student learning*. New York, NY: The Wallace Foundation
- Maicibi, (2005) Principals' leadership Practice and [projectshelve.com](http://projectshelve.com) preview
- Maicibi , (2005) Effectiveness of Head teachers' leadership styles on the pdf [jeraps scholar link research.com](http://jeraps.scholarlinkresearch.com)
- Meyer, J. P., & Allen, N. J. (2012). A three-component Conceptualization of Organizational Commitment. *Human Resource Management Review*, (2) 61-8961-89
- North house, P.G (2007). *Leadership Theory and Practice*. Thousand oaks, CA: Sage Publication.11(6)-125
- Nzuve (2005) Effect of leadership styles on teachers performance in primary school *Journal Issues by DAO* 14<sup>th</sup> April 2017 6 (13)
- Nzuve (2015) Strategies adopted to manage work related street among employees <https://journalissues.org> 12 may 14(62)-143
- Okumbe J A, (2008) Educational Management : Theory and [https://profiles, Uonbi, ac.ke> publications](https://profiles.unonbi.ac.ke/publications) 5 Apr 2014 6( 4)
- Porter, L. W., Steer, R. M., Mowday, R. T., & Boulian, P (1974). Organizational Commitment, Job satisfaction and Turnover among Psychiatric technician. *Journal of Applied Psychology*, 59, p.603-609.
- Qarmatian I M (2009) Influential Factors of Exchange Rate Behaviour. 22 Jan. 2014 *Journal of Science* 35(8)
- Roffey, S (ed) 2012 *Developing Positive Relationships in Schools* Researchgate Jan 2012 with 79(11)...
- Sergiovanni, (2004) *Educational leadership: schools as learning communities* ASCD, [www.ascjorg](http://www.ascjorg) vo 1 (6) num08 toc share Google.
- Sumra, (2004)The Pivotal Role of teacher motivation in *Researchgate* [https:// www researchgatenet.publication](https://www.researchgatenet.publication).
- Tom Peters (2007) Narrating the Management guru: In Search of Tom Peters Collins Focuses on Changing Naratiives of Tom Peters and proposes a Four-Fold <https://WWW.researchgate.net> Publication Article Jaunary 2007 with 12 Reads 12 (34).
- UNESCO 2005 Convention United Nations Education [https://en.unesco.com/sites>files](https://en.unesco.com/sites/files) 30 Apr.20013 *Bangladesh Vol. 14* (7)

- Vang. S. E (2006) Cycle Racing Team Cycling Ranking .com <https://WWW.Cyclingrank.Business> *Research* 65(4)pp125 (139)
- Walsh, P U. (2005) Examining the Effectiveness of Teachers/Teaching assistant Partnership on the Classroom WWW. Leeds as uk be., browse all it ems *Journal Social science* May2005 Vol 134 (22)
- Xaiver, O T. (2005), Instructional Leadership and school principal of Passing Fancy that Refuse to Fade away, Leadership and Policy in Schools *Journal bus organization* 45 (14)
- Yelami and Ogu U.j (2013) Evaluating and Improving the Quality of teacher collaboration: A field-tested Framework for secondary School Teachers. Nassp Bulletin, *Journal on Social Science* Vol 92 (3), pp 133-155
- Ziheng Heng Yang's W. R. (2006) Curriculum Vitae UCL. Computational Molecular Evolution.Oxford,England (SBN 978-0-19-856702-8 Book web site.