

1                   **SCHOOL TYPE AND PRINCIPAL LEADERSHIP STYLES**  
2                   **AS CORRELATES OF SCIENCE TEACHERS' JOB PERFORMANCE**  
3                   **IN RIVERS STATE**

4  
5                   **Abstract**

6                   *This study, investigated the effect of school type (public and private) and*  
7                   *principals' leadership style (autocratic, democratic, laissezfaire and*  
8                   *transformational) on teachers' job performance in Rivers State. The design for*  
9                   *the study was survey. The target population for this study comprises of all the*  
10                   *Senior Secondary School Three (SS 3) students and their teachers in public and*  
11                   *private Schools in Rivers State. Simple random sampling technique was used to*  
12                   *select 370 respondents (60 teachers and 310 students) and, stratified random*  
13                   *sampling was used to select twelve (12) secondary schools from three (3) Local*  
14                   *Government Areas in Rivers State based on school type (public and private). Data*  
15                   *were collected using Students' Perception of Teachers' Job Performance*  
16                   *Questionnaire (SPTJPO) and Teachers' Perception of School Type and Principals'*  
17                   *Leadership Style Questionnaire (TPSTPLSQ) with 0.74 and 0.92 reliability*  
18                   *coefficients respectively using Cronbach Alpha statistic. Three research questions*  
19                   *guided the study, and Pearson Product Moment Correlation and Multiple*  
20                   *Regressions were the statistical tools used for data analysis with the aid of*  
21                   *Statistical Package for Social Science (SPSS) version 20. This study showed*  
22                   *relationships among and between variables in terms of their direction and*  
23                   *strength. All the variables considered in this study have relationships with the*  
24                   *criterion variable at varying strengths. While the school type ( $r = -.008$   $p>0,05$ ),*  
25                   *autocratic leadership style ( $r = -.112$   $p<0.05$ ) and laissezfaire leadership style ( $r$*   
26                   *=  $-.008$   $p>0.05$ ) are negatively correlated; only the autocratic leadership style*  
27                   *had significant relationship with the criterion. The study therefore, concluded*  
28                   *that all the variables of the study are correlated at varying strength and different*  
29                   *direction but transformational leadership style seem to be a variable of key*  
30                   *interest and importance in school leadership.*

31  
32  
33                   **Introduction**

34  
35                   School is a veritable institution that provides the system, and tools through  
36                   which every other institutions can be managed and developed. The school  
37                   produces the manpower which assumes leadership and management positions  
38                   at various levels of government, business, and drive the overall growth and  
39                   development of the society.

40  
41                   Ndimele (2012) viewed school as an organized place where people (students or  
42                   pupils) go to learn and acquire relevant skills, knowledge, values in order to be  
43                   useful or functional members of the modern society. According to the Wikipedia

44 (2014), the school is an institution designed for the teaching of students (or  
45 pupils) under the direction of teachers.

46  
47 Amanchukwu (2005) claims that a school is a social ground for effective  
48 teaching and learning. According to Ezekiel-Hart and Adiele (2010), school is a  
49 place or an institution that is primarily established for the purpose of  
50 education. They added that the aim of the school is to develop a person's  
51 abilities and talents following some prescribed rules, regulation and  
52 curriculum. It is for this purpose that neither the school nor education can be  
53 separated from each other. The term "education" has been defined by Osokoya  
54 (2000) cited in Ebong and Ezekiel-Hart (2006), as the process by which an  
55 individual is led into the discovery of his/her inner abilities, capabilities and  
56 potentials and how to utilize these for self development and civilization.

57  
58 Education is a key factor in sustainable development. This singular statement  
59 indicates that when human beings have received adequate education, it will  
60 improve their well-being in terms of economic and social factors (Amanchukwu,  
61 2005). The school provides quality education for the people under the direction  
62 and guidance of set of professional teachers who equip the students with the  
63 necessary knowledge, skills, attitude that will help them to be useful in the  
64 society. Pepple(2006) described a professional teacher as the person who  
65 interprets aims and objective of education, impart knowledge, and ready to  
66 teach and teach well.

67  
68 There is no educational system that can succeed without good, quality and up-  
69 to-date teachers. But looking at the present Nigerian educational sector, one  
70 can agree with me that the rate at which some teachers perform their job  
71 especially in the senior secondary school is not quite interesting. Some of the  
72 teachers see the job as a part time job thus attends it with lackadaisical  
73 attitude which is unethical to the teaching profession.

74  
75  
76 Be it as it may, the secondary school, through the teachers serves as guidance  
77 counselor, career counselor, character builder, role model to the students  
78 hence prepares them to be relevant, self-reliant and contribute positively to the  
79 nation building even without attending higher institution(s). Secondary school  
80 also equips students for the university education as well as other institutions  
81 of higher learning. According to the Federal Republic of Nigeria through its  
82 National Policy on Education (2004), the broad goals of secondary education  
83 shall be to prepare the individual for:

- 84 a. useful living within the society; and
- 85 b. higher education.

86  
87 Ezekiel-Hart and Adiele (2010) noted that the policy framework for secondary  
88 education in Nigeria provides that secondary education is to prepare students  
89 to leave school with the necessary skills for useful living within the society and

90 to prepare them to continue with higher education. This is corroborated by  
91 Oparaku (2009) when he observed that secondary education have become a  
92 flash point in the Nigerian Educational System. Secondary education is the  
93 education children receive after primary education and before the tertiary stage  
94 (NPE, 2004). The first variable of importance in this study is school type.  
95

96  
97 School type is seen as one of the major factors that influences teachers' job  
98 performance. In the context of this study, school type is defined in terms of  
99 school ownership. It refers to the school owned by the government and private  
100 individuals. It is generally classified as public and private schools. Gbadeyan  
101 (2009) supported this when he stated that school type could be classified as  
102 private and public, single sex, that is (boys only and girls only) and co-  
103 educational schools. However, Osokoya and Nwazota (3013) reviews that in  
104 Nigeria, there are two categories of school, same sex (single-sex) and co-  
105 educational (mixed) schools.  
106

107 It is interesting to note that leadership in any organization or institution like  
108 school, church, family etc is usually instituted in order to encourage proper co-  
109 ordination, organization, management, record-keeping and accountability of  
110 human and material resources of the institution in line with its stated goal(s).  
111 Mullins (2010) defined leadership as a process through which one person  
112 influence the behavior or actions of other people. Adegbesan (2013) defined  
113 leadership in an organization as a motivator whereby one person who is the  
114 head motivates others towards the achievement of specific goals of the  
115 organizations. He further states that leadership is concerned with human  
116 experience and energy in an organized group and the concept is also of prime  
117 importance to administrators because people partake in all organizations  
118 administration. When leaders are ineffective, their influence does not  
119 contribute to goal attainment instead it will hinder it. This is to say that,  
120 leadership qualities can either marl or make the organization.  
121

122 Irikana and Orisa (2007) sees leadership as a process of influencing others in  
123 making decisions, setting goals and achieving goals, and keeping the group  
124 voluntarily together. Leadership, as one of the important tasks of management,  
125 comprises the science and art of influencing people in order to achieve  
126 objectives (Khalkhali, Khalatbary & Azany, 2011). In secondary school setting,  
127 the leadership mantle is usually vested upon the principal to be assisted by the  
128 vice principal(s). The principal is the administrative and academic head. He  
129 controls, organizes, co-ordinates and manages the human (teachers and  
130 students) and material resources within the school. He adopts style that will  
131 ensure optimum teachers job performance and create sound relationship  
132 between the teachers, and the students depending on the type of school  
133 situation. The success of any school to achieve its stated goals or objectives  
134 depends on the ability of the chief administrator, otherwise known as the  
135 principal and his leadership style (Adegbesan, 2013). In order to effectively  
136 perform the leadership duties of the principal, the principal shall be a

137 professionally trained teacher. In addition, he must be familiar with different  
138 leadership styles in which he will adopt the particular one or two as demanded  
139 by the school climate in line with acceptable global practices.

140  
141 Leadership style in this context refers to an adopted way, manner, mode or  
142 method of leading and co-coordinating the activities of followers. According to  
143 Mehrab, Homayun and Sarda (2013), leadership or management style  
144 determines the atmosphere, culture and strategies dominating the  
145 organization. Leadership styles of the principals manifest themselves in the  
146 social climate of the school, which in turn is-determine by the co-interaction of  
147 the teachers and students, perception of the relationships existing between the  
148 school head, staff, and students (Egbujo, 2008). There are four basic leadership  
149 styles which the school principles normally adopt in playing their leadership  
150 and administrative roles in the school. They are autocratic, Laissez-faire,  
151 democratic and transformational leadership styles.

152  
153 The autocratic leadership style is the leadership style that has to do with the  
154 application of force to make a change or enforce obedience on the followers. An  
155 autocratic school principal or head teacher does not provide a level play ground  
156 for his/her teachers to participate in decision making. Pirkhaefi (2009) opines  
157 that leadership style of the principals shows how they relate with their  
158 employees. The view or opinion of an autocratic leader supersedes every other  
159 view in the group or organization at all times. The Principals' Autocratic  
160 Leadership Style is characterized by lack of trust on teachers, use of force on  
161 teachers, seeing power/ position as ultimate, given little or no attention to  
162 teachers' opinions, being strict with the teachers, very authoritative in speech  
163 and actions etc. Kasule (2007) who carried out a study on the effects of  
164 leadership styles on teacher productivity in private secondary schools in  
165 Wakiso District in Kampala found that autocratic leaders usually emphasize  
166 'authority' as a means of having work done.

168 Teachers' job performance is the extent or way by which the teachers carry  
169 out their jobs. Teachers' job performance in a given school may be high,  
170 average or low and it is dependent on a lot of factors which cut across school  
171 type, principals' leadership style, teachers' age, gender, teachers' experience  
172 and exposure, teachers' qualification, teachers' pedagogical skills, type of job,  
173 principal-teacher relationship, teacher-student relationship, class size,  
174 teachers' welfare package and motivation, workshop and in-service training,  
175 instructional materials, school environment, etc. This is corroborated by  
176 Adeniji (1999) cited in Nathaniel (2012) when he asserted that, the performance  
177 of a person on a job is considered a function of two different variables, which  
178 include the abilities or skills of the individual to perform the job and his  
179 motivation to use this abilities or skills in the actual performance of the job.

181 The work of Adeyemi (2011) on principal's leadership styles and science  
182 teacher-job's performance in senior secondary schools in Ondo state indicates

183 that science teacher-job's performance is better in schools with principals  
184 using autocratic leadership style than in schools with principals using  
185 democratic or laissez-faire; leadership style. He also reveals that the democratic  
186 leadership style is the most commonly used leadership style among the  
187 principals of senior secondary schools in Nigeria, and the next style used by  
188 principals after the above mentioned style was laissez-faire leadership style.

### 190 **Research Design**

191 A descriptive research design was adopted.

192

### 193 **Population**

194 The target population for this study comprises of all the Senior Secondary  
195 School Three (SS 3) students and their teachers in public and private schools  
196 in Rivers State.

197

### 198 **Sample and Sampling Technique**

199 The researcher used a sample of 370 participants (60 teachers and 310  
200 students) as the sample for the study which was selected from twelve (12)  
201 senior secondary schools from three (3) Local Government Areas in Rivers  
202 State.

203

### 204 **Instrumentation**

205 The researcher used two research instruments for data collection which are;  
206 Students' Perception of Teachers,' Job Performance Questionnaire (SPTJPQ)  
207 and Teachers' Perception of School Type and Principals' Leadership Style  
208 Questionnaire (TPSTPLSQ). The formats of these instruments were designed by  
209 the researcher. While Students' Perception of Teachers' Job Performance  
210 Questionnaire (SPTJPQ) provided information on how teachers' perform their  
211 jobs with a total of 20 items, School Type and Principals' Leadership Style  
212 Questionnaire (STPLSQ) elicited information on the impact of school type and  
213 principals' leadership style on teachers' job performance with a total of 24  
214 items. The two instruments have two sections each namely: section A and B,  
215 and their response pattern was based on a four Likert scale of Strongly Agree  
216 (SA) with 4 points, Agree (A) with 3 points, Disagree (D) with 2 points and  
217 Strongly Disagree (SD) with 1 point. The questionnaire was answered by the  
218 students. The instruments were given to experts to determine their face and  
219 content validity whereas the reliability coefficient of 0,74 and 0.92 respectively  
220 were obtained for the instruments using Crombach Alpha statistics.

221

### 222 **Administration of the Instruments**

223 The researcher visited the selected schools to secure the consent of the school  
224 authorities, and also discussed the relevance of the research before the  
225 commencement of data collection. The SPTJPQ was administered to the senior

226 secondary school three (SS 3) students whereas the TPSTPLSQ was given to the  
 227 teachers. The two instruments were administered and retrieved with the help of  
 228 two research assistants who the researcher trained for two weeks prior to the  
 230 time of administration.

231 **Method of Data Analysis**

232 The researcher analyzed the data collected using Pearson Product Moment  
 233 Correlation and Multiple Regression Analysis at 0.5 level of significance level  
 234 with the aid of Statistical Package for Social Science (SPSS) version 20.

235 **Research Question One**

236 What types of relationship exist (a) among the predictors (School type,  
 237 Democratic Style of Leadership, Autocratic Style of Leadership,  
 238 Transformational Style of Leadership and Laissez-Faire Leadership Style) and  
 239 (b) between each of the predictors and the criterion?  
 240

241 **Table 1.1: Correlation Matrix Among and Between Predictors and**  
 242 **Criterion**

243

|     | Variable |        |       |       |        |       |
|-----|----------|--------|-------|-------|--------|-------|
|     | TJP      | ST     | DLS   | ALS   | TLS    | LLS   |
| TJP | 1.000    | 1.000  |       |       |        |       |
| ST  | -.008    |        |       |       |        |       |
| DLS | .099*    | -.564* | 1.000 |       |        |       |
| ALS | -.112*   | -.199* | .649* | 1.000 |        |       |
| TLS | .121*    | .052*  | .092* | .198* | 1.000  |       |
| LLS | -.036    | -.329  | .530  | .256* | -.300* | 1.000 |

244 \* = Significant at alpha level of 0.05

245 Note: TJP = Teachers' Job-Performance; ST = School Type; DLS - Democratic  
 246 Leadership Style; ALS - Autocratic Leadership Style; TLS = Transformational  
 247 Leadership Style; LLS = Laissez-Faire Leadership Style.

248 Table 1.1 showed the results of the correlation among and between the  
 249 predictors and the criterion. Democratic leadership style ( $r = .099$   $p < 0.05_{(0.040)}$ )  
 250 as well as transformational leadership style ( $r = .121$   $p < 0.05_{(0.017)}$ ) has positive  
 251 significant but low correlation with teachers' Job performance. This implies  
 252 that there was a positive relation among democratic style of leadership,  
 253 transformational style of leadership and teachers' job performance. This also  
 254 means that the frequency in the application of these two leadership (democratic  
 255 and transformational) styles in administration will bring about a positive  
 256 change in teachers' job performance and vice versa. On the other hand,  
 257 Autocratic leadership style had a negative low correlation but significant with

258 teacher's job performance ( $r = -.112$   $p < 0.05_{(0.025)}$ ). This implies that there was a  
 259 significant but opposite relationship between autocratic leadership style and  
 260 teachers' job performance. This indicated that, the frequency of the application  
 261 of this style will bring about a negative change in teachers' job performance  
 262 and vice versa. However, school type ( $r = -.008$   $p > 0.05_{(0.444)}$ ) and laissez-faire  
 263 leadership style ( $r = -.008$   $p > 0.05_{(0.226)}$ ) were not significant correlated with  
 264 teachers' job performance.

265 **Research Question Two**

266 Does the obtained regression equation resulting from the set of five-predictor  
 267 variables allow reliable prediction of Teachers' Job Performance?

268 **Table 1.2: Model Summary and ANOVA**

| <b>R</b>                          | <b>0.215</b>   |     |             |       |      |
|-----------------------------------|----------------|-----|-------------|-------|------|
| <b>R Square</b>                   | <b>0.046</b>   |     |             |       |      |
| <b>Adj. R Square</b>              | <b>0.031</b>   |     |             |       |      |
| <b>Std. Error of the Estimate</b> | <b>7.867</b>   |     |             |       |      |
| Model                             | Sum of Squares | Df  | Mean Square | F     | Sig. |
| Regression                        | 911.631        | 5   | 182326      | 2.946 | .013 |
| Residual                          | 18814.966      | 304 | 61.891      |       |      |
| Total                             | 19726.597      | 309 |             |       |      |

269  
 270 Table 1.2 shows that there was a positive multiple correlation among the five  
 271 predictors, which are (School type, Democratic leadership style, Autocratic  
 272 leadership style, Transformational leadership style and Laissez-faire leadership  
 273 style) and Teachers' Job performance, which is the dependent variable  
 274 ( $R=0.215$ ). This implies that the factors are quite relevant towards the  
 275 determination of the dependent variable. The R square value of 0.046 revealed  
 276 that the five factors accounted for 4.6% of the total variance in the dependent  
 277 variable. The remaining 95.4% could be due to factors and residuals in the  
 278 model that are not considered in this study. Also, the model was found to be  
 279 statistically significant ( $F_{(5,304)} = 2.946, p < 0.05$ ).

280 **Research Question Three**

281 Which of the five-predictor variables are most influential in predicting Teachers'  
 282 Job Performance and are there any predictor variables that do not contribute  
 283 significantly to the prediction model?  
 284

285 **Table 1.3: Relative Predictions of the Predictor variables on Teachers' Job**  
 286 **Performance**

| Model           | Unstandardized Coefficients |            | Standardized Coefficients |        | Sig.  |
|-----------------|-----------------------------|------------|---------------------------|--------|-------|
|                 | B                           | Std, Error | Beta                      | t      |       |
| 1<br>(Constant) | 55.711                      | 6,798      |                           | 8.196  | .000  |
| ST              | -1.557                      | 1.127      | -.098                     | -1381  | .168  |
| DLS             | .519                        | 308        | -.171                     | -1.685 | .093  |
| ALS             | -.298                       | .277       | -.083                     | -1.073 | .284  |
| TLS             | .701                        | .233       | .188                      | 3.004  | .003* |
| LLS             | .281                        | .203       | .101                      | 1382   | .168  |

287 \* = Significant at alpha level of 0.05

288 Note: TJP ~ Teachers' Job Performance; ST = School Type; DLS - Democratic  
 289 Leadership Style; ALS - Autocratic Leadership Style; TLS - Transformational  
 290 Leadership Style; LLS = Laissez-Faire Leadership Style

291

292 Table 1. 3 shows the individual variable's contribution to the prediction model  
 293 on Teachers' Job Performance. The table indicates that only one out of the five  
 294 predictors was found to significantly prediction Teachers' Job Performance. The  
 295 variable Transformational Leadership Style,  $\beta = 0.188$ ,  $t(304) = 3.004$ ,  $p < 0.05_{(0.003)}$ ,  
 296 contribute significantly to the prediction model. The result also  
 297 showed that School type,  $p = -0.098$ ,  $t(304) = -1381$ ,  $p > 0.05_{(0.168)}$  and  
 298 Democratic leadership style,  $p = 0.171$ ,  $t(304) = 1.685$ ,  $p > 0.05_{(0.093)}$ ,  
 299 Autocratic leadership style  $\beta = -0.083$ ,  $t(304) = -1.073$ ,  $p > 0.05_{(0.284)}$  and  
 300 Laissez-faire leadership style  $p = 0.101$ ,  $t(304) = 1.382$ ,  $p > 0.05_{(0.168)}$  do not  
 301 contribute significantly to the prediction model.

### 302 **Summary of Findings**

303 This study which sought to investigate the effect of school type (public and  
 304 private) and principals' leadership style (autocratic, democratic, laissez-faire  
 305 land transformational) on sincere teachers' job performance in Rivers State  
 306 made use of 60 teachers and 310 students selected from twelve (12) senior  
 307 secondary schools from three (3) Local Government Areas in Rivers State.

308 Using correlation matrix and multiple regression analysis, the study found out  
309 that;

- 310 • All the variables considered in this study have relationships with the  
311 criterion variable at varying strengths
- 312 • There was a strong positive and significant correlations between democratic  
313 leadership and autocratic leadership styles
- 314 • There is a very negative and significant relationship between  
315 transformational and laissez-faire leadership styles
- 316 • Transformational leadership style had positive and significant correlation  
317 with variables in the model except the case of an acute significant but negative  
318 correlation that is observed with laissez-faire leadership styles.
- 319 • Only Democratic leadership style ( $r = .099$   $p < 0.05_{(0.040)}$ ) > autocratic  
320 leadership style ( $r = -.112$   $p < 0.05_{(0.025)}$ ) and transformational leadership style ( $r$   
321  $= .121$   $p < 0.05_{(0.017)}$ ) had significant but low correlation with teachers' Job  
322 performance. Nonetheless, the correlation with autocratic leadership style was  
323 negative.
- 324 • In all, the correlation matrix produced eleven correlations that was  
325 significant.

### 326 **Implication of Findings**

327 The findings of this study indicate that;

- 328 • Autocracy is required in some situations regardless of the type of leadership  
329 a principal is attributed with, but principals have to exercise a minimal amount  
330 of autocratic leadership to keep school environment friendly and teachers  
331 effective.
- 332 • The direction and strength of autocratic leadership style in the model must  
333 be kept at bay.
- 334 • Transformational leadership style is mostly required to improve teachers'  
335 job performance
- 336 • The high positive correlations between democratic and autocratic  
337 leadership styles suggests that there is no true democracy but rather a pseudo-  
338 democracy
- 339 • The strong positive relations between democratic and autocratic leadership  
340 needs be entangled
- 341 • School type goes a long way in dictating the leadership style that would be  
342 operational and this affects teacher job performance.

### 344 **Conclusion**

345 This research had shown that the five predictors, which are (School type,  
346 Democratic leadership style, Autocratic leadership style, Transformational  
347 leadership style and Laissez-faire leadership style), jointly and significantly  
348 predicts on Teachers' Job performance, which is the dependent variable.  
349 However, only transformational leadership style had relative prediction on  
350 teachers' job performance. All the variables of the study are correlated at

351 varying strength and different direction, transformational leadership style seem  
352 to be a variable of key interest and importance in school leadership.

### 353 **Limitation to the Research**

354 The limitations of this study are highlighted below;

- 355 1. The fact that principal leadership style and teachers job performance was  
356 judged from responses given by students and teachers was a major limitation,
- 357 2. The use of questionnaire in measuring teachers' job performance creates a  
358 problem of introducing inaccurate result. The data would have been  
359 supplemented using direct observation techniques in order to give valid and  
360 more generalisable report.
- 361 3. The uncooperative attitudes of some principal and teachers in releasing in  
362 responding to the questionnaire were also a limitation to the study.

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