

IMPACT OF LEADERSHIP APPROACH ON THE PERFORMANCE OF SECONDARY SCHOOL TEACHERS IN DISTRICT TANDO ALLAHYAR OF SINDH PROVINCE

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ABSTRACT

A survey study was carried out during the year 2014 to assess the impacts of leadership approach on job performance and satisfaction of teachers in secondary and higher secondary schools of district Tando Allahyar. Certain leadership approaches of the principals were presented to the Principals and their teachers to perceive on. The results reveal that responses of teachers differed from the principals' responses towards adoption of 'initiation approach of leadership' and rating of principals for themselves was higher than rated by the teachers. The opinions of principals and teachers on 'consideration approach of leadership' indicated that principals of the school over-rated for adoption extent towards consideration style approach. Also there was a clear difference in the opinion of the principals and the teachers for adoption of 'intellectual stimulation approach. The individuals on their desirable parameters supposed to over rate and for undesirable traits they under-rate themselves. Being managers, the principals wanted to expose high promotion chances for the teachers; while the respondents indicated that teacher involvement in decision making process facilitated the making improved decisions. In case of impact of neglecting teachers on interest of teachers in their job indicated that management of school supports the fact and success of the teachers should be recognized on achievement oriented basis efforts, and opportunities should be provided to the teachers to ensure their job satisfaction.

INTRODUCTION

The quality education is mainly dependent on teaching effectiveness and effective teaching is entirely dependent on the performance of teacher as well as leadership approach. The duties

performed by a teacher in the classroom or achievement of organizational objectives at the particular period in the school system are described as the job performance of a teacher (Obilade, 1999). The job performance

is based on the ability of the teacher in consolidating associated inputs for teaching enhancement and learning process. It is obvious that the employees or teachers respond to the schooling system in different ways in accordance with their motivation of imparting the knowledge effectively to the students under different situations. The leaders (mostly the Principals) can improve the teaching performance by encouraging their effective performance, identifying their needs and serious efforts to meet their needs for their satisfaction. There is an important and effective role of principal in fostering the aim and objectives; and such roles include offering effective leadership at the secondary schools so that the teachers' job performance is enhanced. The extent of effectiveness of a designated principal, who is the leader of teaching faculty and his efficiency in executing these roles, has been the matter of vital concern for the educational policy makers as well as educationists (Aghenta, 2000; Ige, 2001). Many principals do not consider their leadership approach as the determinants of job performance of the teachers

at their school; and consequently they could not effectively administer their school (Adeyemi, 2004). Being a leader of the organization, the school principal seems to be in a unique position in the manager or administrator capacity to control schools resources in order to achieve the organizational goals effectively and efficiently. However, apart from the well trained leaders in the field of school organization, the leadership potential assessment among the candidates also needs to be taken into consideration (Wanjiru, 2013).

Job performance

It is well recognized that the association between job performance and job satisfaction has been the most researched area in the field of organizational psychology (Judge *et al.*, 2001). There are multiple factors that have been researched in relation to job satisfaction which also include the workers' attitudes. It is vitally needed that apart from these factors came under investigation, other factors may also be examined that instigates and motivates the employee to perform the job more effectively with motivation. The personality

of a leader is one of the key determinants to predict job performance. Many educationists have criticized the significance given to this area and according to them this area is something that may not be valid to be useful (Rothstein & Goffin, 2000). Regardless of this criticism, yet the researchers in the effective school education system feel that personality and job performance are closely associated with extremely useful (Goffinet *al.*, 2000).

Leadership approach

No doubt leadership effectiveness influence the performance of teachers positively (Charlton, 2000). It is the outcome of the performance of many individuals that culminates in the organizational performance or in the achievement of organizational objectives. In ensuring the performance of the organization, the effective leadership seems to be instrumental (Hellriegel *et al.*, 2004). For leadership, generally two ways are suggested which included traditionally adopted transactional leadership comprising exchange process between leader and the subordinate, while

transformational leadership is another view that permits development as well as the transformation of the people. The transactional leaders emphasize enhancing their subordinates for readiness to perform at expected levels, by announcing additional remuneration or reward for effective and acceptable performance, and hence giving desired results as outcomes described by the organizational leader (Meyer and Botha, 2000). Generally, the heads of the schools or principals do not found to be effective in their leadership attitude and behaviorally consider teachers as tools. As a consequence of this behavior, the work assigned to the teachers is mishandled and desired results are not attained. In schools that are considered to be highly effective, and the that are considered in the reversed trend with poor performance as well as declining achievement; the principals and head teachers set the pace, leading and encouraging and motivating the students as well as the staff to ensure performance upto their highest level of potential (Bush and Oduro, 2006). The present study carried out with the

objective to investigate the impact of leadership approach on the performance of secondary school teachers in district Tando Allahyar

Problem statement

The study embodied in this publication examined the association of job performance of the teachers with the leadership approach of school heads or principals of the secondary schools in district Tando Allahyar of Sindh province. Exclusively, the research determined the leadership approach or style of the Principals using leadership transformation and such transactional models and study how the leadership approach affect job performance of the teachers in relation to achieve or execute an assigned given task and job satisfaction in relation to degree of liking of their own work by the employees and utilize their skills, abilities and knowledge entirely on their job. The association of principals' leadership approach with job performance of the teachers has always been found controversial by the researchers (Adeyemi, 2006). The base of this controversial situation is to assess whether leadership approach or leader-

ship style of the school heads (principals) influences the job performance level as well as satisfaction among teachers. These aspects were the components of the study. It is been commonly observed that in the school system, the leadership approach of a school head or principal obviously has impact on the job performance of teachers and satisfaction.

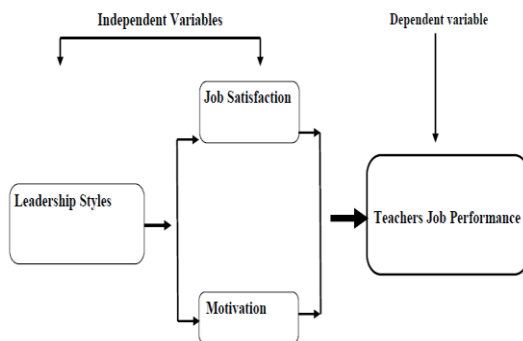
Main purpose of the proposed study

The proposed study entails the purpose to investigate whether the performance of teachers on job attribute to leadership approach or style of the school heads (principals) in the government secondary level schools. The research assessed the leadership approaches of the principals and assessed transformational leadership as well as transactional models show how these leadership approaches influence the job performance of the teachers in relation to accomplish and execute a designated job and extent of the job satisfaction to which teachers like their work, applying their skills and knowledge in achieving the targets they were assigned.

Objectives of the Study:

- To assess the demographic characteristics of principals and their teachers in government secondary and higher secondary schools of district Tando Allahyar.
- Examine leadership approaches of principals and consequent job performance of their teachers in the government secondary and higher secondary schools of district Tando Allahyar.
- Investigate the impact of leadership approaches of the principals on the motivation of teachers and satisfaction of the teachers in the provincial government secondary schools of district Tando Allahyar.

Conceptual Framework



Impact of leadership approach on performance of job and teacher satisfaction (a conceptual framework)

METHODOLOGY

Research Design

The methodology in the start mentioned the research design and specifies the nature of design as well as the study population. Descriptive design was employed in this research using a case study approach. Because the study aimed at investigating the impact of leadership approaches or the leadership styles on the job performance of the teachers, in fact the research design is the conceptual structure that covered all research aspects. The descriptive study covered identifying and obtaining information related to characteristics of a specific issue and problem. This is employed in case the object and phenomenon are described suitably to carryout research in a case study. In this context, the phenomena are described in depth (Mugenda and Mugenda, 2003). As described by Kothari (2008), this study was based on a field survey to relates, record, analyze and interpret available circumstance. The field survey fits well with the present study that reveals that there is need to ensure that the school head of the principal had significant role

to play and teachers are provided with knowledge and effective skill development that enable to run schools efficiently and effectively. The present study employs descriptive analysis for achievement of information and describes how the leadership approaches and styles add other aspects included to help or obstacle job performance of teacher in secondary schools of the study area. Kothari (2008) argues that descriptive research is based on description of the characteristics in relation to an individual or a particular group. The pilot-survey was conducted for assistance and development of a tool that helps reliable gathering of information related to the present study.

Variables

The variables were developed to make the study result-oriented. In the present study job performance of the teachers as affected by a variety of variables including leadership approach or leadership style, teachers' job satisfaction, teachers' motivation and teachers' morale. The principals were focused as central independent variable; the teachers' job satisfaction, their

motivation and their morale entirely depend on the quality and effectiveness of leadership approach of school head and eventual impact on the performance of teachers and school results as well.

Study location

The survey covered Tando Allahyar city and surroundings localities. The selection of the localities was made in such a way to find out the required number of respondents used in the survey.

Data Analysis

The qualitative and quantitative data collected in this study were statistically analysis using SPSS and MS-Excel computer softwares. The quantitative data were analyzed by descriptive statistics including frequency, %age and means. The data thus analysed were also presented in the graphical illustrations. The qualitative data were analysed by content analysis with narratives, discussion and explanation. For deriving ANOVA, computer software Statix (8.1) was used to obtain S.E., Probability and coefficient of variation. The data were interpreted for drawing the conclusions.

RESULTS AND DISCUSSION

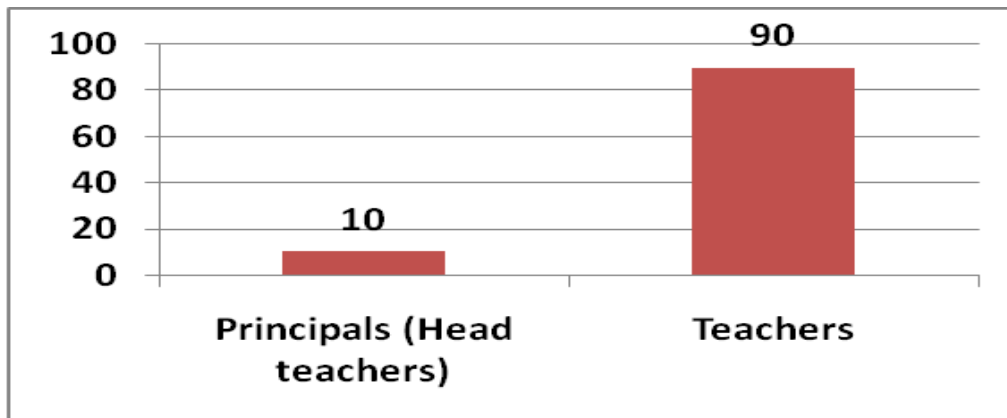
Demographic study of respondents

Response Rate

Table-1
Response of Principals and teachers to research at various secondary and higher secondary schools

Category	No. of respondents selected	No. of respondents responded	%	No. of respondents did not respond	%
Principals (Head teachers)	6	6	100	0	0
Teachers	54	54	100	0	0

Figure-1
Percentage of principals and teachers used as respondents (%)



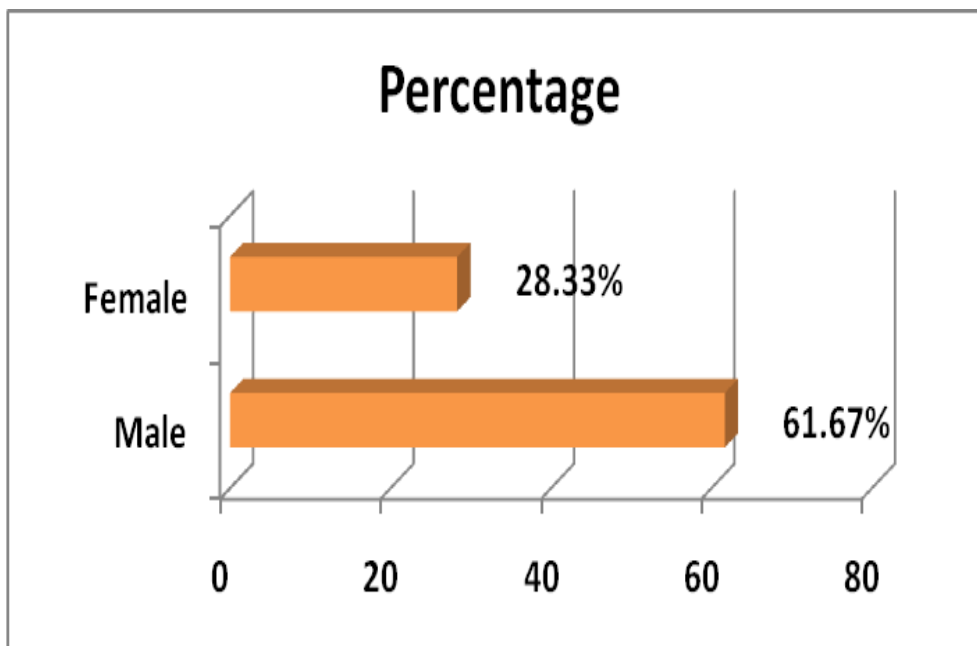
The responses of the head teachers (Principals) and teachers were perceived from the information received through closed ended questionnaires. The data (Fig-1, Table-1) indicated that there was 100 percent response of the Principals and teachers of secondary and higher secondary schools in Tando Allahyar district. The respondents showed great sense of responsibility towards filling of questionnaires and they cooperated and provided the required information most of them at the spot during visit.

Gender of Respondents

Table-2
Distribution of Respondents by Gender

Gender	Frequency	Percentage
Male	43	61.67
Female	17	28.33

Figure-2
Distribution of Respondents by Gender



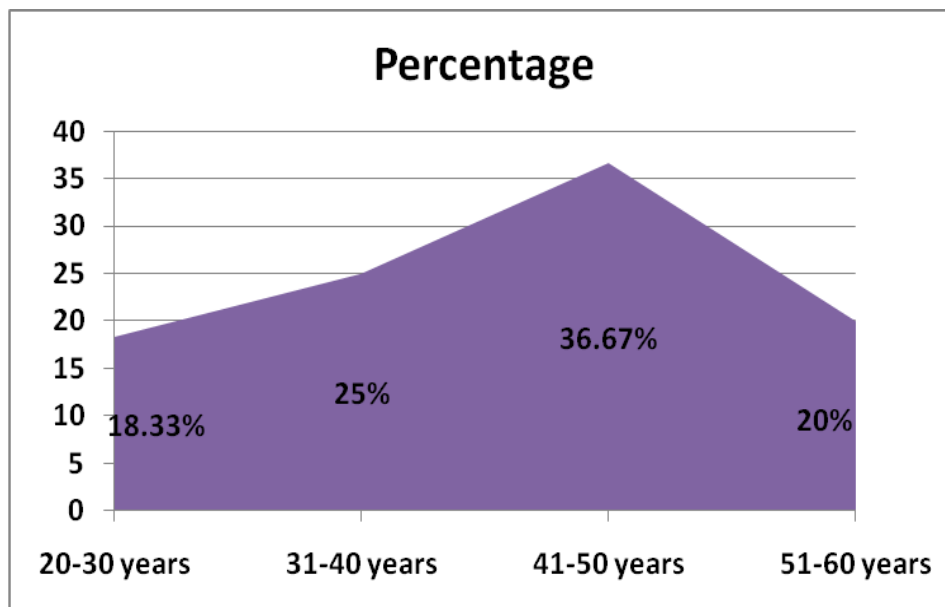
Out of total 60 respondents, 43 (61.67%) were male respondents and 17 (28.33%) were females(Fig-2, Table-2). The male and female respondent selection was made on the basis of ratio of secondary and higher secondary schools in the study area.

Distribution of Respondents by their Age

Table-3
Distribution of Respondents by their Age

Age group	Frequency	Percentage
20-30 years	11	18.33
31-40 years	15	25.00
41-50 years	22	36.67
51-60 years	12	20.00

Figure-3
Distribution of respondents by their Age (%)



In the secondary and higher secondary schools, 22 out of 60 respondents (36.67%) were in the age group of 41-50 years, and 25.00 percent were in the age group of 31-40 years; while the range of age for 20.00 percent respondents was 51-60 years. However, 18.33 percent young teachers were also included as respondents in this study (Fig-3, Table-3).

Education Level of Respondents

Table-4
Distribution of respondents by their level of education

Level of education	Frequency	Percentage
Inter	0	0.00
BA/BSc	14	23.33
BA/BSc &B.Ed	27	45.00
M.A/M.Sc. &B.Ed	16	26.67
M.A/M.Sc. &M.Ed	3	5.00

Fig-4
Distribution of Respondents by their Level of Education (%)

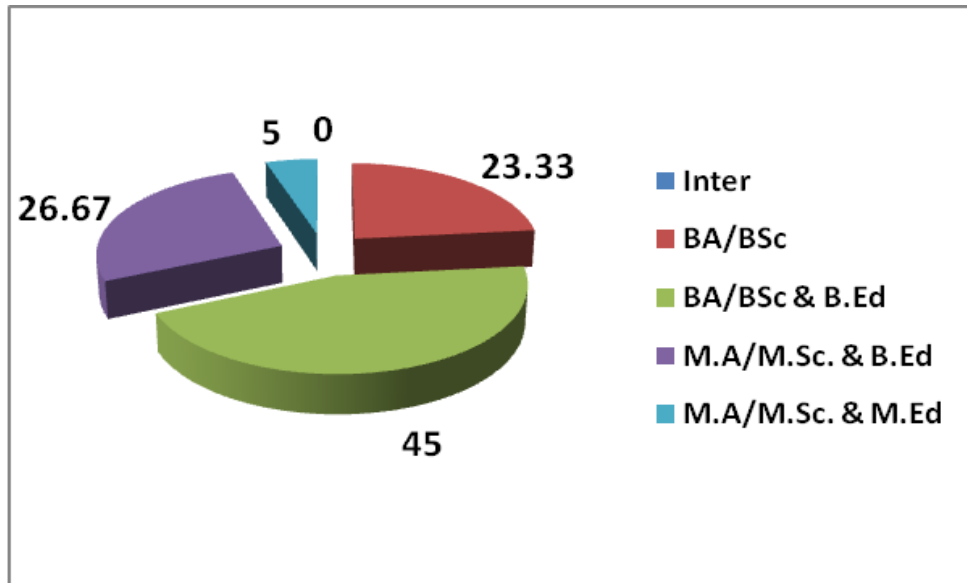


Fig-4 (Table-4) illustrated that 45 percent of the secondary school teachers possessed BA/B.Sc as well as B.Ed degrees, 23.33 percent had simply BA/B.Sc. degrees, 26.67 percent of the respondents had M.A/M.Sc. and B.Ed as their educational qualifications; while 5.00 percent possessed M.A/M.Sc. &M.Ed degrees. It was observed that the teachers possessed encouragingly excellent level of education in the area of study.

Respondents Experience as Principal

Table-5
Length of Service as Head Teacher of the
Principals used as Respondents

Experience as principal	Frequency	Percentage
0-5 years	3	50.00
6-10 years	2	33.33
11-15 years	1	16.67
16- years & above	0	0

Figure-5
Length of service as head teacher of the principals used as
respondents

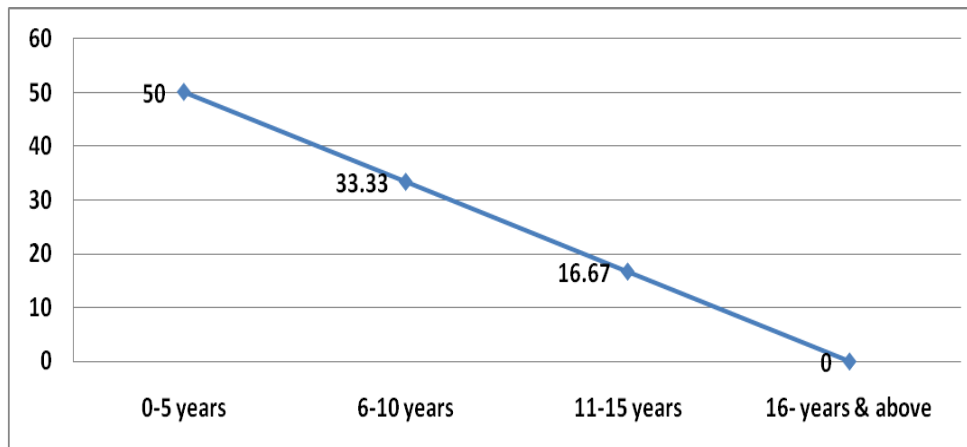


Fig-5 (Table-5) illustrates that most of the head teachers/principals (50.00%) possessed experience as a school head or principal upto five years only, and 33.33 percent principal had experience in the capacity of school head for 6-10 years; while 11-15 years experience possessed by only 16.67 percent school heads (principals). None of the teachers possessed experience as principal more than 15 years.

Leadership approach of principals and job performance of the teachers

Extent to which Principals demonstrate initiation approach

Table-6

Extent to which Principals demonstrate initiation approach followed by their teachers in surveyed schools of district Tando Allahyar

Extent of practice	Teachers		Principals	
	Frequency	%	Frequency	%
Strongly Agree	7	12.96	1	16.67
Agree	10	18.52	2	33.33
Disagree	21	38.89	2	33.33
Strongly disagree	16	29.63	1	16.67

S.E.= 3.4818, Observed F= 2.14, Probability= 0.4969, CV%= 39.39%, t= -0.01

The head teachers / principals were provided with a number of items to examine the extent to which they employ the initiation approach. Initiation approach denotes the taskoriented style of leadership that refers to the extent the leader organizes and defines his part to play and organizes the followers for their roles to play (Judge *et al.*, 2004). On the basis of the responses, the score was developed on average basis to assess the extent they are engaged in to adopt initiation style of leadership. It was asked by the teachers to establish rating of the

extent the head teachers engaged to follow initiation approach.

The data (Table-6) indicated that 16.67 and 33.33% Principals 'strongly disagreed' and 'disagreed' that they engaged in initiation approach; and they were followed by 29.63 and 38.89% of their teachers for the initiation approach, respectively. Similarly, 33.33 of the principals 'agreed' that they were engaged in the initial approach which was further followed by 18.52% of their teachers; while 16.67% of the principals 'strongly agreed' that they engage 'initiation style' approaches which was followed by 12.96% of their teachers. The results of the study on these aspects clearly show that responses of teachers varied from the responses of the head teachers on the level they were engaged to adopt 'initiation approach' and rating of principals for themselves was higher than rating offered by the teachers. However, the responses of principals were 50-50 for positive and negative for 'initiation style approach' but more of their teachers were against the engagement in initiation style approaches at the secondary schools in district Tando Allahyar.

Consideration approach / style of leadership of principals

Table-7
Extent to which Principals demonstrate consideration approach of leadership followed by their teachers in surveyed schools of district Tando Allahyar

Extent of practice	Teachers		Principals	
	Fre-quency	%	Fre-quency	%
Strongly Agree	8	14.81	1	16.67
Agree	24	44.44	3	50.00
Disagree	19	35.19	1	16.67
Strongly disagree	9	16.67	1	16.67

S.E.= 5.1282, Observed F= 7.41, Probability= 0.0671, CV%= 28.80%, t=0.51

Consideration approach of leadership is a style defined as the level of leaders' concern and respect for workers and followers, serious for the welfare, appreciation and support of the workers /followers (Bass, 1990). The extent of adoption of this approach by the principals was enquired during the study in district Tando Allahyar and the teachers were also asked to rate level of adoption of consideration approach by their principals.

The data (Table-7) indicated that 50.00% of the head teachers 'strongly agreed' that they engaged in consideration approach styles, and 44.44% of the teachers rated the opinion of the principals that they were engaged in consideration approach of leadership. 16.67% of the principals 'strongly agreed' that they were engaged in consideration approach of leadership, 14.81% of the teachers followed the opinion of principals. Similarly, 16.67% of the principals 'disagreed' on consideration style approach of leadership, 35.19% of the secondary school teachers supported their principals with the argument that they rarely engaged in this approach. Some 16.67% of the principals 'strongly disagreed' the consideration style of leadership and equally 16.67% of the teachers also agreed that principals never employed consideration style of leadership. The data clearly suggested that principals supposed to over-rate themselves on the extent of consideration style approach of leadership.

Intellectual stimulation leadership approach of the principals

Table-8
Extent to which Principals use
Intellectual stimulation of leadership
followed by their teachers

Extent of practice	Teachers		Principals	
	Frequency	%	Frequency	%
Strongly Agree	11	20.37	2	33.33
Agree	23	42.59	2	33.33
Disagree	17	31.48	1	16.67
Strongly disagree	9	16.67	1	16.67

S.E.=3.5465, Observed F=2.12, Probability = 0.0288, CV%=32.53%, t=-2.27

The 'intellectual stimulation' approach is referred to as the consistent effort of the leader to encourage workers towards innovative and creative attitude as well as encouragement of the leaders to workers towards question assumptions, reframe problems and solve these problems in new ways (Harris, 2001). By this approach the head teachers recognize the competence of teachers for improvement of the school and to realize significant achievement and invite teachers to join for finding effective solutions with motivation (Sergiovanni, 2000).

Table-8 indicated that 33.33% of head teachers / principals 'strongly agreed' and they frequently practice 'intellectual stimulation' approach, and 20.37%

of the teachers perceived that the principals practice such leadership approach. Similarly, 33.33% principals 'agreed' to employ 'intellectual stimulation' approach, which was followed by 42.59% teachers; while 31.48% of teachers 'disagreed' with their principals on practicing 'intellectual stimulation' leadership approach and 16.67% of the principals confirmed the practice of this leadership style. Some 16.67% of the principals 'strongly disagreed' and similar percentage (16.67%) of the teachers also agreed that they have never witnessed the principals applying intellectual stimulation form of leadership. There was a clear difference in the opinion of the principals and the teachers for adoption of intellectual stimulation approach of leadership. Wanjiru (2013) found that individuals on their desirable parameters supposed to overrate for adoption of the approaches for undesirable traits they under-rate themselves.

Impact of leadership approach / Style on teachers' motivation

Promotion of teachers as impacted by leadership style

Table-9
Chances of teachers' promotion as influenced by leadership approach followed by their principals

Extent of practice	Teachers		Principals	
	Frequency	%	Frequency	%
Strongly Agree	19	35.19	2	33.33
Agree	20	37.04	3	50.00
Disagree	13	24.07	1	16.67
Strongly disagree	8	14.81	0	0.00

S.E.= 5.8783, Observed F= 7.25, Probability= 0.0454, CV%= 18.22%, t= 0.46

The influence of leadership styles of principals on the motivation of teachers in secondary and higher secondary schools of Tando Allahyar was investigated. The head teachers or principals of the surveyed schools were given a questionnaire containing various items to measure the chances of promotion of the teachers as impacted by the leadership styles or approaches using 'Likert type scale' that describes the approaches as "strongly disagree", "Disagree", "Agree" and "Strongly Agree". The teachers were enquired using a similar scale to assess the extent they analyze the head teachers to adopt school management guided by motivational skills.

The respondent principals and their teachers were enquired about their promotion chances on their job, and their responses are recorded in Table-9. According to the findings, 33.33% of the principals of secondary and higher secondary schools 'strongly agreed' that there was real promotion chance for the teachers, while even some better 35.19% teachers endorsed the principals' statement to this effect. Majority of the principals (50.00%) 'agreed' that over the promotion chance of the teachers, and 37.04% of the teachers 'agreed' with their principals. However, 24.07% of the teachers 'disagreed' with their principals over the promotion chances for the teachers, and only 16.67% of the principals supported the fact that there is little promotion chance of the teachers. None of the principals 'strongly disagreed' the provision of promotion chance of the teachers which was endorsed by 14.81% teachers. The data suggested that principals of the secondary and higher secondary schools being the managers of the schools wanted to show that teachers had high promotion chances.

Involvement of teachers in decision making

Table-10

Opinion of principals and their teachers on involvement of teachers in decision making

Extent of practice	Teachers		Principals	
	Frequency	%	Frequency	%
Strongly Agree	9	16.67	1	16.67
Agree	24	44.44	3	50.00
Disagree	16	29.63	1	16.67
Strongly disagree	5	9.26	1	16.67

S.E.= 5.2605, Observed F= 11.21, Probability= 0.0388, CV%= 26.01%, t= -0.01

The respondent teachers were enquired whether their principals involved them in decision making during school execution. The data in Table-10 comprised of the responses of teachers as well as principals in the surveyed secondary and higher secondary schools of district Tando Allahyar.

It was observed that 16.67% of the principals 'strongly agreed'

that the teachers are involved in planning various school activities by them and a similar percentage (16.67%) of teachers also followed this statement of their principals. Majority of the principals (50.00%) 'agreed' that there has always been a chance to get participation of teachers in decision making process other than their regular teaching activities; while 44.44% of the teachers agreed with this statement of their principals. However, 29.63% of the principals of the teachers 'disagreed' with their principals that there are chances to involve in other school activities, while only 16.67% of the principals supported the statement for teachers' involvement in decision making process. Finally, 16.67% of the principals 'strongly disagreed' only 9.26% of the teachers 'strongly disagreed' that there was a chance to involve in other school activities in addition to their regular teaching work. The above statements of the principals and their teachers indicated involvement of teachers in decision making process of the school which is likely to ease improved decisions, because the teachers are closest to their students, and students know well on the improvement in their school activities.

Impact of neglecting teachers on interest of teachers in their job

Table-11
Perception of principals and teachers on impact of neglecting teachers' rights and personal needs on the teachers' interest in performing their job

Degree /extent	Teacher		Principals	
	Fre-quency	%	Fre-quency	%
Strongly Agree	20	37.04	1	16.67
Agree	21	38.89	2	33.33
Disagree	10	18.52	2	33.33
Strongly disagree	3	5.56	1	16.67

S.E.=8.1067, Observed F= 1.63, Probability= 0.3497, CV%= 45.86%, t= -0.02

The principals and their teachers in secondary and higher secondary schools in district Tando Allahyar were enquired whether the tendency of the principals neglecting teachers' rights and personal needs leads to lack of teachers' interest in their job. The responses of the principals and their teachers are incorporated in Table-11.

The data in Table-11 indicated that 37.04% of the teachers 'strongly agreed' that tendency of the principals neglecting rights and

personal needs of teacher causes the lack of interest in their jobs. This opinion of the teachers was further supported by only 16.67% of their principals who were also 'strongly agreed' with the statement of teachers. The data further showed that 33.33% of the principals 'agreed' and 38.89% of the teachers agreed that tendency of neglecting teachers of their rights and personal needs adversely affect their interest in job. However, 18.52% of the teachers 'disagreed' with their principals, that 33.33% of the principals endorsed the statement that tendency of neglecting teachers for their rights and personal needs led to lack of interest in their jobs. Similarly, 16.67% of the principals 'strongly disagreed', and only 5.56% of the teachers supported the principals on the tendency of neglecting teachers for their rights and personal needs led to lack of interest in their jobs. The study clearly indicated that supporting the that management of school supports the fact and success of the teachers should be recognized on achievement oriented basis efforts, and opportunities should be provided to the teachers to ensure their job satisfaction (Drysdale *et al.*, 2003)

Conclusions

1. The leadership approaches have an effect on job performance of the teachers and satisfaction amongst secondary and higher secondary schools.
2. Teachers' motivation and lack enthusiasm make them unable to teach effectively, in result students remained unmotivated to learn well; which could contribute to poor students' performance in their exams.
3. The opinions of the teachers differed from the views of principals on initiation style adopted by the teachers, whereby principals rated higher themselves than the rating offered by the teachers.
4. The responses of teachers differed from the responses of their principals on the extent and level to which they were engaged in 'initiation approach of leadership' and rating of principals for themselves was higher as compared to ratings of the teachers.
5. The opinions of principals and teachers on 'consideration approach of leadership' indicated that principals of the school over-rated for adoption extent towards consideration style approach of leadership.
6. There was a clear difference in the opinion of the principals and the teachers for adoption of 'intellectual stimulation approach of leadership'.
7. The individuals on their desirable parameters tend to over-rate themselves and for undesirable traits they under-rate themselves.
8. Being managers, the principals wanted to expose high promotion chances for the teachers.
9. The respondents' perceptions indicated that involvement of teachers in decision making process of the school facilitated the making improved decisions.

Suggestions

1. The principals and the school management can play significant role to make the teachers highly successful, and successful school leaders should be achievement oriented.
2. Teachers suggested that principals must use teaching staff to help make decisions.

3. The principals and school management should provide opportunities for teachers to achieve the required goals.
4. The principals should develop opportunities for the teachers and develop confidence and motivation among them so that the job satisfaction of the teachers may be enhanced.
5. The involvement of teachers in decision-making may lead to improved job satisfaction and that and this may be ensured to enhance job satisfaction of the teachers.
6. The principals need to practice transformational leadership using consideration approach, initiation approach and participatory management.
7. The education department should designate principals not on the basis of seniority, but on the basis of skill and ability, because principals must be able to work with others to implant the vision into the structures and processes of the school.
8. The principals must be capable of communicating the vision to the teachers as well as management staff, that what should be the level of school.

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