

Principals' Leadership Function and Teachers' Role of Record-Keeping in Missionary Secondary Schools in Plateau State, Nigeria

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ABSTRACT: This study investigates the relationship between principals' leadership function and teachers' role of record-keeping at missionary secondary schools in Plateau State, Nigeria. The study sought to ascertain the level of principals' leadership function, the effectiveness of teachers' role of record-keeping, and the significant relationship between principals' leadership function and teachers' role of record-keeping. A cross-sectional survey was used with 690 participants from 30 missionary secondary schools. The findings revealed that principals perform leadership functions in missionary secondary schools to a high extent; teachers carry out record-keeping in missionary secondary schools in Plateau State, Nigeria to a high extent and there is no significant relationship between principals' administrative functions of leadership and teachers' job performance of record keeping in missionary secondary schools in Plateau State. The findings can guide measures for improving principals' performance of their leadership function and creating a more effective record keeping system in missionary secondary schools in Plateau State.

Keywords: Principals' Leadership Function, Teachers' Job Performance, Record Keeping, Missionary Secondary Schools, Plateau State, Nigeria

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INTRODUCTION

The school conditions and role of leadership are widely listed as essential mediations to foster advancement, modernization, changes, and innovations in capacity building and teachers job performance. For Gyang (2014) Leadership in schools impacts affection and feelings that teachers can have about their jobs. Thus, principals and teachers constitute the primary source of effective leadership in educational institutions that lead to improve teachers' job performance and students' academic achievement (Parveen, Quang Bao Tran, Kumar & Shah, 2022).

As a preferred topic for global researchers, employee job performance has always been empirically proved to be related to leaders' behaviours and their leadership

styles, (Younas, Wang, Javed & Haque, 2022). Specifically, some researchers reveal that principals' leadership styles and teachers' job performance are considerably tangled to each other, (Saleem, Aslam, Yin, & Rao, 2022). Accordingly, experience has shown that principals greatly affect the instructional and non-instructional functioning of teachers, which in turn directly contributes to students' success or failures. In most instances, setting directions, counseling services, mentoring, coaching, and developing skills provided by school leadership are frequently listed at the top of interventions for boosting up teachers' job performance and assisting teachers in addressing institutional challenges (Saleem et al., 2022).

Hence, effective leaders build up their teachers for upcoming challenges. Leadership is defined as the power to facilitate, stimulate, and inspire followers via the useful and efficient provision of institutional resources to implement strategies and achieve shared objectives (Northouse, 2018). Also, leadership is conceptualized as how a leader influences a group to achieve communal goals (Jacques, 2017). It is a process by which a person influences other to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent (Oke & Mainoma, 2014). Simply put, leaders express a strong preference for close collaboration with subordinates to extend their mutual interest rather than reliance on their authority to influence the subordinates to obey what has been dictated to them. The ways in which leaders provide direction, influence, and motivate their subordinates are called styles of leadership.

In the educational sector, the pertinence and efficacy of leadership style rest on the functioning state in which school leaders balance their style with teachers' tasks (Lunenburg & Ornstein, 2021). For Chukwuemeka, Oputa and Chukwumobi (2021), leadership style encompasses how they relate to others within and outside the school organization, how they view themselves and their positions, and to a large extent, whether or not they are successful as principals. If a task needs to be accomplished, how does a particular leader/principal set out to get it done? If an emergency arises, how does a leader handle it? If the school organisation needs the support of the community, how does a leader go about mobilizing it? All of these depend on leadership styles. The leadership styles adopted by the principals are diverse and derived from the foundation of local cultural associations and the context of school settings. This implies that principal's leadership styles are greatly influenced by various factors, which include: leaders' personalities, socioeconomic environment, and school culture.

Thus, styles and practices of leadership vary according to cultural and geographical differences (Solomon & Steyn, 2017).

For Abama et al (2016), leadership styles exhibited by principals do not just emanate from individual leaders' behaviour in an organisation alone, but could most times be traced and located in the leadership theories. Leadership styles have over time metamorphosed from one nomenclature to the other. However, the three basic leadership styles mostly adopted by principals in developing countries are as follows: (i) autocratic leadership style; (ii) democratic or participative leadership style; and (iii) laissez-faire or free-rein leadership style (Saleem et al., 2020). Parveen et al (2022) argues that most leaders preferably deploy participative and directive styles, and endorse the encouragement of democratic leadership style as an alternative to laissez-fair and autocratic leadership styles. These researchers highlight the use or blend of various leadership styles in certain situations, that is, democratic, autocratic, task-oriented,

collegial, or transformational leadership styles that enable school leadership to instigate school improvement and reforms, through effective communication.

Teaching and learning form the core objectives of the educational institution. Attaining these core objectives are anchored on the adequate provision and management of the basic school records. Apparently, no system, be it school or otherwise can be effectively and efficiently run without proper management of its records. Therefore, the school system provides an atmosphere for conducive teaching and learning and the school record is only one of the means through which this can be achieved, (Amaefule, & Micah, 2022).

Record-keeping comprises a storage facility of helpful data to understudies, guardians, educator, school heads, and bosses on the foundation exercises and progress of staff and students. Exact records are critical factors in the effective arrangement of monetary, physical and human resource history in the educational system. Record-keeping in school empowers the school head to keep track of the general instructive procedure in a specific school program and in all regions of learning. Apart from contributing immensely towards proper performance of the various functions in a school system, appropriate records help school personnel to understand the complex nature of man (Amadi, 2020).

Amadi precisely perceives the records of a school as a united, complete gathering of documents regarding every service delivered to a student which may possibly comprise information on enrollment, assessment(s), appraisal(s), learning plans, composed note in regards to the understudy, all data in regards to the understudy, and so forth. Record-keeping is one of the processes by which the managers of schools try to determine and accomplish the satisfactory values of work functions and work outcomes.

Interestingly, most records are kept by teachers for reasons such as; to mark class attendance register every morning and afternoon, to work out the rate of students' attendance at the end of the week, term and year, to compile tests and examinations results, and to sign report sheets of their class students. Alabi, and Alayande, (2017) identifies the following records to be kept by teachers:

Attendance register

This register is kept for each arm of classes within the school. It contains the names of students arrange in alphabetical order of surnames. This record is kept and marked by the class/form teacher. The teacher has to sight every student he/she marks 'present' in the class. This record is very helpful in discovering whether any student is in school or not in any particular date and time. It can also help in identifying sick students, truants, absentees and those students that attend school regularly.

Teachers' record of work (diary)

This is a record of work showing what area of the syllabus/curriculum in a subject a teacher has covered. The record is kept by each teacher and must be produced on demand. It is important that each teacher enters in the record all the topics taught in the subject weekly and submit to the principal through the head of department for checking, signature and date, (Alabi, & Alayande, 2017).

Lesson plan/notes

Every subject teacher is expected to prepare his/her plan or notes of teaching on each subject for the class(es) to be taught. The notes are expected to be comprehensive enough to be understood by any other teacher in the same subject area to be able to use it to teach in case the teacher is officially engaged or indisposed that he/she cannot teach the subject.

The school time-table

Amaefule, and Micah, (2022), this record shows the daily activities/routine of the school. The time-table shows the time the school opens daily, the time for morning devotion, recesses (short and long breaks) and closing time. It also shows the time a subject or a class is to hold; the teacher, the class and the classroom, and each teacher should be conversant with it or is expected to extract the time-table as it affects his/her teaching functions and other duties in the school.

Continuous assessment book

It contains comprehensive information about each student's performance and progress in academics, sports, and social activities in the school. The new education policy emphasizes on the up-to-date keeping of pupil's continuous assessment which is used for very many purposes, (Alabi, & Alayande, 2017).

Basically, school record is stored or managed in two methods namely: manual and computer-based methods. Manual storage system entails storing of hard copy records in files, shelves or in the cabinets, while computer-based method involves storing of materials or school data on computer-based devices such as the use of computer, flash drives, card readers and disks. Amaefule, and Micah, (2022) maintain that "electronic record keeping deals with the keeping of records in electronic facilities such as computers, hard disks, compact disk and flash drives". On the other hand, manual record system is the act of keeping files or records in printed form (hard copy), this manual method of school record management is mostly done using the filing system. Such method of records keeping needs to be organized and stored orderly for easy retrieval. Proper record-keeping serves the purpose of measuring

and promoting accountability, adequate supervision, growth, effective management, and also ensuring continuity/smooth transitions of school leadership. Amaefule, and Micah (2022), emphasize that the essence of school record keeping and management is that of ensuring students' achievement and growth record, information on school activities as well as matters that promote efficiency and effectiveness of the school system among others. Musa and Jacob (2021) observe that poor record keeping in school system results to ineffective and inefficient school planning, bad administration and poor supervision which in turn result to poor performance of the school. Therefore, the roles of principal and school records are synonymous because effectiveness and efficiency of a school principal depends largely on these vital documents. However, class teachers should complement this task by effectively discharging their duties to properly keep and maintain these academic records for which they have direct responsibilities.

Interestingly, a conceptual model of school leadership was recently developed- typically reliant on three leadership styles namely: instructional, transformational, and moral- to improve school effectiveness and teachers' job performance (Parveen et al., 2022). Leadership, although it involves administrators or pedagogical leaders, demands the integration and proficient use of numerous approaches such as behavioral approach, trait approach, and skills approach, and appropriate leadership styles across different situations or occasions (Northouse, 2018; Lunenburg & Ornstein, 2021).

Thus, successful school principals are those who adopt an appropriate leadership style or a mixture of various styles to lead teachers toward the attainment of school goals (Parveen et al., 2022). Danian (2022) opines that school leaders should have the following leadership techniques compare to other members of staff: (a) Capacity for intelligence, alertness, speech, ability to assess, and authenticity. (b) Achievement that has a college degree, science, and the acquisition of activities to lead. (c) Responsibility that is independent, initiative, perseverance, hardworking, confidence, and have a desire for excellence. (d) Participation, being able to hang out, cooperative, easy to fit in, has a sense of humor and has the status of socioeconomic position, popularity, and being famous.

Pragmatically, school principals and educational leaders are problem solvers and motivators. Specifically, principals play significant roles in promoting teachers' job performance in missionary secondary schools. Saleem et al. (2022) state that school principals have significant effects on school performance. School principals directly or indirectly affect the performance of teachers by means of their style of leadership as opined by Mintzberg (1990) in the theory of ten management roles. Sustaining curricular standards, assessing teaching methods, keeping an eye on students' achievements, facilitating teachers, and making arrangements to create an

encouraging and achievement-oriented environment are some key roles and functions of a principal.

Effective leadership involves providing a set of directions that include action plans; for instance, how and when to implement, motivating followers, setting challenging goals, maintaining friendly relationships, and so on. For Chukwuemeka et al (2021), successful or competent school principals have been thought to be effective leaders with unique leadership attributes, due to the different styles that are used in their administrative process. A leader clarifies and sets goals together with the subordinates and properly communicates to them. He/she delegates duties to them according to their abilities, skills, knowledge and experience. The leader helps the subordinates to find the best path for achieving the desired goals, defines positions or tasks, helps to remove barriers to performance, and promotes group cohesiveness and team effort in order to increase personal opportunities for satisfaction and improve work performance by reducing stress. Communication is therefore an essential tool for any principal who is a leader in secondary school to enhance teachers' job performance.

Literature review

Some studies were reviewed such that which was carried out by Imhangbe, Okechia, and Obozuwa (2018) which examined the relationship between principals' leadership styles and secondary school teachers' job performance in Edo State, Nigeria. A co-relational design was adopted, and questionnaires were distributed to 100 teachers and 30 principals.

The results revealed that democratic, autocratic, and laissez-faire leadership styles accounted for 68.3% of the variation in teachers' job performance, with democratic and laissez-faire leadership styles having the greatest positive impact.

The study by Igwe and Odike (2016) sought to determine the most frequent leadership styles utilized by administrators in public and mission schools, as well as their impact on teacher job performance. Data was acquired using a survey method, consisting of questionnaires and interviews. The findings revealed that authoritarian, participatory, and paternalistic leadership styles were widely adopted. The study suggests that principals utilize a combination of these approaches because no single global best leadership style has yet been identified.

Another study was conducted by Salisu (2022) which examined the impact of school records management on teaching and learning in secondary schools in Akwa Ibom State. The research involved 7240 principals and 6978 teachers from 262 public senior secondary schools in the state. The study used a descriptive survey design and two structured questionnaires to collect data. The findings showed a significant influence of principals'

communication, motivation, supervision, and leadership skills on teachers' job performance. The study concluded that principals' administrative skills significantly impact teachers' job performance in Jos North Local Government Area of Plateau State. Amaefule, and Micah (2022) investigated into how school records management affected teaching and learning in secondary schools in Akwa Ibom State. The study included 7240 instructors and 6978 principals from 262 public senior high schools. The study utilized a descriptive survey design and validated a questionnaire. The findings revealed that many teachers employed manual methods, whereas few used electronic systems.

Statement of the problem

Missionary secondary schools have a long history of academic excellence, strict adherence to administrative principles and practices in Nigeria. However, concerns have been raised about the declining effectiveness of principals performing their leadership function in these schools. This drop can be linked to the extent of teachers' engagement in their role of record-keeping. Research suggests that principals' performance of their leadership function can significantly impact teachers' role of record-keeping. This study focuses on Plateau State in Nigeria, which has a large number of missionary secondary schools. Here, the issue of record-keeping looks to be worsening. Understanding the relationship between principals' leadership function and teachers' role of record-keeping is crucial for these schools. Against this backdrop, the study thus, embarks upon to examine the relationship between principals' leadership function and teachers' role of record-keeping in missionary secondary schools in Plateau State in Nigeria.

Objectives of the study

The specific objectives of the study are as follows:

To find out the extent to which principals perform leadership function in missionary secondary schools in Plateau State, Nigeria.

To examine the extent to which teachers perform their role of record-keeping in missionary secondary schools in Plateau State, Nigeria.

To assess the relationship between principals' leadership function and teachers' role of record-keeping in missionary secondary schools in Plateau State, Nigeria.

Research questions

The research questions are as follows:

1. What is the extent to which principals perform leadership function in missionary secondary schools in Plateau State, Nigeria?

2. What is the extent to which teachers perform their role of record-keeping in missionary secondary schools in Plateau State, Nigeria?
3. What is the relationship between principals' leadership function and teachers' role of record-keeping in missionary secondary schools in Plateau State, Nigeria?

Hypothesis

The hypothesis of the study is as follows:

1. There is no significant relationship between principals' leadership function and teachers' role of record-keeping in missionary secondary schools in Plateau State, Nigeria.

METHODOLOGY

The study used a cross-sectional survey research design to collect data from a diverse population of missionary secondary schools in Plateau State, Nigeria. The population includes 165 registered schools, 165 principals, and 4,125 teachers across 17 Local Government Areas. The principals and teachers in these schools have different characteristics such as faith denomination and professional qualifications. The sample size for the study consisted of 30 missionary secondary schools in all five missionary blocks, with 690 respondents out of 165 principals and 4,125 teachers. This represents 16% of the population, which is established through sampling fraction and corroborated by Asika (2022). A multi-stage sampling technique was employed to select the sample, considering the differences in the population based on senatorial zones, local government areas, missionary school blocks, principals, and teachers. This probability sampling technique divides the population into groups of clusters and uses a random approach to draw samples from each stratum. In the first stage, 50% of the 17 local government areas was used to determine the nine local government areas for the study. These areas were stratified into three senatorial zones: Plateau North, Plateau Central, and Plateau South. The sampling fraction was used to determine the number of LGAs selected in each senatorial zone. The study used a sampling fraction of 0.529 to determine the sample of Local Government Areas (LGAs) from each zone. Three LGAs were allocated to Plateau North, three to Plateau Central, and three to Plateau South. Simple random sampling was used to select the nine local government areas, followed by 30 missionary secondary schools from the five mission blocks. The study also used the lucky-dip method to select the required number of teachers from the 30 missionary secondary schools. The sample size for teachers is 660, which represents 16% of the population of 4125 teachers. Data collection was conducted using two structured questionnaires: Principals' Administrative Functions

Questionnaire (PAFQ) and Teachers' Job Performance Questionnaire (TJPQ). The PAFQ will be adapted from Akpa (2022) instrument on the relationship between school principal's role performance, teachers' job performance, and students' academic achievement in Nassarawa State, Nigeria. The PAFQ consists of 25-item instruments, with sections A and B eliciting information on the respondents' bio-data, school name, faith denomination, and status. Section B consists of 25 items grouping into five categories based on the study objectives, variables, research questions, and other relevant information. The data collected were analyzed using mean, Pearson Product Moment Correlation Coefficient (PPMC) to test the hypothesis.

RESULTS

Research question one

To what extent do principals perform leadership functions in missionary secondary schools in Plateau State, Nigeria?

Table 1 shows the result on the extent to which principals perform leadership functions in missionary secondary schools in Plateau State. The mean scores of all the items range from 3.52 to 4.12, the deviations of the scores from the mean scores range from 1.087 to 1.401. It means that teachers agree that principals are Demonstrating capacity to lead by promoting the vision/mission of the school, using bottom-top as communication technique for teachers, using leadership styles that encourage positive school climates for teachers' job performance showing leadership competence that enhances teachers' job performance. The grand mean is 3.78, which implies that the extent to which principals perform leadership function in missionary secondary schools in Plateau State is high.

Research question two

To what extent do teachers carry out record-keeping in missionary secondary schools in Plateau State, Nigeria?

Table 2 shows the result on the extent teachers carry out record-keeping in missionary secondary schools in Plateau State, Nigeria. The mean scores of items 1, 2, 4 and 5 range from 3.75 to 4.75, the deviations of the scores from the mean scores .500 for all the items. This is an indication that teachers in missionary schools have received seminar on record keeping, keep class attendance register to work out the rate of students' attendance at the end of the week, term /year, use computer-based method to store comprehensive information about each student's performance academic

Table 1: Extent Principals Perform Leadership Function in Missionary Secondary Schools.

Statements	VHE	HE	ME	LE	VLE	N	Mean
Demonstrating capacity to lead by promoting the vision/mission of the school	19	14	6	2	1	42	4.12
Using bottom-top as communication technique for teachers	6	22	8	1	5	42	3.52
Using leadership styles that encourage positive school climates for teachers' job performance	15	17	4	3	3	42	3.88
Showing leadership competence that enhances teachers' job performance	14	8	11	6	3	42	3.52
Explaining the activities of school to teachers in clear terms to enable them work towards the attainment of the school goals.	13	19	4	4	2	42	3.86
Grand Mean							3.78

Table 2: Extent of teachers keep records in missionary secondary schools

Statements	VHE	HE	ME	LE	VLE	N	Mean
Teachers have received seminar on record keeping	3	1				4	4.75
keeping class attendance register to work out the rate of students' attendance at the end of the week, term or year	3	1				4	4.75
They seem to be careless with students' scripts/records		1			3	4	1.88
Using computer-based method to store comprehensive information about each student's performance in academics activities		3	1			4	3.75
Having diaries to keep records of works showing what area of the syllabus/curriculum in a subject the teacher has covered		3	1			4	3.75
Grand Mean							3.78

activities and teachers have diaries to keep record of work showing what area of the syllabus/curriculum in a subject the teacher has covered. Items 3 have mean score of 1.88 with standard deviation of 1.04. This means that principals disagree with that statement which says teachers are careless with students' scripts/records. Since the grand mean is 3.78, it means that teachers carry out record-keeping in missionary secondary schools in Plateau State to a high extent.

Hypothesis one

There is no significant relationship between principals' administrative function of leadership and teachers' job performance in missionary secondary schools in Plateau State, Nigeria. Table 3 presents the result on relationship between principals' administrative function of leadership and teachers' job performance in missionary secondary schools in Plateau State, Nigeria. The mean score for

principals' administrative function of leadership is 19.26 with a standard deviation of 4.15, while teachers' job performance has a mean score of 19.25 and standard deviation of 1.71. The result yielded $r(44) = 0.733$, $P > 0.05$, showing a strong positive relationship between the two variables. Since the P-value of 0.267 is greater than 0.05 level of significance, the null hypothesis was retained. It was concluded that there is no significant relationship between principals' administrative function of leadership and teachers' job performance of record keeping, in missionary secondary in Plateau State.

DISCUSSION

The first finding of this study revealed that principals perform leadership functions in missionary secondary schools to a high extent in missionary secondary schools in Plateau State, Nigeria. This study is in agreement with Imhangbe, Okecha, and Obozuwa (2019) examined how

principals' leadership function of leadership in missionary secondary schools in Plateau State, Nigeria. The study revealed that principals perform leadership functions in missionary secondary schools to a high extent in missionary secondary schools in Plateau State, Nigeria. The study is in agreement with previous research by Okecha and Micah (2020) who carried out their research in Plateau State. The third finding of this study revealed that there is no significant relationship between principals' administrative function of leadership and teachers' job performance in missionary secondary schools in Plateau State, Nigeria. This finding is in line with that of Imhangbe et al. (2019) examined how principals' administrative function of leadership influenced secondary schools' teachers' job performance in Plateau State, Nigeria.

Table 3: Relationship between principals' administrative function of leadership and teachers' job performance

Variable	N	\bar{x}	SD	Df	r	p value	Decision
Administrative Functions of a Leader	42	19.26	4.15	44	.733	0.267	Insignificant
Teachers' Job Performance of Record Keeping	4	19.25	1.71				

P < 0.05

The findings revealed that democratic, autocratic, and laissez-faire leadership styles explained around 68.3% of variability in teachers' job performance. Democratic and laissez-faire leadership styles had the strongest positive effects on teacher job performance. Another study by Igwe and Odike (2016) revealed that principals' leadership function improves teachers' job performance. **Findings**

These are the summary of the major findings:

1. The result revealed that principals perform leadership functions in missionary secondary schools to a high extent.
2. The result on the extent teachers carry out record-keeping in missionary secondary schools in Plateau State, showed that teachers carry out record-keeping in missionary secondary schools in Plateau State, Nigeria to a high extent.
3. That there is no significant relationship between principals' administrative function of leadership and teachers' job performance of record keeping in missionary secondary schools in Plateau State.

Conclusion

The study investigated the extent to which principals provide leadership and teachers keep records in missionary secondary schools in Plateau State, Nigeria, as well as the link between these two variables. The data show that both principals

and teachers do exceptionally well in their respective jobs. Surprisingly, no significant relationship was found between principals' administrative leadership and teachers' record-keeping performance. This shows that, while both principals and teachers are doing their tasks effectively, their activities do not have a direct impact on one another in terms of record-keeping.

Recommendations

Based on the findings of this study, the following recommendations are proffered:

1. **Maintaining High Performance Standards:** This study's findings should inform educational officials on school leadership and record-keeping practices to strategies in order to sustain the high level of the principals and teachers job performance found in the missionary schools in Plateau State.
 2. Principals should be trained on friendly approaches to leadership practices in missionary schools. This will help in sustaining their high performance.
- Enhancing Leadership and Record-Keeping Synergy: More research is needed to identify characteristics that can improve the interaction between principals' leadership and teachers' record-keeping. Investigating leadership styles, communication techniques, and professional development programmes centered on record-keeping could yield useful insights.

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