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# PRINCIPALS' LEADERSHIP STYLES AS CORRELATES OF TEACHER'S JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOL IN ANAMBRA STATE

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## ABSTRACT

*This study determined the relationship between principals' leadership styles and teachers' job performance in public secondary schools in Anambra State. Five research questions were raised for the study while five hypotheses were tested at 0.05 alpha level. Correlational research design was adopted for the study. The population of the study consisted of 12, 080 teachers in the 266 state government owned secondary schools in the six education zones of the State. The sample for the study comprised 1490 teachers obtained through purposive sampling and proportionate sampling techniques. Principals' Leadership Styles Questionnaire (PLSQ) and Teachers' Job Performance Questionnaire (TJPQ) were used to collect data for the study. Data collected were analyzed using Pearson Moment Correlation Coefficient and p-value of correlation. The findings of the study revealed that a very high positive and significant relationship existed between principals' transformational leadership style and teachers' job performance in public secondary schools in Anambra State. A high negative and non-significant relationship existed between principals' transactional leadership style and teachers' job performance in public secondary schools in Anambra State. It was concluded that, to a high extent, principals' leadership styles positively related with teachers' job performance. The researcher recommended among others that Principals should make conscious effort towards adopting participative leadership styles that will improve the job performance of teachers.*

**Keywords**: Principals; Leadership Styles; Teachers; Job Performance; Public Secondary Schools

## Introduction

Principals' leadership style captures the strategies utilized by an administrative head in seeing to the smooth running of an organization. Agu and Oputa (2021) described principals' leadership style as one that 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 leaders. In other words, principals' leadership style captures the techniques that are employed by principals as school heads to coordinate the workforce towards the achievement of institutional goals. In this research, principals' leadership style is the patterns of behaviors or approach which a principal adopts to influence staff in the schools. Davies and Thilagaraj (2022) identified principals' leadership styles such as transformational, transactional, situational, participative, task oriented leadership style among others.

Transformational leadership refers to leaders who aim to generate new ideas and fresh views in order to pave the way for the organization to embark on a new path of progress and success. It involves influencing the followers towards the achievement of set goals. Ikwu (2021) posited that principals' transformational leadership style describes a style of leadership where the principal influences teachers towards achievement of institutional goals by planning, organizing, directing and integrating the school demands and the needs of the teachers in a way that is productive and individually motivating to staff. Thus, principal using this leadership style prioritizes their teachers' self-actualization and thus, motivates them to perform their jobs well. In order words, such principals that are given to transformational leadership evolves innovating ways of addressing the challenges of their teachers with a view to enhancing their job performance. Uzoechina and Oguegbu (2015) pointed out that such principals work cooperatively with their teachers so as to achieve the objectives of the school. Besides, transformational leadership style adopted by principals, transactional leadership style is another style considered for adoption by some principals.

Transactional leadership style carries out all the organizational tasks with the subordinates to ensure the institutional targets are met at the specified time to complete the task. Obi and Onyeike (2018) noted that transactional leaders make adjustments to the organizational mission, structure and human resources. They stimulate their followers by exchanging rewards for services rendered. Buttressing this point, a principal that is given to transactional leadership may motivate the teachers with money in order for the teachers to embark on remedial lessons that will help students with learning difficulties in secondary schools. Mrakpor (2023) noted that transactional leadership is one in which the principal is responsible for what needs to be done and the associated reward or incentives when both parties meet the agreement. Mrakpor added that the principal actively monitors agreement deviation and makes necessary corrections. Transactional leadership is mostly based on give and take; the leaders expect the subordinates to perform excellently when performing any giving task in exchange for a reward at the end of the task. This is however at variance with what is obtainable in situational leadership.

Situational leadership is a leadership style that brings attention to the role of the follower. It is a leadership style in which the effectiveness of a school principal is not based on natural endowments but the dictates of the situation (Modibbo, 2017). In situational leadership style, the principal assigns responsibility to the teacher and follows through to ensure that the responsibilities are carried out as stipulated. For instance, a principal can ask an English teacher to teach 'tenses' to students by giving example of how 'tenses' are taught and then, supervises the English teacher to ensure that 'tenses' are taught by the teacher following laid-down rules. Anele and Ogona (2024) stressed that principals that are given to situational leadership style empower their teachers while fostering a culture of continuous growth and improvement within

the school. Here, a principal that provides instructions to a teacher, screens the teachers' actions while concurrently regulating the feedback. In this leadership style, flexibility is the watch-word. For instance, a principal who organizes meetings with teachers on a termly basis may decide to make it a weekly affair if they are expecting an external supervisor. It asserts that no one style of leadership pertains to all given workplace situations. However, participative leadership style could pertain to some workplace situations.

Participative leadership as a style that invites subordinates into the leader's decision-making process. Ayeni and Ojo (2022) posited that participatory leadership is one in which principals seek opinions, ideas, and suggestions of teachers and consider them in deciding final course of action in secondary schools. In other words, teachers who are provided with opportunities to make inputs in school affairs on which instructional materials to get, how much resources should go to each segment of the school among others are more likely to accept and implement final decisions made by principals in secondary schools. This, Ebunu (2020) noted is justified given that teachers are closer to students and are expected to have significant information that can inform good suggestions on better ways of doing their work effectively. Thus, a participative principal consults with their teachers, gather ideas and opinions, and incorporate their suggestions into their decision on how the task of the school will be completed.

Task-oriented leadership style is one that is exclusively interested in the productivity of staff with little concern on the staff welfare. Chukwueze (2021) averred that task-oriented leadership is the style when all decisions are made at the top of organization and then these decisions are implemented to managers. This type of leadership stresses the use of authority to control the subordinates. Oni (2017) noted that task-oriented principals is less concerned with the idea of catering for teachers' personal needs, and more concerned with finding technical, step-by-step solutions for meeting specific goals.. Bringing it home, a secondary school principal that is task-oriented does not care about the welfare of the teachers but the teachers' delivery of their duties. In other words, such a principal does not give the teachers room to make inputs in the running of the school. In which case, teachers' job performance will be impacted upon.

In Anambra State, some researchers (Agu and Oputa, 2021; Chukwueze, 2023; Onyekwelu, 2024) have reported cases of poor teacher job performance in Anambra State. This goes without saying that poor teachers' job performance is a huge source of worry. Much as sundry factors could be responsible for the trend, the current study is interested in examining the relationship between principals' leadership styles and teachers' performance in Anambra State.

**Research Questions**

The following research questions guided the study:

1. What is the relationship between principals' transformational leadership style and teachers' job performance in

public secondary schools in Anambra State?
2. What is the relationship between principals' transactional leadership style and teachers' job performance in public secondary schools in Anambra State?
3. What is the relationship between principals' situational leadership style and teachers' job performance in public secondary schools in Anambra State?
4. What is the relationship between principals' participative leadership style and teachers' job performance in public secondary schools in Anambra State?
5. What is the relationship between principals' task oriented leadership style and teachers' job performance in public secondary schools in Anambra State?

**Hypotheses**

The following null hypotheses will be tested at 0.05 level of significance:

1. There is no significant relationship between principals' transformational leadership style and teachers' job performance in public secondary schools in Anambra State.
2. There is no significant relationship between principals' transactional leadership style and teachers' job performance in public secondary schools in Anambra State.
3. There is no significant relationship between principals' situational leadership style and teachers' job performance in public secondary schools in Anambra State.
4. There is no significant relationship between principals' participative leadership style and teachers' job performance in public secondary schools in Anambra State.
5. There is no significant relationship between principals' task oriented leadership style and teachers' job performance in public secondary schools in Anambra State.

**Literature Review**

In this section, the researcher looked at empirical studies that are of relevance to the current study. The review is thus done:

**Transformational Leadership Style and Employee Job Performance**

Ndirangu (2018) determined the influence of transformational leadership on employee performance, the study focused on local Non-Governmental Organizations (NGOs) in Kenya. The findings of the study showed that the organizations utilized available resources efficiently and employees were provided with feedback on their performance. Additionally, the findings of the study revealed that the organizations supported innovative efforts from employees and embraced two-way communication. The leaders in these organizations provided followers with an inspiring mission and vision, and they involved employees in achieving it. Leaders in these organizations encouraged employees to become part of the overall organizational culture, and acted as role models towards attainment of organizational goals. Furthermore, the findings of the study revealed that leaders in these organizations influence employee

performance by applying the transformational leadership style. Similarly, Obi and Onyeike (2018) investigated the extent principals' leadership styles predict job performance of teachers in public secondary schools in Imo State. The findings of the study revealed that principals' leadership styles jointly and significantly predicted job performance of teachers in secondary schools in Imo State. Transformational leadership style was the most potent predictor of job performance.

Jyoti and Bhau (2016) explored the role of relationship between transformational leadership and job performance Jammu and Kashmir, North India. The findings of the study indicated that leader member exchange and satisfaction with leader mediates the relationship between transformational leadership and job performance. In similar vein, Uzoechina and Oguegbu (2015) investigated the relationship between principals' transformational leadership style (TLS) and teacher job performance in secondary schools in Awka South Local Government Area from a population of 600 teachers. Findings showed that Transformational Leadership Style was strongly and positively correlated with Teacher Job Performance among male and female teachers (r=0.56, and 0.82).

**Transactional Leadership Style and Employee Job Performance**

Abdelwahed, Soomro and Shah (2023) examined the impact of transactional leadership style (TLS) and entrepreneur's passion (ETP) for employee performance (EP) and mediating role of passion between TLS and EP in Pakistan. The findings of the study revealed a positive and significant effect of TLS and ETP on EP. Similarly, Maheshwari (2021) looked at the influence of principals' transformational and transactional leadership style on teachers' job satisfaction and teachers' job performance in Vietnam. The findings of the study revealed that a negative influence of principals' transactional leadership style on teachers' job performance. The reviewed study is related to the present one as they both captured transactional leadership style using similar instrument for data collection. However, both studies differ in connection to research design, geographical location and method of data analysis.

Angriani, Eliyana, Fitrah and Sembodo (2020) analyzed the effects of transactional and transformational leadership styles on lecturer performance with job satisfaction as the mediation in Soetomo University, Surabaya. The findings of the study showed that transactional leadership had a positive and significant effect on lecturer performance. In similar vein, Kalsoom, Khan and Zubair (2018) analyzed the impact of transactional and transformational leadership styles on employee performance: A case of FMCG industry of Pakistan. Correlational research design was used for the study. The sample size comprised 318 employees. Questionnaire was used for data collection while data were analyzed using Pearson Product Moment Correlation. The findings of the study showed that a strong positive relationship existed between transactional leadership and employee job performance.

**Situational Leadership Style and Employee Job Performance**

Cortes (2023) examined the relationship between situational leadership style flexibility, effectiveness, and employee performance as perceived by employees, controlling for employee gender, job location, and tenure. The findings of the study revealed that situational leadership significantly predict employee performance with job location. Similarly, Pracahya and Sowiyah (2021) determined the effect of situational leadership and teacher performance on the quality of vocational high school education services in Pringsewu Regency. The findings of the study showed that: situational leadership and teacher performance had a positive effect, and significant to the quality of education services by 45%.

Ruslan, Lian and Fitria (2020) examined the effect of the principal's situational leadership style and teacher's professionalism together on teacher's performance in primary schools. The findings of the study showed that there was a positive influence of the principal's situational leadership style on the teacher's performance of SD Negeri in Penuguan; there was influence of teacher's professionalism on the teacher's performance of SD Negeri in the Penuguan; and there is influence of the principal's situational leadership style and teacher's professionalism together on the teacher's performance of SD Negeri in Penuguan. In similar vein, Syaifuddin and Mursidin (2020) analyzed the effect of situational leadership style, work motivation, and cohesiveness on job satisfaction and employee performance. The findings of the study revealed that situational leadership, group cohesiveness had a positive and significant effect on employee performance while the effect of work motivation and job satisfaction on employee performance is not significant. This means that increasing situational leadership and group cohesiveness had a significant impact on performance improvement while work motivation and job satisfaction are not significant. More so, Ghazzawi, Shoughari and Osta (2017) ascertained situational leadership and its effectiveness in rising employee productivity: A study on North Lebanon organization. The findings of the study revealed that a positive relationship existed between situational leadership and employee productivity.

**Participative Leadership Style and Employee Job Performance**

Khassawneh and Hamzah (2022) examined the moderating role of institutional theory in the association between participative leadership style and various outcomes, such as employee loyalty and job performance in organizations. The findings demonstrated how the level of complexity of the institutional theory reduces the positive relationship between participative leadership style and employee loyalty, negatively affecting job performance. The current study contributed to the existing leadership literature by showing that participatory leaders do not behave similarly across various degrees of institutional theory complexity. The findings suggested that the higher the complexity of institutionalism, the wider the gap between

leaders and subordinates, so implementing the participative style may become problematic in some circumstances.

**Task-Oriented Leadership Style and Employee Performance**

Fayyaz, Naheed and Hasan (2014) carried out a study effect of task oriented and relational leadership style on employee performance; moderating impact of communicator competence. The findings of the study indicated a strong, positive and significant association between supervisor's communication competence, task and relational leadership styles and employee performance. Further regression results specified that task and relational leadership style and communication competence effect employee performance positively and significantly. The findings of the study pointed out that communication competence fails to moderate relationship between Task-oriented leadership and employee performance but interactive effect of communication competence is there in between relational leadership style and employee performance, one important finding is that, results prove that relational leader style combined with communication competence have more effect on employee performance. Current study provides a new aspect to focus for the organizations that is importance of communication competence possessed by the leader to enhance employee performance in achieving organizational tasks and goals. Training and enhancing communicator competence is possible so organizations can plan up training sessions in this regards for managers. Thus organization needs to acknowledge the significance of the research highlighting leadership from the perspective of communication competence to maximize employee performance for organization efficiency.

The review of empirical studies gave the researcher insight into the works that have been done in the areas related to the present study. However, no research work has been done to the knowledge of the researcher to capture the relationship between all the five components of principals' leadership styles viz: transformational leadership, transactional leadership situational leadership, participative leadership and task-oriented leadership against teachers' performance in secondary schools in Anambra State. This presents a research gap which the present study sought to fill.

**Research Method**

**Research Design**: The study adopted correlational research design. Correlational research design shows the extent to which changes in one variable is associated with changes in another (Nworgu, 2015).

**Population and Sample:** The population of the study consisted of all the 12, 080 teachers in the 266 state government owned secondary schools in the six education zones of the State. The sample for the study consisted of 1, 490 teachers in the 266 state government owned secondary schools in Anambra State. Purposive sampling technique was used to draw three education zones out of the six education zones in the State. This is justified by the fact they have the record number of teachers among the six zones. Thereafter, proportionate sampling

technique was used to draw 20% of the schools each of the three education zones to give rise to which gave rise 32 schools. Again, proportionate sampling technique was used to draw 20% of the teachers in the three education zones which gave rise to the sample size.

**Procedure**: Principals' Leadership Styles Questionnaire (PLSQ) and Teachers' Job Performance Questionnaire (TJPQ) were used to collect data for the study. PLSQ and TJPQ were constructed in a way that the respondents would respond in the mode of four-point rating scale of: Strongly Agree (SA=4), Agree (A=3), Disagree (D=2), and Strongly Disagree (SD=1). The researcher and the research assistants administered copies of the PLSQ and TJPQ to the respondents at their various schools using direct administration and retrieval method. The distribution and collection of the copies of the PLSQ and TJPQ lasted for two weeks. Within the allotted period, the researcher made follow-up contact with the research assistants via phone calls and e-mails to ensure that the administration and retrieval of PLSQ and TJPQ were carried out in line with the briefing given to research assistants. Out of 1490 copies of PLSQ and TJPQ that were administered, 1280 (85.9%) copies were retrieved and used for analysis.

**Data Analysis**: Pearson Product Moment Correlation Coefficient was employed in answering the research questions by finding the relationship between the two variables. In taking decisions in research questions, Nworgu (2015) recommendations were used. Thus, the correlation coefficient (r) with scores:

±0.00 – 0.19 = Very low relationship
±0.20 – 0.39 = Low relationship
±0.40 – 0.59 = Moderate relationship
±0.60 – 0.79 = High relationship
±0.80 – 0.10 = Very high relationship.

Testing of hypotheses was done with p-value of correlation at 0.05 alpha level. In taking decisions regarding the hypotheses, a null hypothesis was rejected if the probability value (p-value) is less than or equal to significant value of 0.05; if otherwise (p>0.05), the null hypothesis was not rejected.

## Presentation of Results

**Table 1:** Pearson r on Relationship between Principals' Transformational Leadership Style and Teachers' Job Performance in Public Secondary Schools

| Source of Variation | n | R | Remark |
|---|---|---|---|
| Principals' Transformational leadership Style | 1280 | 0.831 | Very High Positive Relationship |
| Teachers' Job Performance | | | |

Data in Table 1 show that there is a very high positive relationship existing between principals' transformational leadership style and teachers' job performance in public secondary schools. This is evident by the size of Pearson's Correlation Coefficient r, which is 0.831. This indicates that a unit increase in principals' transformational leadership style

leads to .831 (83.1%) increase in teachers' job performance.

**Table 2:** Pearson r on Relationship between Principals' Transactional Leadership Style and Teachers' Job Performance in Public Secondary Schools.

| Source of Variation | n | R | Remark |
|---|---|---|---|
| Principals' Transactional leadership Style | 1280 | -0.617 | High Negative Relationship |
| Teachers' Job Performance | | | |

Data in Table 2 show that there is a high negative relationship existing between principals' transactional leadership style and teachers' job performance in public secondary schools. This is evident by the size of Pearson's Correlation Coefficient r, which is -0.617. This indicates that a unit increase in principals' transactional leadership style leads to .617 (61.7%) decrease in teachers' job performance.

**Table 3:** Pearson r on Relationship between Principals' Situational Leadership Style and Teachers' Job Performance in Public Secondary Schools.

| Source of Variation | n | R | Remark |
|---|---|---|---|
| Principals' Situational leadership Style | 1280 | 0.320 | Low Positive Relationship |
| Teachers' Job Performance | | | |

Data in Table 3 show that there is a low positive relationship existing between principals' situational leadership style and teachers' job performance in public secondary schools. This is evident by the size of Pearson's Correlation Coefficient r, which is 0.320. This indicates that a unit increase in principals' situational leadership style leads to .320 (32.0%) increase in teachers' job performance.

**Table 4:** Pearson r on Relationship between Principals' Participative Leadership Style and Teachers' Job Performance in Public Secondary Schools.

| Source of Variation | n | R | Remark |
|---|---|---|---|
| Principals' Participative leadership Style | 1280 | 0.707 | High Positive Relationship |
| Teachers' Job Performance | | | |

Data in Table 4 show that there is a high positive relationship existing between principals' participative leadership style and teachers' job performance in public secondary schools. This is evident by the size of Pearson's Correlation Coefficient r, which is 0.707. This indicates that a unit increase in principals' participative leadership style leads to .707 (70.7%) increase in teachers' job performance.

**Table 5:** Pearson r on Relationship between Principals' Task Oriented Leadership Style and Teachers' Job Performance in Public Secondary Schools.

| Source of Variation | n | R | Remark |
|---|---|---|---|
| Principals' Task-Oriented leadership Style | 1280 | 0.642 | High Positive Relationship |
| Teachers' Job Performance | | | |

Data in Table 5 show that there is a high positive relationship existing between principals' task oriented leadership style and teachers' job performance in public secondary schools. This is evident by the size of Pearson's Correlation Coefficient r, which is 0.642. This indicates that a unit increase in principals' task-oriented leadership style leads to .642 (64.2%) increase in teachers' job performance.

**Table 6:** Test of Significance of Pearson Correlation between Principals' Transformational Leadership Style and Teachers' Job Performance in Public Secondary Schools.

| Source of Variation | n | R | p-value | Remark |
|---|---|---|---|---|
| Principals' Transformational Leadership Style | 1280 | 0.831 | 0.00 | Sig |
| Teachers' Job Performance | | | | |

Analysis in Table 6 shows that there is a significant relationship between principals' transformational leadership style and teachers' job performance in public secondary schools. The calculated r (0.831) has *p*-value <0.05. The null hypothesis one was therefore rejected.

**Table 7:** Test of Significance of Pearson Correlation between Principals' Transactional Leadership Style and Teachers' Job Performance in Public Secondary Schools.

| Source of Variation | n | r | p-value | Remark |
|---|---|---|---|---|
| Principals' Transactional Leadership Style | 1280 | -0.617 | 0.07 | Not Sig |
| Teachers' Job Performance | | | | |

Analysis in Table 7 shows that there is a no significant relationship between principals' transactional leadership style and teachers' job performance in public secondary schools. The calculated r (-0.617) has *P*-value >0.05. The null hypothesis two was therefore not rejected.

**Table 8:** Test of Significance of Pearson Correlation between Principals' Situational Leadership Style and Teachers' Job Performance in Public Secondary Schools.

| Source of Variation | n | r | p-value | Remark |
|---|---|---|---|---|
| Principals' Situational Leadership Style | 1280 | 0.320 | 0.19 | Not Sig |
| Teachers' Job Performance | | | | |

Analysis in Table 8 shows that there is a non-significant relationship between principals' situational leadership style and teachers' job performance in public secondary schools. The calculated r (0.320) has *p*-value >0.05. The null hypothesis three was therefore not rejected.

**Table 9:** Test of Significance of Pearson Correlation between Principals' Participative Leadership Style and Teachers' Job Performance in Public Secondary Schools.

| Source of Variation | n | r | p-value | Remark |
|---|---|---|---|---|
| Principals' Participative Leadership Style | 1280 | 0.707 | 0.01 | Sig |
| Teachers' Job Performance | | | | |

Analysis in Table 9 shows that there is a significant relationship between principals' participative leadership style and teachers' job performance in public secondary schools. The calculated r (0.707) has *p*-value <0.05. The null hypothesis four was therefore rejected.

**Table 10:** Test of Significance of Pearson Correlation between Principals' Task-Oriented Leadership Style and Teachers' Job Performance in Public Secondary Schools.

| Source of Variation | n | r | p-value | Remark |
|---|---|---|---|---|
| Principals' Task-Oriented Leadership Style | 1280 | 0.642 | 0.00 | Sig |
| Teachers' Job Performance | | | | |

Analysis in Table 10 shows that there is a significant relationship between principals' task oriented leadership style and teachers' job performance in public secondary schools. The calculated r (0.642) has *p*-value <0.05. The null hypothesis four was therefore rejected.

**Discussion**

The findings of the study revealed that a very high positive and significant relationship existed between principals' transformational leadership style and teachers' job performance in public

secondary schools. This shows that the more effective the transformational leadership style of principals, the better the job performance of teachers and vice versa. In other words, transformational leadership style of principals improves teachers' job performance. Corroborating the findings of the present study, Ndirangu (2018) found that leaders in organizations influence employee performance by applying the transformational leadership style. Similarly, Obi and Onyeike (2018) found principals' transformational leadership style was the most potent predictor of job performance. Put differently, principals' transformational leadership style considerably contributes to teachers' job performance. More so, Uzoechina and Oguegbu (2015) found that transformational leadership style was strongly and positively correlated with teacher job performance among male and female teachers. This goes to show that principals' transformational leadership style positively contributes to teachers' job performance irrespective of the teachers' gender.

The findings of the study revealed that a high negative and non-significant relationship existed between principals' transactional leadership style and teachers' job performance in public secondary schools. This trend could be linked to sample characteristics. The finding of the current study indicates that the higher the tendency of principals to adopt transactional style of principals, the lesser the tendency for teachers to perform well in their jobs. In other words, transactional leadership style of principals does not make for improvement in teachers' job performance. Consistent with the findings of the present study, Maheshwari (2021) found a negative influence of principals' transactional leadership style on teachers' job performance. This points to the fact that teachers' do not have favourable disposition towards principals' use of transactional leadership style; hence their poor job performance. The finding of the current study is however contrasted by that of Kalsoom, Khan and Zubair (2018) that a strong positive relationship existed between transactional leadership and employee job performance. The contrast may not be separated from disparities in sample characteristics in the areas of study under consideration.

The findings of the study revealed that a low positive and non-significant relationship existed between principals' situational leadership style and teachers' job performance in public secondary schools. This shows that much as effectiveness of situational leadership style of principals improves the job performance of teachers, the improvement; however may not be considerable. In order words, the job performance of teachers is not hugely optimized by principals' adoption of situational leadership style. The finding of the study is in agreement with those of Cortes (2023) that situational leadership style flexibility and effectiveness accounted for 4.9% of the variation in employee performance but did not significantly improve the prediction. Similarly, Syaifuddin and Mursidin (2020) found that situational leadership had a positive and significant effect on employee performance. This points to the fact that situational

leadership has a positive effect on teachers' job performance. Going further, Ruslan, Lian and Fitria (2020) found that there was a positive influence of the principal's situational leadership style on the teacher's performance. Thus, teachers have favourable disposition towards principal's situational leadership style.

The findings of the study revealed that a high positive and significant relationship existed between principals' participative leadership style and teachers' job performance in public secondary schools. This is rather expected given that teachers have a natural tendency of performing well in their statutory duties when they feel accommodated in the decision-making process of the school by their principals. In other words, an involved teacher is a well-performing teacher. The finding of the study is in tandem with those of Mohammad, Tamara, Darwish, Singh and Khassawneh (2021) that group participation is considered relevant and influences the group's decisions. By implication decision-making in participative leadership style leads to augmented social capacity, with the quality of decisions influencing an increase in teachers' job performance.

The findings of the study revealed that a high positive and significant relationship existed between principals' task oriented leadership style and teachers' job performance in public secondary schools. This is understandably so given that principals who emphasize on the accomplishment of tasks have a way of engendering teachers' job performance. This is to the extent that such principals would motivate teachers to accomplish tasks. The finding of the current study is in alignment with Fayyaz, Naheed and Hasan (2014) who found a strong, positive and significant association between supervisor's task leadership styles and employee performance. Thus, the more task-oriented a principal is, the higher the tendency of the teachers to perform well in their jobs.

## Conclusion

Based on the findings of the study, it was concluded that, to a high extent, a positive relationship existed between principals' leadership styles and teachers' job performance in secondary schools.

## Recommendations

In view of the findings of the study, several recommendations were made which include:

1. Principals should endeavor to prioritize the use of transformational leadership style. This is with a view to enhancing teachers' job performance.
2. Principals should make conscious effort towards adopting participative leadership styles that will consciously improve the job performance of teachers.
3. Principals should be cautious in their use of situational leadership style so as not to endanger teachers' job performance.
4. Ministry of Education should organize seminars and workshops for principals on the need to adopt task-oriented leadership styles. This is with a view to enhancing teachers' job performance.

5. Government should organize conferences for principals on the need to de-emphasize the use of transactional leadership style so as to improve teachers' job task performance.

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