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Principals' leadership styles and teachers' job performance in senior secondary schools in Ondo State, Nigeria

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This paper investigated principals' leadership styles and teachers' job performance in senior secondary schools in Ondo State, Nigeria. The study population comprised all the 281 secondary schools in the State. Out of this population, a sample of 240 senior secondary schools was taken and selected through the stratified random sampling technique. Out of 7460 teachers (including principals) in the schools, a sample of 2040 teachers was selected through the stratified random sampling technique. This sample was made up of 240 principals and 1800 teachers. Two instruments were used to collect data for the study. These were the principals' leadership style questionnaire and the teachers' job performance questionnaire. The data collected were analyzed using frequency counts, percentages, correlation matrix and the t-test. It was found that the democratic leadership style was the most commonly used leadership style among principals of senior secondary schools in the State. Teachers' job performance was also found to be at a moderate level in the schools. Teachers' job performance was found to be better in schools having principals using autocratic leadership style than in schools having principals using democratic or Laissez-faire leadership styles. It was recommended that school principals should imbibe a mixture of autocratic and democratic styles of leadership in their school administration in order to enhance better job performance among teachers. The use of the Laissez-faire leadership style should be discouraged among school principals as it could not bring a better job performance among teachers.

Key words: Principals, leadership, styles, teachers, job, performance.

INTRODUCTION

Education in Nigeria is an instrument for effecting national development. The country's educational goals have been set out in the National Policy on Education in terms of their relevance to the needs of the individual and the society (FGN, 2004). Towards this end, the National Policy on Education set up certain aims and objectives which were to facilitate educational development in the country. In fostering these aims and objectives, the school principal has important roles to play. Among these roles include providing effective leadership in secondary schools, thereby enhancing better job performance among teachers. How effective the principal is in performing these roles has been a matter of concern to many educationists (Aghenta, 2000; Ige, 2001). It needs to be mentioned that senior secondary education in

Nigerian schools is for a period of 3 years and it is for students who had successfully completed the junior secondary education programme.

It is therefore not surprising that there is pressure mounted on effective leadership among principals of secondary schools in Ondo State, Nigeria. It seems however that many principals have not considered their styles of leadership as determinants of teachers' job performance in their schools. Hence, some of them seem to find it difficult to effectively administer their schools (Oyedeji, 1998; Adeyemi, 2004). As such, leadership style occupies an important position in school management in Ondo State, Nigeria. The school principal is in a unique position as the manager or administrator who controls schools' resources for the purpose of attaining

organizational goals.

LITERATURE REVIEW

Leadership is the process of influencing the activities of a group of people by a leader in efforts towards goal achievement (Nworgu, 1991). It involves a force that initiates actions in people and the leader (Nwadiani, 1998). It could be described as the ability to get things done with the assistance and co-operation of other people within the school system (Omolayo, 2000; Aghenta, 2001).

Certain theories of leadership have been identified by researchers (Akintayo and Adeola, 1993; Ogunsanwo, 2000). These include the Trait Theory, Situational Theory, Contingency Theory, Behavioural Theory and path Goal Theory. The traits theory tends to emphasize the personality traits of the leader such as appearance, height, initiative, aggressiveness, enthusiasm, self-confidence, drive, persistence, interpersonal skills and administrative ability. The situational theory stipulates that leaders are the product of given situations. Thus, leadership is strongly affected by the situation from which the leader emerges and in which he operates. The contingency theory is a combination of the Trait Theory and Situational Theory. The theory implies that leadership is a process in which the ability of a leader to exercise influence depends upon the group task situation and the degree to which the leader's personality fit the group (Sybil, 2000).

The behavioural theory could either be job-centered or employee-centered. The job-centered leaders practiced close supervision while employee-centered leaders practiced general supervision. The path goal theory is based on the theory of motivation. In this theory the behaviour of the leader is acceptable to the subordinates only if they continue to see the leader as a source of satisfaction (Ajayi and Ayodele, 2001).

In view of the foregoing, leadership style could be described in various ways. It refers to the underlying needs of the leader that motivate his behaviour (Siskin, 1994; Okeniyi, 1995). It is the manifestation of the dominant pattern of behaviour of a leader (Olaniyan, 1999; Okurumeh, 2001). It is also a process through which persons or group influence others in the attainment of group goals (Akinwumiju and Olaniyan, 1996; Adeyemi, 2006).

As such, Ibukun (1997) argued that the main task of the principal is to create a conducive atmosphere for the teachers to be able to achieve desired changes in students' learning. Supporting this argument Ijaiya (2000) remarked that teachers in Nigeria express a desire for more participation in decision-making. The way the principal relates with his or her staff could contribute immensely to their effectiveness or otherwise. Researchers have identified certain leadership behaviours used in organizations (Adewole and Olaniyi, 1992; Nias,

1994). These are the nomothetic, idiographic and transactional leadership behaviours. The Nomothetic leadership behaviour is the characteristic of a leader who follows the rules and regulations of an organization to the letter. Everything is by bureaucracy, that is, by official protocol. Hence, subordinates are expected to conform completely to bureaucratic processes. The leader perceives his office as a centre of authority and applies the same bureaucratic rules and procedures to all subordinates. This leadership behaviour is commonly used by autocratic leaders (Nworgu, 1991; Goldring and Sharon, 1993).

The idiographic leadership behaviour focuses on individual needs rather than organizational needs. The leader expects subordinates to work things out for them-selves. Hence, organizational demands are minimized. Authority is delegated while the relationship to others is in line with individual's personal needs (Evan, 1998).

The transactional leadership behaviour is a hybrid between the nomothetic and idiographic leadership behaviours. It is situation-oriented. However, unlike the idiographic leadership behaviour which emphasizes individual's needs, the transactional leadership behaviour recognizes the importance of institutional roles and expectations. The leader assumes that pursuing institutional goals could result in the fulfillment of individual personality drives. Transactional leadership allows for the practices of good human relationship (Akinyemi, 1993; Bidwell, 2001).

Three other styles of leadership have also been identified by researchers (Wiles, 1990; Liberman et al., 1994). These include the autocratic, democratic and Laissez-faire leadership styles. The autocratic leadership style is also known as the authoritarian style of leadership. Power and decision-making reside in the autocratic leader.

The autocratic leader directs group members on the way things should be done. The leader does not maintain clear channel of communication between him/her and the subordinates. He or she does not delegate authority nor permit subordinates to participate in policy-making (Smylie and Jack, 1990; Hoy and Miskel, 1992; Olaniyan, 1997).

The democratic style of leadership emphasizes group and leader participation in the making of policies. Decisions about organizational matters are arrived at after consultation and communication with various people in the organization.

The leader attempts as much as possible to make each individual feel that he is an important member of the organization. Communication is multidirectional while ideas are exchanged between employees and the leader (Heenan and Bennis, 1999). In this style of leadership, a high degree of staff morale is always enhanced (Mba, 2004).

Laissez-faire leadership style allows complete freedom to group decision without the leader's participation. Thus, subordinates are free to do what they like. The role of the

of the leader is just to supply materials. The leader does not interfere with or participate in the course of events determined by the group (Talbert and Milbrey, 1994).

Performance could be described in various ways. It could be an act of accomplishing or executing a given task (Okunola, 1990). It could also be described as the ability to combine skillfully the right behaviour towards the achievement of organizational goals and objectives (Olaniyan, 1999).

Teachers' job performance could be described as the duties performed by a teacher at a particular period in the school system in achieving organizational goals (Obilade, 1999). It could also be described as the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes (Akinyemi, 1993; Okeniyi, 1995). However, Peretemode (1996) argued that job performance is determined by the worker's level of participation in the day to day running of the organization. It is noted that employees behave differently under different situations.

Principals' can therefore encourage effective performance of their teachers by identifying their needs and trying to satisfying or meeting them. Supporting this argument, Owoeye (1999) asserted that variables of job performance such as effective teaching, lesson note preparation, effective use of scheme of work, effective supervision, monitoring of students' work and disciplinary ability are virtues which teachers should uphold effectively in the school system. In this regard, the teachers' performance could be measured through annual report of his/her activities in terms of performance in teaching, lesson preparation, lesson presentation, mastery of subject matter, competence, teachers' commitment to job and extra-curricula activities. Other areas of assessment include effective leadership, effective supervision, effective monitoring of students' work, motivation, class control and disciplinary ability of the teachers.

It is against this background that this study was set out to examine critically the relationship between principals' leadership styles and teachers' job performance in senior secondary schools in Ondo State, Nigeria. The concern of the study was to determine the best style of leadership out of the autocratic, democratic and Laissez-faire leadership style that would enhance better job performance among teachers in senior secondary schools in the State.

Statement of the problem

The relationship between principals' leadership style and teachers' job performance has been a subject of controversy by researchers (Nwadian, 1998; Adeyemi, 2006). The controversy was centered on whether or not the style of leadership of principals influences the level of job performance among teachers. Common observation in the school system shows that the style of leadership of a principal could perhaps have serious impact on

teachers' job performance. The problem of this study therefore was to determine what relationship exists between principals' leadership styles and teachers' job performance in senior secondary schools' in Ondo State, Nigeria. In addressing this problem, the following research questions were raised:

1. Which leadership style is most commonly used by school principals in senior secondary schools in Ondo State, Nigeria?
2. What is the level of job performance among teachers in senior secondary schools in the State?
3. Is there any significant relationship between principals' leadership style and teachers' job performance in senior secondary schools in Ondo State, Nigeria?
4. Is there any significant difference in teachers' job performance in schools having principals using autocratic leadership style and schools having principals using democratic leadership style in the State?
5. Is there any significant difference in teachers' job performance in schools having principals using autocratic leadership style and schools having principals' using Laissez-faire leadership style in the State?
6. Is there any significant difference in teachers' job performance in schools having principals using democratic leadership style and schools having principals' using Laissez-faire leadership style in the State?

METHOD

This study adopted the descriptive research design. The study population comprised all the 281 senior secondary schools in Ondo State, Nigeria. Out of this population, a sample of 240 schools was taken and selected through the stratified random sampling technique. Out of the 7460 teachers including principals in the schools, a sample of 2040 teachers was taken and selected through the stratified random sampling technique. This sample was made up of 240 principals of schools and 1800 teachers. These principals and teachers were the respondents in the study.

Two instruments were used to collect data for the study. These were the principals' leadership style questionnaire (PLSQ) and the teachers' job performance questionnaire (TJPQ). The principals' leadership style questionnaire was in two parts A and B. Part A was demographic. It elicited information on personal information about each school in the sample such as the name of the school, location, year of establishment, number of teachers and number of students. Part B consisted of two sections. Section 1 requested information on what leadership style was being used by school principals in each of the school. Section 2, elicited information on how effective was a school principal in utilizing the leadership style in his or her school.

TJPQ was also in two parts A and B. Part A elicited demographic information about each school such as the name of the school and its location, the rank of the teachers and years of teaching experience. Part B consisted of 5 sections. Section 1 required information on the qualification of the teacher. Section 2 required information on the competence of the teacher in terms of mastery of subject matter. Section 3 elicited information on the teacher's job performance in terms of lesson note preparation, effective teaching, class control, use of teaching materials, method of teaching, class participation and evaluation of teaching. Section 4 required information on the teacher's personality in terms of loyalty, integrity and

human relationship. Section 5 requested information on the teacher's extra curricula activities such as participation in school sport's and other school activities.

The content validity of the instrument was determined by experts in test and measurement who marched the items of the instruments with the research questions in order to determine whether or not the instruments measured what they were suppose to measure. The reliability was determined through the test-retest reliability technique. In doing this, the instruments were administered to 50 respondents in 5 senior secondary schools outside the study area. After a period of two weeks, the instruments were re-administered. The data collected on the two tests were analyzed using the Pearson Product Moment Correlation. A correlation coefficient of 0.81 was obtained indicating that the instruments were reliable for the study.

The instruments were administered by the researcher through the help of research assistants. Returns were received from 1782 respondents out of which 62 were badly completed and hence discarded. Returns from the remaining 1720 respondents were duly completed and used for the study. The data collected were analyzed using frequency counts, percentages, t-test and Pearson Product Moment Correlation while the hypotheses were tested at 0.05 alpha level.

RESULTS

Question 1

Which leadership style is most commonly used by school principals in senior secondary school in Ondo State, Nigeria?

In answering this question, data on the leadership styles used by school principals' in senior secondary schools in Ondo State, Nigeria were collected from teachers' responses to the principals' leadership style questionnaire. The data collected were analyzed using frequency counts and percentages. The findings are presented in Table 1.

As indicated in Table 1, the democratic style of leadership was the most commonly used leadership style among principals of senior secondary schools in Ondo State, Nigeria. 1720 respondents (68.4%) gave this response. This was followed by the Laissez-faire leadership style. Only 380 respondents (22.1%) claimed that the Laissez-faire leadership style is another common style of leadership used by principals of senior secondary schools in the state. Although some principals used the autocratic leadership style, the number of principals using the style was negligible.

Question 2

What is the level of job performance among teachers in senior secondary schools in the state?

In answering this question, data on teachers' job performance in senior secondary schools in the State were collected from the principals' responses to the teacher's

job performance questionnaire. Responses were measured in terms of teachers' competence, lesson note preparation, lesson presentation, use of teaching materials, method of teaching, effective teaching, effective supervision, monitoring pupils work, class control, class participation, evaluation of teaching, loyalty, integrity, human relationship, motivation, participation in school's sport, participation in school activities and disciplinary ability. In Table 2, the analysis shows that the level of teachers' job performance in senior secondary schools in the State was moderate. The findings revealed some disparities on the responses of the principals to items on teachers' job performance in the schools. While a large number of the respondents that is 130 (54.2%) claimed that teachers' competence was at a moderate level, 68 of the respondents (28.3%) reported that teachers' competence in the school was at a low level. However, a large number of the respondents that is 104 (43.3%) reported that lesson preparation by the teachers was at a low level. This shows that many of the teachers perhaps might not have been preparing adequately for their lessons. Although a large number of the respondents 115(47.9%) reported that many teachers were in the habit of evaluating their teaching, 110 (45.8%) of the respondents claimed that monitoring pupils' work by teachers was at a moderate level. However, a large number of the respondents that is 104 (43.3%) reported that the disciplinary ability of many teachers was at a low level. On the average, out of the 240 respondents, 92 respondents (38.3%) reported that teachers' job performance in the schools was at a moderate level. 87 respondents (36.3%) claimed that the level of teachers' job performance was low. These findings suggest that teachers' job performance in the schools was not at its best.

Question 3

Is there any significant relationship between principals' leadership styles and teachers' job performance in senior secondary schools in Ondo State, Nigeria?

In addressing this problem, the question was transformed to the following hypothesis.

Ho: There is no significant relationship between principals' leadership styles and teachers' job performance in senior secondary schools in Ondo State, Nigeria. In testing this hypothesis, data on principals leadership styles were collected from the responses of the teachers' to the principal's leadership style questionnaire. Data on teachers' job performance were collected from the responses of the principals' to the teachers' job performance questionnaire. The data collected were collated and analyzed using frequency counts. The hypothesis was tested with the use of correlation matrix (Table 3). In Table 3, the correlation matrix shows a large correlation

Table 1. Leadership styles commonly used by principals of senior secondary schools in Ondo State, Nigeria.

Commonly used leadership styles	N	Common	Percentage
Autocratic	1720	164	9.5
Democratic	1720	1176	68.4
Laissez-faire	1720	380	22.1

Table 2. Teachers' level of job performance in senior secondary schools in Ondo State, Nigeria.

Variables	N	High	(%)	Moderate	Percentage	Low	Percentage
Teachers competent	240	42	17.5	130	54.2	68	28.3
Lesson note preparation	240	86	35.8	112	46.7	42	17.5
Lesson presentation	240	58	24.2	78	32.5	104	43.3
Use of teaching materials	240	34	14.2	65	27.1	141	58.7
Method of teaching	240	52	21.7	54	22.5	134	55.8
Effective teaching	240	36	15.0	86	35.8	118	49.2
Effective supervision	240	53	22.1	106	44.2	81	33.7
Monitoring pupils work	240	45	18.8	110	45.8	85	35.4
Class control	240	42	17.5	76	31.7	122	50.8
Class participation	240	48	20	105	43.7	87	36.3
Evaluation of teaching	240	115	47.9	79	32.9	46	19.2
Loyalty	240	78	32.5	121	50.4	41	17.1
Integrity	240	67	27.9	124	51.7	49	20.4
Human relationship	240	106	44.2	83	34.6	51	21.2
Motivation	240	44	18.3	60	25.0	136	56.7
Participation in school sport's	240	51	21.3	81	33.7	108	45
Participation in school activities	240	87	36.2	101	42.1	52	21.7
Disciplinary ability	240	58	24.2	78	32.5	104	43.3
Average total	240	61	25.4	92	38.3	87	36.3

Table 3. Correlation matrix on principals' leadership styles and teachers' job performance.

Variables	Teachers' job performance	Autocratic	Democratic	Laissez-faire
Teachers' job performance	1.00			
Autocratic leadership style	0.71	1.00		
Democratic leadership style	0.52	0.25	1.00	
Laissez-faire leadership style	0.16	0.14	0.19	1.00

$p < 0.05$.

coefficient of 0.67 between autocratic leadership styles and teachers' job performance in senior secondary schools in Ondo State, Nigeria. This indicates that there was a significant relationship between the two variables. The correlation matrix also shows a correlation coefficient of 0.45 between democratic leadership style and teachers' job performance in the schools. This also indicates that there was a significant relationship between the two variables. Since the larger the correlation coefficient the more significant the relationship between

two variables, therefore the larger correlation coefficient of 0.71 between autocratic leadership style and teachers' job performance indicate that the autocratic leadership style was up head as having a more significant relationship with teachers' job performance in the schools than the democratic leadership style which had a correlation coefficient of 0.52 with teachers' job performance.

The small correlation coefficient of 0.16 between the Laissez-faire leadership style and teachers' job performance indicate that there was no significant

Table 4. T- test on teachers' job performance in schools having principals using autocratic and democratic leadership styles.

Variables	N	Mean	SD	df	t-cal	t-table
Schools having principals' using autocratic leadership style	68	45.71	28.16	238	3.46	1.96
Schools having principals' using democratic leadership style	132	24.56	20.11			

P < 0.05.

relationship between the two variables. The correlation matrix also shows the correlation coefficient between other pairs of variables. The larger the correlation coefficient, the more significant the relationship between each pair of variables.

Question 4

Is there any significant difference in teachers' job performance in schools having principals using autocratic leadership style and schools having principals using democratic leadership style in the State?

In analyzing this question, the following hypothesis was generated.

H₀: There is no significant difference in teachers' job performance in schools having principals using autocratic leadership style and schools having principals using democratic leadership style in the State.

In testing this hypothesis, data on teachers' job performance in schools having principals' using the autocratic leadership style were collected from responses to the questionnaires. Data on teachers' job performance in schools having principals using democratic leadership style were also collected from the responses to the questionnaires. The data collected were analyzed using frequency counts while the hypothesis was tested with the use of t-test statistic. The findings are presented in Table 4. As indicated in Table 4, the t-calculated (3.46) was greater than the t-table (1.96) at 0.05 level of significant. Hence, the null hypothesis was rejected. This shows that there was a significant difference between teachers' job performance in schools having principals' using autocratic leadership style and schools having principals using democratic leadership style in the State. This was reflected in the high mean value (45.71) for schools having principals' using autocratic leadership styles and (24.56) for schools having principals using democratic leadership styles. This shows that teachers' job performance was better in schools having principals using autocratic leadership styles than in schools having principals using democratic leadership styles. The finding suggest that principals using autocratic leadership styles tend to achieve better teachers' job performance since many teachers needs to be coerced before they do their job.

Question 5

Is there any significant difference in teachers' job performance in schools having principals using autocratic leadership style and schools having principals' using Laissez-faire leadership style in the State?

In addressing this problem, the question was transformed to the following hypothesis.

H₀: There is no significant difference in teachers' job performance in schools having principals using autocratic leadership styles and schools having principals using Laissez-faire leadership styles in the State.

Testing this hypothesis, data on teachers' job performance in schools having principals' using the autocratic leadership style were collected from responses to the questionnaires. Data on teachers' job performance in schools having principals using Laissez-faire leadership style were also collected from the responses to the questionnaires. The data collected were analyzed using frequency counts while the hypothesis was tested with the use of t-test statistic. The findings are shown in Table 5.

Table 5 shows that the t-calculated (4.52) was greater than the t-table (1.96) at 0.05 level of significant. Hence, the null hypothesis was rejected. This indicates that there was a significant difference in teachers' job performance between schools having principals using autocratic leadership style and schools having principals using Laissez-faire leadership style in the State. This was reflected in the high mean value (45.71) for schools having principals' using autocratic leadership styles and (14.31) for schools having principals using Laissez-faire leadership styles. This shows that teachers' job performance was better in schools having principals using autocratic leadership styles than in schools having principals using Laissez-faire leadership style. The finding suggests that Laissez-faire leadership style has no significant influence on teachers' job performance in the schools.

Question 6

Is there any significant difference in teachers' job

Table 5. T-test on teachers' job performance in schools having principals using autocratic and Laissez-faire leadership styles.

Variables	N	Mean	SD	df	t-cal	t-table
Schools having principals' using autocratic leadership style	68	45.71	28.16	238	4.52	1.96
Schools having principals' using Laissez-faire leadership style	40	14.31	17.21			

$P < 0.05$.

Table 6. T-test on teachers' job performance in schools having principals using democratic and Laissez-faire leadership styles.

Variables	N	Mean	SD	df	t-cal	t-table
Schools having principals' using democratic leadership style	132	24.56	20.11	238	2.41	1.96
Schools having principals' using Laissez-faire leadership style	40	14.31	17.21			

$P < 0.05$.

performance in schools having principals using democratic leadership style and schools having principals' using Laissez-faire leadership style in the State?

In analyzing this question, the following hypothesis was generated.

H_0 : There is no significant difference in teachers' job performance in schools having principals using democratic leadership style and schools having principals using Laissez-faire leadership style in the State.

In testing this hypothesis, data on teachers' job performance in schools having principals' using the democratic leadership style were collected from responses to the questionnaires. Data on teachers' job performance in schools having principals using Laissez-faire leadership style were also collected from the responses to the questionnaires. The data collected were analyzed using frequency counts while the hypothesis was tested with the use of t-test statistic. The findings are presented in Table 6

In Table 6, the t-calculated (2.41) was greater than the t-table (1.96) at 0.05 alpha level. Hence, the null hypothesis was rejected. This shows that there was a significant difference between teachers' job performance in schools having democratic leadership style and schools having Laissez-faire leadership style in the State. This was reflected in the high mean value (24.56) for schools having principals' using democratic leadership styles and (14.31) for schools having principals using Laissez-faire leadership styles. This indicates that teachers' job performance was better in schools having principals using democratic leadership styles than in

schools having principals using Laissez-faire leadership styles. The finding further suggests that Laissez-faire leadership style has no significant influence on teachers' job performance in the schools.

DISCUSSION

The foregoing shows the analysis of data collected for this study. In the analysis, it was found that the democratic leadership style was the commonest style of leadership used by principals of senior secondary schools in the State. This finding was consistent with the findings of earlier researchers (Ajibade, 1990; Obilade, 1999). The findings indicating a moderate level of teachers' job performance in the schools shows that teachers have not been performing to expectation in senior secondary schools in the State. A situation whereby the level of teachers' job performance in the schools was just 38.3% on the average does not augur well for effective teaching and learning in the schools. The reason for this could not be unconnected with the low level of motivation of teachers found in this study. This finding was in consonance with the findings made in previous studies (Adepoju, 1996; Bolarinwa, 2002).

The finding of this study indicating significant relationship between autocratic leadership style and teachers' job performance shows that in certain situations, the more authoritarian a leader is, the more effective the subordinates. This implies that many teachers need to be coaxed by the principal before they could improve on their job performance. This finding was contrary to the findings made by Akerele (2007) who found no significant relationship between principals' autocratic leadership

style and teachers' job performance in secondary schools in Lagos State, Nigeria. The finding also negated the findings made in some earlier studies (Siskin, 1994; Gronn, 2000). The finding of this study indicating significant relationship between democratic leadership style and teachers' job performance implies that principals using democratic leadership style could also enhance improve job performance among teachers. This finding agreed with the findings made by previous researchers (Evan, 1998; Ijaiya, 2000). The finding indicating no significant relationship between Laissez-faire leadership style and teachers' job performance implies that principals' who showed uncared attitude in their leadership roles would normally expect a low level job performance among their teachers. This finding was consistent with the findings made by previous researchers (Meindl, 1995; Oluwatoyin, 2003).

The finding indicating better job performance among teachers' in schools having principals' using autocratic leadership style than in schools having principals using democratic leadership style implies that in certain situations people need to be forced to work in order to enhance better productivity. The finding was consistent with the findings made in some previous studies (Nias, 1994; Okeniyi, 1995). The finding was however contrary to the findings made by Akinyemi (1993) and Akerele (2007) who found that teachers perform better in schools having principals using democratic style of leadership than in schools having principals using autocratic style of leadership.

The finding indicating better job performance among teachers' in schools having principals using autocratic leadership style than in schools having principals' using Laissez-faire leadership style was an indication that Laissez-faire leadership style is not a good style of leadership that could enhance better job performance among teachers in schools. This finding was in consonance with the findings made by previous researchers (Ibukun, 1997; Adeyemi, 2004).

The finding indicating significant difference in teachers' job performance in schools having principals using democratic style of leadership and schools having principals using Laissez-faire leadership style shows that democratic leadership style was a better leadership style in enhancing better job performance among teachers. The finding was consistent with the findings made in previous studies (Nworgu, 1991; Obilade, 1998). This confirmed the fact that the Laissez-faire leadership style is not a workable style of leadership that could enhance better job performance among teachers in schools.

Conclusion

Based on the findings of this study, it was concluded that principals' leadership style is a critical variable in teachers' job performance in senior secondary schools in Ondo State, Nigeria. This is evident in the findings of this

study which isolated the style of leadership used by a principal as a function of teachers' job performance in school. The significant relationship found in this study between the autocratic leadership style and teachers' job performance is value added. In some situations, people need to be forced before they could improve productivity.

The findings of this study have therefore led the researcher to conclude that the autocratic leadership style is the best style of leadership that could enhance better job performance among teachers in senior secondary the State.

RECOMMENDATIONS

Considering the finding of this study, it was recommended that school principals should imbibe a mixture of autocratic and democratic styles of leadership in their school administration in order to enhance better job performance among teachers. As such, principals could use the democratic style of leadership in some occasions. They should be autocratic in certain situations in order to increase productivity among teachers. The use of the Laissez-faire leadership style should be discouraged by school principals as it could not bring a better job performance among teachers. The State Ministry of Education should organize regular inspection to schools to monitor the style of leadership used by principals that could enhance better job performance among teachers. This is necessary in order to achieve the objective of secondary education as entrenched in the National Policy on Education.

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