

1                   **SCHOOL TYPE AND LEADERSHIP PATTERN OF PRINCIPALS**  
2                   **AS PREDICTORS OF SCIENCE TEACHERS' JOB PERFORMANCE**  
3                   **IN RIVERS STATE NIGERIA**

4  
5                   **Abstract**

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

28  
29                   **Introduction**

30  
31                   The School is a veritable social institution that provides educational services  
32                   and tools through which every other institutions can be managed and  
33                   developed. The school produces the manpower which assumes leadership and  
34                   management positions at various levels of government, business, and drive the  
35                   overall growth and development of the society. Ndimele (2012) viewed school as  
36                   an organized place where people (students or pupils) go to learn and acquire  
37                   relevant skills, knowledge, values in order to be useful or functional members  
38                   of the modern society. According to the Wikipedia (2014), the school is an  
39                   institution designed for the teaching of students (or pupils) under the direction  
40                   of teachers. Amanchukwu (2005) claims that a school is a social ground for  
41                   effective teaching and learning. According to Ezekiel-Hart and Adiele (2010),  
42                   school is a place or an institution that is primarily established for the purpose  
43                   of education. They added that the aim of the school is to develop a person's  
44                   abilities and talents following some prescribed rules, regulation and

45 curriculum. It is for this purpose that neither the school nor education can be  
46 separated from each other. The term “education” has been defined by Osokoya  
47 (2000) cited in Ebong and Ezekiel-Hart (2006), as the process by which an  
48 individual is led into the discovery of his/her inner abilities, capabilities and  
49 potentials and how to utilize these for self development and civilization.  
50 Education is a key factor in sustainable development. This singular statement  
51 indicates that when human beings have received adequate education, it will  
52 improve their well-being in terms of economic and social factors (Amanchukwu,  
53 2005). The school provides quality education for the people under the direction  
54 and guidance of set of professional teachers who equip the students with the  
55 necessary knowledge, skills, attitude that will help them to be useful in the  
56 society. Pepple(2006) described a professional teacher as the person who  
57 interprets aims and objective of education, impact knowledge, and ready to  
58 teach and teach well. There is no educational system that can succeed without  
59 good, quality and up-to-date teachers. But looking at the present Nigerian  
60 educational sector, one can agree with me that the rate at which some teachers  
61 perform their job especially in the senior secondary school is not quite  
62 interesting. Some of the teachers see the job as a part time job thus attends it  
63 with lackadaisical attitude which is unethical to the teaching profession. Be it  
64 as it may, the secondary school, through the teachers serves as guidance  
65 counselor, career counselor, character builder, role model to the students  
66 hence prepares them to be relevant, self-reliant and contribute positively to the  
67 nation building even without attending higher institution(s). Secondary school  
68 also equips students for the university education as well as other institutions  
69 of higher learning. According to the Federal Republic of Nigeria through its  
70 National Policy on Education (2004), the broad goals of secondary education  
71 shall be to prepare the individual for:  
72 a. useful living within the society; and  
73 b. higher education.

74  
75 Ezekiel-Hart and Adiele (2010) noted that the policy framework for secondary  
76 education in Nigeria provides that secondary education is to prepare students  
77 to leave school with the necessary skills for useful living within the society and  
78 to prepare them to continue with higher education. This is corroborated by  
79 Oparaku (2009) when he observed that secondary education have become a  
80 flash point in the Nigerian Educational System. Secondary education is the  
81 education children receive after primary education and before the tertiary stage  
82 (NPE, 2004). The first variable of importance in this study is school type.  
83 School type is seen as one of the major factors that influences teachers' job  
84 performance. In the context of this study, school type is defined in terms of  
85 school ownership. It refers to the school owned by the government and private  
86 individuals. It is generally classified as public and private schools. Gbadeyan  
87 (2009) supported this when he stated that school type could be classified as  
88 private and public, single sex, that is (boys only and girls only) and co-  
89 educational schools. However, Osokoya and Nwazota (3013) reviews that in

90 Nigeria, there are two categories of school, same sex (single-sex) and co-  
91 educational (mixed) schools.

92

93 It is interesting to note that leadership in any organization or institution like  
94 school, church, family etc is usually instituted in order to encourage proper co-  
95 ordination, organization, management, record-keeping and accountability of  
96 human and material resources of the institution in line with its stated goal(s).  
97 Mullins (2010) defined leadership as a process through which one person  
98 influence the behavior or actions of other people. Adegbesan (2013) defined  
99 leadership in an organization as a motivator whereby one person who is the  
100 head motivates others towards the achievement of specific goals of the  
101 organizations. He further states that leadership is concerned with human  
102 experience and energy in an organized group and the concept is also of prime  
103 importance to administrators because people partake in all organizations  
104 administration. When leaders are ineffective, their influence does not  
105 contribute to goal attainment instead it will hinder it. This is to say that,  
106 leadership qualities can either marl or make the organization.

107

108 Irikana and Orisa (2007) sees leadership as a process of influencing others in  
109 making decisions, setting goals and achieving goals, and keeping the group  
110 voluntarily together. Leadership, as one of the important tasks of management,  
111 comprises the science and art of influencing people in order to achieve  
112 objectives (Khalkhali, Khalatbary & Azany, 2011). In secondary school setting,  
113 the leadership mantle is usually vested upon the principal to be assisted by the  
114 vice principal(s). The principal is the administrative and academic head. He  
115 controls, organizes, co-ordinates and manages the human (teachers and  
116 students) and material resources within the school. He adopts style that will  
117 ensure optimum teachers job performance and create sound relationship  
118 between the teachers, and the students depending on the type of school  
119 situation. The success of any school to achieve its stated goals or objectives  
120 depends on the ability of the chief administrator, otherwise known as the  
121 principal and his leadership style (Adegbesan, 2013). In order to effectively  
122 perform the leadership duties of the principal, the principal shall be a  
123 professionally trained teacher. In addition, he must be familiar with different  
124 leadership styles in which he will adopt the particular one or two as demanded  
125 by the school climate in line with acceptable global practices. Leadership  
126 pattern in this context refers to an adopted way, manner, mode or method of  
127 leading and co-coordinating the activities of followers. According to Mehrab,  
128 Homayun and Sarda (2013), leadership or management style determines the  
129 atmosphere, culture and strategies dominating the organization. Leadership  
130 styles of the principals manifest themselves in the social climate of the school,  
131 which in turn is-determine by the co-interaction of the teachers and students,  
132 perception of the relationships existing between the school head, staff, and  
133 students (Egbujo, 2008). There are four basic leadership styles which the  
134 school principles normally adopt in playing their leadership and administrative  
135 roles in the school. They are autocratic, Laissez-faire, democratic and

136 transformational leadership styles. The autocratic leadership style is the  
137 leadership style that has to do with the application of force to make a change  
138 or enforce obedience on the followers. An autocratic school principal or head  
139 teacher does not provide a level play ground for his/her teachers to participate  
140 in decision making. Pirkhaefi (2009) opines that leadership style of the  
141 principals shows how they relate with their employees. The view or opinion of  
142 an autocratic leader supersedes every other view in the group or organization  
143 at all times. The Principals' Autocratic Leadership Style is characterized by lack  
144 of trust on teachers, use of force on teachers, seeing power/ position as  
145 ultimate, given little or no attention to teachers' opinions, being strict with the  
146 teachers, very authoritative in speech and actions etc. Kasule (2007) who  
147 carried out a study on the effects of leadership styles on teacher productivity  
148 in private secondary schools in Wakiso District in Kampala found that  
149 autocratic leaders usually emphasize 'authority' as a means of having work  
150 done. Teachers' job performance is the extent or way by which the teachers  
151 carry out their jobs. Teachers' job performance in a given school may be high,  
152 average or low and it is dependent on a lot of factors which cut across school  
153 type, principals' leadership style, teachers' age, gender, teachers' experience  
154 and exposure, teachers' qualification, teachers' pedagogical skills, type of job,  
155 principal-teacher relationship, teacher-student relationship, class size,  
156 teachers' welfare package and motivation, workshop and in-service training,  
157 instructional materials, school environment, etc. This is corroborated by  
158 Adeniji (1999) cited in Nathaniel (2012) when he asserted that, the performance  
159 of a person on a job is considered a function of two different variables, which  
160 include the abilities or skills of the individual to perform the job and his  
161 motivation to use this abilities or skills in the actual performance of the job.  
162 The work of Adeyemi (2011) on principal's leadership styles and science  
163 teacher-job's performance in senior secondary schools in Ondo state indicates  
164 that science teacher-job's performance is better in schools with principals  
165 using autocratic leadership style than in schools with principals using  
166 democratic or laissez-faire; leadership style. He also reveals that the democratic  
167 leadership style is the most commonly used leadership style among the  
168 principals of senior secondary schools in Nigeria, and the next style used by  
169 principals after the above mentioned style was laissez-faire leadership style.

### 171 **Research Design**

172 A descriptive research design was adopted.

173

### 174 **Population**

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

178

179 **Sample and Sampling Technique**

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

184  
185 **Instrumentation**

186 Two research instruments were used for data collection which are; Students'  
187 Perception of Teachers,' Job Performance Questionnaire (SPTJPQ) and  
188 Teachers' Perception of School Type and Principals' Pattern of Leadership  
189 Questionnaire (TPSTPPLQ). The formats of these instruments were designed by  
190 the researcher. While Students' Perception of Teachers' Job Performance  
191 Questionnaire (SPTJPQ) provided information on how teachers' perform their  
192 jobs with a total of 20 items, School Type and Principals' PatternLeadership  
193 Questionnaire (STPPLQ) elicited information on the impact of school type and  
194 principals' leadership style on teachers' job performance with a total of 24  
195 items. The two instruments have two sections each namely: section A and B,  
196 and their response pattern was based on a four Likert scale of Strongly Agree  
197 (SA) with 4 points, Agree (A) with 3 points, Disagree (D) with 2 points and  
198 Strongly Disagree (SD) with 1 point. The questionnaire was answered by the  
199 students. The instruments were given to experts to determine their face and  
200 content validity whereas the reliability coefficient of 0,74 and 0.92 respectively  
201 were obtained for the instruments using Crombach Alpha statistics.  
202

203 **Administration of the Instruments**

204 The Students' Perception of Teachers,' Job Performance Questionnaire  
205 (SPTJPQ) was administered to the senior secondary school three (SS 3)  
206 students whereas the Teachers' Perception of School Type and Principals'  
207 Pattern of Leadership Questionnaire (TPSTPPLQ). was given to the teachers.  
208 The two instruments were administered and retrieved with the help of two  
209 research assistants who the were trained prior to the time of administration of  
210 the instrument.

212 **Method of Data Analysis**

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

216 **Research Question One**

217 What types of relationship exist (a) among the predictors (School type,  
218 Democratic Style of Leadership, Autocratic Style of Leadership,  
219 Transformational Style of Leadership and Laissez-Faire Leadership Style) and  
220 (b) between each of the predictors and the criterion?  
221

222 **Table 1: Correlation Matrix Among and Between Predictors and Criterion**  
223 **Variable**

	<b>TJP</b>	<b>ST</b>	<b>DLS</b>	<b>ALS</b>	<b>TLS</b>	<b>LLS</b>
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

224 \* = Significant at alpha level of 0.05

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

228 Table 1. showed the results of the correlation among and between the  
229 predictors and the criterion. Democratic leadership style ( $r = .099$   $p < 0.05_{(0.040)}$ )  
230 as well as transformational leadership style ( $r = .121$   $p < 0.05_{(0.017)}$ ) has positive  
231 significant but low correlation with teachers' Job performance. This implies  
232 that there was a positive relation among democratic style of leadership,  
233 transformational style of leadership and teachers' job performance. This also  
234 means that the frequency in the application of these two leadership (democratic  
235 and transformational) styles in administration will bring about a positive  
236 change in teachers' job performance and vice versa. On the other hand,  
237 Autocratic leadership style had a negative low correlation but significant with  
238 teacher's job performance ( $r = -.112$   $p < 0.05_{(0.025)}$ ). This implies that there was a  
239 significant but opposite relationship between autocratic leadership style and  
240 teachers' job performance. This indicated that, the frequency of the application  
241 of this style will bring about a negative change in teachers' job performance  
242 and vice versa. However, school type ( $r = -.008$   $p > 0.05_{(0.444)}$ ) and laissez-faire  
243 leadership style ( $r = -.008$   $p > 0.05_{(0.226)}$ ) were not significant correlated with  
244 teachers' job performance.

### 245 **Research Question Two**

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

### 248 **Table 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	Df	Mean	F	Sig.

	Squares		Square		
Regression	911.631	5	182326	2.946	.013
Residual	18814.966	304	61.891		
Total	19726.597	309			

249

250 Table 2. shows that there was a positive multiple correlation among the five  
 251 predictors, which are (School type, Democratic leadership style, Autocratic  
 252 leadership style, Transformational leadership style and Laissez-faire leadership  
 253 pattern) and Teachers' Job performance, which is the dependent variable  
 254 (R=0.215). This implies that the factors are quite relevant towards the  
 255 determination of the dependent variable. The R square value of 0.046 revealed  
 256 that the five factors accounted for 4.6% of the total variance in the dependent  
 257 variable. The remaining 95.4% could be due to factors and residuals in the  
 258 model that are not considered in this study. Also, the model was found to be  
 259 statistically significant ( $F_{(5,304)} = 2.946, p < 0.05$ ).

### 260 **Research Question Three**

261 Which of the five-predictor variables are most influential in predicting Teachers'  
 262 Job Performance and are there any predictor variables that do not contribute  
 263 significantly to the prediction model?  
 264

265 **Table 3: Relative Predictions of the Predictor variables on Teachers' Job**  
 266 **Performance**

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std, Error	Beta	t	Sig.
1 (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

267 \* = Significant at alpha level of 0.05

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

271

272 Table 3. shows the individual variable's contribution to the prediction model on  
273 Teachers' Job Performance. The table indicates that only one out of the five  
274 predictors was found to significantly prediction Teachers' Job Performance. The  
275 variable Transformational Leadership Style,  $\beta = 0.188$ ,  $t(304) = 3.004$ ,  $p < 0.05$ <sub>(0.003)</sub>,  
276 contribute significantly to the prediction model. The result also  
277 showed that School type,  $p = -0.098$ ,  $t(304) = -1381$ ,  $p > 0.05$ <sub>(0.168)</sub> and  
278 Democratic leadership style,  $p = 0.171$ ,  $t(304) = 1.685$ ,  $p > 0.05$ <sub>(0.093)</sub>,  
279 Autocratic leadership style  $\beta = -0.083$ ,  $t(304) = -1.073$ ,  $p > 0.05$ <sub>(0.284)</sub> and  
280 Laissez-faire leadership style  $p = 0.101$ ,  $t(304) = 1.382$ ,  $p > 0.05$ <sub>(0.168)</sub> do not  
281 contribute significantly to the prediction model.

## 282 **Summary of Findings**

283 This study which sought to investigate the effect of school type (public and  
284 private) and principals' leadership pattern (autocratic, democratic, laissez-faire  
285 land transformational) on sincere teachers' job performance in Rivers State  
286 made use of 60 teachers and 310 students selected from twelve (12) senior  
287 secondary schools from three (3) Local Government Areas in Rivers State.  
288 Using correlation matrix and multiple regression analysis, the study found out  
289 that;

- 290 • All the variables considered in this study have relationships with the  
291 criterion variable at varying strengths
- 292 • There was a strong positive and significant correlations between democratic  
293 leadership and autocratic leadership styles
- 294 • There is a very negative and significant relationship between  
295 transformational and laissez-faire leadership styles
- 296 • Transformational leadership style had positive and significant correlation  
297 with variables in the model except the case of an acute significant but negative  
298 correlation that is observed with laissez-faire leadership styles.
- 299 • Only Democratic leadership style ( $r = .099$   $p < 0.05$ <sub>(0.040)</sub>) > autocratic  
300 leadership style ( $r = -.112$   $p < 0.05$ <sub>(0.025)</sub>) and transformational leadership style ( $r$   
301  $= .121$   $p < 0.05$ <sub>(0.017)</sub>) had significant but low correlation with teachers' Job  
302 performance. Nonetheless, the correlation with autocratic leadership style was  
303 negative.
- 304 • In all, the correlation matrix produced eleven correlations that was  
305 significant.

## 306 **Implication of Findings**

307 The findings of this study indicate that;  
308 • Autocracy is required in some situations regardless of the type of leadership  
309 a principal is attributed with, but principals have to exercise a minimal amount  
310 of autocratic leadership to keep school environment friendly and teachers  
311 effective.  
312 • The direction and strength of autocratic leadership style in the model must  
313 be kept at bay.  
314 • Transformational leadership style is mostly required to improve teachers'  
315 job performance  
316 • The high positive correlations between democratic and autocratic  
317 leadership styles suggests that there is no true democracy but rather a pseudo-  
318 democracy  
319 • The strong positive relations between democratic and autocratic leadership  
320 needs be entangled  
321 • School type goes a long way in dictating the leadership style that would be  
322 operational and this affects teacher job performance.

323

### 324 **Conclusion**

325 This research had shown that the five predictors, which are (School type,  
326 Democratic leadership style, Autocratic leadership style, Transformational  
327 leadership style and Laissez-faire leadership style), jointly and significantly  
328 predicts on Teachers' Job performance, which is the dependent variable.  
329 However, only transformational leadership style had relative prediction on  
330 teachers' job performance. All the variables of the study are correlated at  
331 varying strength and different direction, transformational leadership style seem  
332 to be a variable of key interest and importance in school leadership.

### 333 **Limitation to the Research**

334 The limitations of this study are highlighted below;

- 335 1. The fact that principal leadership style and teachers job performance was  
336 judged from responses given by students and teachers was a major limitation,
- 337 2. The use of questionnaire in measuring teachers' job performance creates a  
338 problem of introducing inaccurate result. The data would have been  
339 supplemented using direct observation techniques in order to give valid and  
340 more generalisable report.
- 341 3. The uncooperative attitudes of some principal and teachers in releasing in  
342 responding to the questionnaire were also a limitation to the study.

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UNDER PEER REVIEW