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**PERCEIVED INFLUENCE OF PRINCIPALS' LEADERSHIP STYLES ON  
TEACHERS' JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN  
BENUE STATE, NIGERIA**

**Adeke, Wueseter Winifred; Tyokyaa, Cletus Iortswam &  
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**Abstract**

*The objective of this study was to: examine the perceived influence of principals' autocratic, democratic, laissez-faire, transactional and transformational principals' leadership styles on teachers' job performance in public secondary schools in Benue State. Five research questions were used. A survey research design was adopted for the study. Sample size of 371 was derived from the population of 5,190 comprising principals and teachers in Benue State. Self-structured questionnaire was administered using random sampling technique. Descriptive statistics was used to answer the research questions, where mean values greater than the critical mean of 2.50 on a 4-point likert scale indicated high level of influence for the 31-items used. Results of the study showed that; there was high level of perceived influence of principals' leadership style on teachers' job performance in Benue State. Therefore, the adoption of the autocratic, democratic, laissez-faire, transactional and transformational leadership styles by principals in Benue State was recommended to improve teachers' job performance.*

**Keywords:** Principals' leadership styles, Teachers' job performance, Public secondary schools, Benue State

**Introduction**

Based on the Nigeria educational scheme, aside the primary school system, the secondary schools also play fundamental role in human development. Secondary schools are usually headed by principals whose major responsibilities include taking day-to-day or long term



managerial decisions that guarantee the efficient running of the school. The major function of a leader is to employ good leadership qualities and strategies aimed at enhancing staff productivity (Phuc *et al.*, 2021). There are numerous theories and ideologies on leadership, however, certain ones have greater consensus and acceptance than others. The behavioural theory of leadership posits that a leader may emulate the behaviour of effective leaders for improved performance (DanDan & Alias, 2024). The leadership qualities imposed on the teachers by principals, affect teachers' job performances in secondary schools. This by extension, affects students' performance in their examinations. A leader is one who grasps the way, goes the way and flaunt the way for the followers to enable them achieve some set goals (Felista *et al.*, 2017). Leadership is defined as the ability to create a conducive environment for the subordinates to perform their tasks for the purpose of achieving organisational goals (Celestino, 2021; Ch, Ahmad, Malik & Batool, 2017). The exhibition of poor leadership qualities by a leader has significant impact on the negative performance of the organisation. Good leadership entails having significant social influence on the followers to seek their support in accomplishing organisational goals (Ochai & Osuji, 2014). In the secondary school system, principals assume the highest leadership position, and their actions or inactions influence teachers' job performance. Common types of leadership styles have been identified by several authors to include: autocratic, democratic, laissez-faire, transactional, transformational, bureaucratic and charismatic among others.

On the other hand, teachers' job performance which represents the dependent variable or performance index in which principals' leadership style can easily influence include: planning and monitoring, classroom leadership, evaluation, classroom atmosphere and discipline and organizational practices. The recent poor performance of students in secondary schools in most parts of Nigeria as reported in previous studies is partly attributed to poor job performance of the teachers. This calls for a timely arrest of the ugly trend through effective and sustainable educational policy formulations based on research findings.

**Objectives of the Study**

Specific objectives of the study are to;

1. examine the perceived influence of principals' autocratic leadership style on teachers' job performance in public secondary schools in Benue State.
2. examine the perceived influence of principals' democratic leadership style on teachers' job performance in public secondary schools.
3. examine the perceived influence of principals' Laissez-faire leadership style on teachers' job performance in public secondary schools.
4. examine the perceived influence of principals' transactional leadership style on teachers' job performance in public secondary schools.
5. examine the perceived influence of principals' transformational leadership style on teachers' job performance in public secondary schools.

**Research Questions**

The study is guided by the following research questions;

1. What is the perceived level of influence principals' autocratic leadership style has on teachers' job performance in public secondary schools in Benue State?
2. What is the perceived level of influence principals' democratic leadership style has on teachers' job performance in public secondary schools in Benue State?
3. What is the perceived level of influence principals' Laissez-faire leadership style has on teachers' job performance in public secondary schools in Benue State?
4. What is the perceived level of influence principals' transactional leadership style has on teachers' job performance in public secondary schools in Benue State?
5. What is the perceived level of influence principals' transformational leadership style has on teachers' job performance in public secondary schools in Benue State?

### **Theoretical Framework**

**Path Goal Theory (1971)** - The path-goal theory developed by Robert House (1971), an Ohio State University graduate, which was later revised in 1996 is adopted by this study. The theory states that a leader's behaviour is contingent on the satisfaction, motivation, and performance of his or her subordinates or employees. The Path-goal theory states that leaders have to adjust their leadership style based on the characteristics of followers and type of tasks that need to be completed. The theory attempts to increase the motivation and happiness of the followers in each situation. It reiterates that, a leader needs to provide rewards to increase motivation and satisfaction. This principals' leadership style has significant influence on teachers' job satisfaction, which by extension affects students' performance as the output of secondary educational system in Benue state, Nigeria.

### **Conceptual Framework**

The autocratic leadership theory is that in which the leader alone takes managerial decision without communicating with or accepting suggestions from his followers as well as not consulting with them (Usman, 2021). The leader communicates irregular to the subordinates with limited involvement in decision making and less or no delegation to duties. He/she gives orders which must be obeyed without hesitation, and all authority of executing the affairs of the institution or organisation rest in him/her (Imariagbontua, 2016). In the autocratic leadership style, the administrator's interest is primary while those of the subordinates are secondary (Oluwole & Ivagher, 2016).

The democratic leadership style is characterized by the sharing of opinion in a typically parliamentary style, the key players in decision making include the leader and his/her followers. This type of leadership offers opportunity for both the leaders and followers to fully participate in the administration of the organization (Imariagbontua, 2016), thereby motivates the followers for optimum services and promotes participatory working environment. The theory adopts division of labour principles where duties are shared among colleagues, and empower workers to make decisions for the smooth running of the organisation (Ch *et al.*, 2017).

The term 'Laissez-faire' is a borrowed word from the French language which simply means "let people do what they wish" or "let it be" (Idoko, 2005). In leadership context, this style of leadership makes provision for every team member of the organisation or institution to have the legal right to decide or make decisions concerning the affairs on the organisation. This type of leadership allows complete freedom to group decision without the leaders participation, thus subordinates are free to do what they like with minimal or no supervision, and moderate involvement in the instructional process (Imariagbontua, 2016). In other words, the leader gives his subordinates or staff a high degree of independence in their operations.

This type of leadership style was first used by Max Weber in 1947 and then by Bernard Bass in 1981 as leaders who earn leadership through normative rules and regulations, strict discipline and systematic control. Transactional leadership style is based on "give and take" type of relationship at work, where exchange is a major form of interaction between superior and subordinate, such as monetary rewards for achieving set objectives. In this style of leadership, the followers' obedience relied not only on rational values and on rules, but also on laid down agreements. Followers or subordinates are guided and at same time limited to the tasks assigned to them (Obi & Onyeike, 2018; Usman, 2021).

A transformational leader is a person who stimulates and inspires followers to achieve extraordinary outcomes (Okeke *et al.* 2023). He pays attention to the concern and developmental needs of individual followers; they change followers' awareness of issues by helping them to look at old problems in a new way; and they are able to arouse, excite and inspire followers to put out extra effort to achieve group goals. Transformational leadership theory is all about leadership that creates positive change in the followers whereby they take care of each other's interests and act in the interests of the group as a whole (Usman, 2021; Parveen *et al.*, 2022; Phuc *et al.*, 2021).

### **Empirical Studies**

Imhangbe, Okecha and Obozuwa (2019) studied the relationship between principals' leadership styles and secondary school teachers' job performance in Edo central senatorial district, Nigeria. A correlational survey research design was adopted for the study. The

population of 466 respondents made up of 69 principals and 397 teachers in the study area was considered. The estimated sample size used was 376 representing 94.7% of the population of secondary school principals and teachers in the Senatorial District respectively. Two research instruments titled "Principals' Leadership Style Questionnaire" and "Teachers' Job Performance Questionnaire" were adopted. The Cronbach alphas' method was used to validate the instruments, while percentages, multiple regression, and Pearson product-moment correlation were used to test the hypotheses at the 0.05 level of significance. Findings of the study revealed that; the democratic, autocratic, and laissez-faire leadership styles jointly affected teachers' job performance positively. However, due to its relatively higher impact, the democratic principals' leadership style yielded more impact on teachers' job performance in secondary schools in Edo central senatorial district.

Adeyemi (2019) investigated principals' leadership styles and teachers' job performance in senior secondary schools in Ondo State, Nigeria. The study adopted survey research design approach. Its population comprised all the 281 secondary schools in the State. A sample size of 240 senior secondary schools was selected through stratified random sampling technique. A total of 7460 teachers (including principals) in the schools with 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 collected data was analysed 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.

Ivase (2019) investigated principals' leadership effectiveness and the management of public secondary schools in North Central Nigeria and variables used included: principal communication with

teachers, provision of study materials, work supervision and involvement of teachers in decision making process. The study adopted descriptive survey research design. The population of the study comprised 34,473 teachers from 1,949 public secondary schools. Questionnaires were administered to 1,737 teachers, while 100 principals granted interviews. The respondents were drawn from 100 public secondary schools using the multi-stage sampling technique of Principals' Leadership Questionnaire (PLEQ) with validation - reliability coefficient value of 0.97. The mean and standard deviation values were used to answer the research questions. Chi-square test was used to test the hypotheses at 0.05 level of significance. It was revealed that principals' leadership styles do significantly affects the management of secondary schools in the areas of instructional supervision, communication, provision of instructional materials and decision making evaluation of students and community relations which directly affects teachers' job performance in the school.

Usman (2021) examined the relationship between principals' leadership style and teachers' job satisfaction in public senior secondary schools in Kogi East Education Zone, Kogi State, Nigeria. The study adopted six research objectives and six null hypotheses. The correlational statistical research design approach was used. A structured questionnaire was adopted for data collection where a sample size of 1845 from a study population of 24,386 was considered. At 5% level of significance, the research instrument with reliability measure of 0.85 using the Cronbach Alpha Coefficient method the instrument was validated. Chi-Square test statistic was used for data analysis to guide decisions based on the sets hypotheses. Findings of the study revealed that; the transformational, transactional, autocratic, idiographic, democratic leadership styles have significant influence on teachers' job performance, unlike the laissez faire leadership style. The study under review considered Kogi East Educational Zone, while the present study focuses on Benue state.

According to Sarwar, Tariq and Yong (2022) majority of college principals practice multiple or integrated leadership styles: the democratic style of leadership at a higher level, Laissez-faire at a moderate level, and autocratic at a low level in their colleges in order to achieve optimum teachers' job performance. This study sampled 300 college teachers using random sampling technique, and questionnaire

were administered to them for data collection. Correlation analysis was used to determine the relationship between principals' leadership style and teachers' job performance. The study revealed a strong positive relationship between college principals' leadership style and teacher job performance.

Jideofor (2022) examined the influence of principals' leadership styles on teachers' job satisfaction in secondary schools in Nnewi Education Zone Anambra State. Three research questions guided this study. A structured questionnaire titled influence of principals' leadership styles on teachers' job satisfaction was developed by the researcher and used for data collection. The descriptive survey design was adopted for the study. A sample size of 180 made up of 30 principals and 150 teachers randomly selected from the population of 51 public and mission secondary schools in Nnewi Education Zone, Anambra State was used. The data collected was analysed using aggregate mean score and standard deviation to answer the research questions. The study findings identified three basic leadership styles adopted by different principals in different secondary schools in the area, such as Autocratic, Democratic and laissez-faire. Findings of the study identified three basic leadership styles adopted by principals in different secondary schools in the area, such as Autocratic, Democratic and laissez-faire. Among the leadership styles exhibited, the highest rating was given to the autocratic leadership style. All teachers expressed satisfaction with democratic leadership and dissatisfied with the autocratic and laissez – faire leadership styles.

In Okoroma and Agbo (2022), an investigation of the influence of principals' leadership style on teachers' job performance in public senior secondary schools in Etche and Obio/Akpor local government area of Rivers State was carried out. The study used two instruments to examine 39 principals and 324 teachers. The two different sample sizes were obtained using the Taro Yamane's formula from populations of 363 principals and 1723 teachers. The instrument used for data collection was self-designed questionnaire with reliability index of 0.76. The statistical mean and standard deviation values were used to answer the research questions. The z-test statistics was used for testing the formulated null hypothesis at 0.05 level of significance. Findings of the study revealed that, the democratic and transactional principals'

leadership styles influenced teachers' job performance to a greater extent.

Okeke, Obilor, Nwogbo and Ubah (2023) examined the influence of principals' leadership styles on teachers' job performance in secondary schools in Awka South LGA of Anambra state. A descriptive survey design was adopted for the study. Population of the study comprised 332 teachers from all public secondary schools in the study area. The simple random sampling technique was used to select 200 teachers for the study, and the data was collected using a structured questionnaire with reliability coefficient value of 0.80. Findings of the study indicated that the principals exercised high level of transformational leadership style and low level of instructional leadership style which affected teachers' job performance negatively, hence government authorities were encouraged to organize leadership capacity-building programmes to empower principals on the best practices of instructional leadership style that would enhance teachers' job performance.

Asabia (2024) investigated the impact of principals' leadership styles on the productivity of teachers in public secondary schools in Nigeria using selected public secondary schools in Ondo State. The study adopted quantitative methodology for data collection, which was analysed using the descriptive cross-sectional research approach. The primary data was collected using questionnaires administered to 300 respondents comprising 270 classroom teachers and 30 school principals selected from 9 secondary schools from the study area through a multi-stage sampling technique. Also, the secondary data was obtained from the internet materials, schools records, government published articles, newspapers, textbooks and personal observations. Findings of the study revealed that poor leadership attributes exhibited by school principals in secondary schools are responsible for the low teachers' productivity in public schools in Ondo State. The low productivity of teachers affected the academic performance of secondary schools students in both internal and externally-administered examinations. Also, the study pointed out that, the negative correlation existed between secondary school principals' leadership styles and job performance of classroom teachers in Ondo State portends a great danger for education advancement and academic performance of students in the state.



## **Methodology**

### **Research Design**

The descriptive survey research design was adopted for the study.

### **The Study Area**

Benue state in Nigeria is located within the North-central geopolitical zone of the country. The state consists of twenty three (23) Local Government Area councils including Makurdi Local Government Area as the state capital. According to the National Population Commission (2006), the population of Benue State was estimated at 4,253,641 (National Population Commission, 2006).

### **Population of Study**

The population of the study was 5,190, made of principals and teachers from the 302 public secondary schools in Benue State (Benue State Teaching Service Board, 2021).

### **Sample and Sampling Technique**

The sample of the study was 371 respondents estimated from the population of 5,190 teachers and principals using the Taro Yamen formula at significance level (5%). The multi-stage sampling procedure is used to collect the sample. The stratified sampling technique was used for the random selection of Local Government Areas, secondary schools and respondents in the study area.

### **Instrument for Data Collection**

This study adopted a self-structured questionnaire titled "Influence of Principal Leadership Styles on Teachers Job Performance Questionnaire - IPLSTJPQ" which was structured for data collection from the respondents. It focuses on the; autocratic, democratic, Laissez-faire, transactional and transformational leadership styles and teachers' job performance. A 4-point likert rating scale grouped into: Strongly Agree, Agree, Disagree, and Strongly Disagree measured from 4 to 1 respectively was used.

***Validation of Instrument***

The self-structured questionnaire was subjected to scrutiny by three (3) educational experts: two from Educational Administration and Planning, and one from the measurement and evaluation departments of the College of Education, Joseph Sarwuan Tarka University, Makurdi.

***Reliability of the Instruments***

A trial test was carried out using thirty (30) respondents who were principals and teachers from two (2) secondary schools in Makurdi local government area of Benue State. The sampled schools had similar characteristics with those selected for the main survey, though they were excluded from the main work. The instrument yielded the Cronbach's Alpha coefficient based on the five clusters with an overall reliability coefficient value of 0.89 which indicated that the instrument was reliable enough for the study.

***Method of Data Collection***

Copies of the questionnaire were administered on the respondents. The retrieval and collation of questionnaire was done immediately to minimise the number of unreturned or missing copies.

***Analysis of Data***

Descriptive statistics of mean and standard deviation was used to answer research questions. A cut-off point of 2.50 was used for decision making where, mean score of 2.50 and above indicated high influence, while a mean score less than 2.50 showed low influence of principals' leadership style on teachers' job performance in Benue State.

**Results and Discussion*****Research Question 1***

What is the perceived level of influence principals' autocratic leadership style has on teachers' job performance in public secondary schools in Benue State? The descriptive statistics results that answered the question are presented in Table 1.

**Table 1: Descriptive Statistics of Respondents on the Perceived Level of Influence Principals' Autocratic Leadership Style has on Teachers' Job Performance in Public Secondary Schools in Benue State**

S/N	Items	N	SA	A	D	SD	$\bar{X}$	STD
1.	Principals who do not allow teachers to participate in administrative activities of the school do not encourage keeping of school records by the teachers.	371	133	161	50	27	3.078	0.883
2.	Private efforts made by individual teachers to deliberate with the principal on school operations enhance teachers' attendance at school.	371	122	186	43	20	3.105	0.807
3.	Principals who shout at their teachers discourage teachers from participating in school extra-curricular activities.	371	210	124	29	8	3.444	0.731
4.	The communication gap between the principal and teachers affects teachers' lesson delivery.	371	146	175	35	15	3.218	0.777
5.	Principal's disciplinary actions to query erring teachers enhance teachers' lesson preparation.	371	131	185	29	26	3.135	0.834
6.	Principal's imposition of decisions on teachers enhances teachers' attendance to classes.	371	81	139	119	32	2.725	0.900
7.	Principals' failure to motivate teachers affects examination administration.	371	178	133	44	16	3.275	0.835
<b>Cluster Mean:</b>		<b>371.0</b>					<b>3.140</b>	<b>0.824</b>

Table 1 revealed that, the mean response used for the examination of the perceived level of influence principals' autocratic leadership styles had on teachers' job performance was 3.140, which was greater than the critical mean value of 2.50. This indicated that, principals' autocratic leadership style had high level of influence on teachers' job

performance in public secondary schools in Benue State. This result agreed with findings of Adeola (2018) and Jideofor (2022).

### **Research Question 2**

What is the perceived level of influence principals' democratic leadership style has on teachers' job performance in public secondary schools in Benue state? The descriptive statistics results that answered the question are presented in Table 2.

**Table 2: Descriptive Statistics of Respondents on the Perceived Level of Influence Principals' Democratic Leadership Style has on Teachers' Job Performance in Public Secondary Schools in Benue State**

S/N	Items	N	SA	A	D	SD	$\bar{X}$	STD
8.	The harmonious relationship between principals and teachers in my school encourages teachers to keep school records.	371	208	145	18	0	3.512	0.590
9.	When principals always commend the efforts of teachers, it enhances teachers' discipline.	371	166	187	16	4	3.388	0.615
10.	When principals organise train-the-trainer seminars or permit teachers to go for further studies, it enhances teachers' lesson preparation and delivery	371	213	137	18	3	3.509	0.630
11.	Involvement of teachers in decision making on management issues enhances teachers attendance at school	371	154	170	42	5	3.275	0.713
12.	Delegation of school administrative duties to teachers enhances teachers' participation	371	145	209	17	0	3.345	0.564

	in decision making.							
13.	Principals' teachers' good motivation policies enhance students' evaluation.	371	148	202	19	2	3.337	0.599
	<b>Cluster Mean:</b>	<b>371.0</b>					<b>3.394</b>	<b>0.619</b>

Table 2 revealed a mean response of 3.394 for the perceived level of influence principals' democratic leadership styles had on teachers' job performance, which was greater than the critical mean value of 2.50. This indicated high level of influence by principals' democratic leadership style on teachers' job performance in public secondary schools in Benue State. This conformed to finding of Shamaki (2015), Nyiha (2015).

**Research Question 3**

What is the perceived level of influence principals' Laissez-faire leadership style has on teachers' job performance in public secondary schools in Benue state? The descriptive statistics results that answered the question are presented in Table 3.

**Table 3: Descriptive Statistics of Respondents on the Perceived Level of Influence Principals' Laissez-faire Leadership Style has on teachers' Job Performance in Public Secondary Schools in Benue State**

S/N	Items	N	SA	A	D	SD	$\bar{X}$	STD
14.	When principals allow teachers to operate freely in the school, it enhances teachers' record keeping.	371	49	104	163	55	2.396	0.896
15.	Principals who are loose have less chances of issuing queries to teachers who fail to attend classes.	371	87	160	91	33	2.811	0.896
16.	Accepting teachers' suggestions during school meetings encourage teachers'	371	86	178	99	8	2.922	0.762

	timely submission of examination results.							
17.	Principals who stay away without monitoring teachers' encourage teachers' making of register.	371	28	81	172	90	2.127	0.865
18.	Allowing teachers to make decisions on school management issues enhances teachers' students' evaluation.	371	40	160	148	23	2.585	0.764
19.	Principals who allow teachers to teach freely, and only guide during difficulties improves teachers' lesson preparation.	371	86	173	86	26	2.860	0.852
	<b>Cluster Mean:</b>	<b>371.0</b>					<b>2.617</b>	<b>0.839</b>

Table 3 showed a representative mean value of 2.617 used for examining the perceived level of influence principals' Laissez-faire leadership styles had on teachers' job performance. The mean value of 2.617 being slightly greater than the critical mean of 2.50 simply indicated that, principals' Laissez-faire leadership style had high level of influences on teachers' job performance in public secondary schools in Benue State. Obi and Onyeike (2018), Sarwar et al (2022) and Usman (2021) agreed with this finding.

#### **Research Question 4**

What is the perceived level of influence principals' transactional leadership style has on teachers' job performance in public secondary schools in Benue state? The descriptive statistics results that answered the question are presented in Table 4.

**Table 4: Descriptive Statistics of Respondents on the Perceived Level of Influence Principals' transactional Leadership Style has on teachers' Job Performance in Public Secondary Schools in Benue State**

S/N	Items	N	SA	A	D	SD	$\bar{X}$	STD
20.	Principals who make efforts to have frequent meetings and good communication with teachers enhance teachers' school records keeping.	371	163	190	13	5	3.377	0.622
21.	Setting targets for teachers enhances teacher attendance to classes.	371	134	217	20	0	3.307	0.567
22.	Providing adequate teaching and learning materials enhances teachers' lesson preparation.	371	230	130	7	4	3.580	0.589
23.	Frequent supervision of teachers' lessons enhances teachers lesson delivery and students evaluation	371	198	161	9	3	3.493	0.590
24.	Principals organising school social activities enhance teachers' participation in extra-curricular activities.	371	153	201	11	6	3.350	0.620
25.	Monitoring of teachers attitude to work by the principals improves teachers' attendance at school.	371	188	161	17	5	3.434	0.648
<b>Cluster Mean:</b>		<b>371.0</b>					<b>3.424</b>	<b>0.606</b>

Table 4 revealed a mean response of 3.424 for the examination of the perceived level of influence principals' transactional leadership styles had on teachers' job performance which was greater than the critical

mean of 2.50. This indicated that, principals' transactional leadership style had high level of influences on teachers' job performance in public secondary schools in Benue State (Abiodun-Oyebanji, 2015; Obi and Onyeike (2018).

#### **Research Question 5**

What is the perceived level of influence principals' transformational leadership style has on teachers' job performance in public secondary schools in Benue state? The descriptive statistics results that answered the question are presented in Table 5.

**Table 5: Descriptive Statistics of Respondents on the Perceived Level of Influence Principals' transformational Leadership Style has on teachers' Job Performance in Public Secondary Schools in Benue State**

S/N	Items	N	SA	A	D	SD	$\bar{X}$	STD
26.	Principals' expression of satisfaction to teachers' attitudes towards their job enhances teachers' lesson delivery.	371	171	175	21	4	3.383	0.644
27.	Frequent meetings and good communication between principals and their teachers enhance teachers' school record keeping.	371	141	203	21	6	3.291	0.646
28.	Principals' who provide adequate teaching and learning materials enhance teachers' lesson preparation.	371	181	178	4	7	3.441	0.619
29.	Frequent supervision of teachers' works by principals enhance teachers' examination administration.	371	124	223	21	3	3.262	0.596
30.	Principals' strict application of rules on teachers to handle their	371	103	182	73	13	3.011	0.785



	responsibilities enhance teachers attendance to classes						
31.	Friendly relationship between the Principal and the teachers encourages teachers' participation in extra-curricular activities.	371	148	180	43	0	3.283 0.660
	<b>Cluster Mean:</b>	<b>371.0</b>					<b>3.279 0.658</b>

Table 5 revealed a mean response of 3.279 for the examination of the perceived level of influence principals' transformational leadership styles had on teachers' job performance which was greater than the critical mean of 2.50. This indicated that, principals' transformational leadership style had high level of influence on teachers' job performance in public secondary schools in Benue State. Nyiha (2015), Obi and Onyeike (2018), and Albugam and Usman (2021) also reported similar finding.

#### Discussion of Findings

Results of the statistical analysis revealed that; principals' autocratic leadership style had high level of influence on teachers' job performance in public secondary schools in Benue State. This conformed to research findings reported in previous studies (Adeola, 2018; Jideofor, 2022; Oluwole and Ivagher, 2016; Akor, 2014; Usman, 2021). Also, the democratic leadership style exhibited by secondary school principals in Benue State had high level of influence on teachers' job performance in public secondary schools in Benue State. This agreed with findings of previous studies as reported in Shamaki (2015), Nyiha (2015), Adeola (2018) and Jideofor (2022). The principals' Laissez-faire leadership style had high level of influence on teachers' job performance in public secondary schools in Benue state. Similar findings were established in previous studies (Sarwar et al., 2022; Usman 2021; Owenvbiugie and Ibadin (2017; Obi and Onyeike, 2018). The principals' transactional and transformational leadership style had high level of influence on teachers' job performance in public secondary schools in Benue state, which agreed with findings of previous studies (Nyiha, 2015; Obi & Onyeike, 2018; Albugam & Usman, 2021).

### Summary, Conclusion and Recommendation

The principals'- teachers' working relationship in Benue State was investigated. Objectives of this study were to: examine the perceived influence of principals' autocratic, democratic, laissez-faire, transactional and transformational principals' leadership styles on teachers' job performance in public secondary schools in Benue State. Five study objectives and five research questions were used. Survey research design was used for the study and a sample size of 371 was derived from the population of 5,190 principals and teachers from the 302 public secondary schools across Benue State. Self-structured questionnaire was administered using multi-stage random sampling technique. Descriptive statistical analysis - mean and standard deviation were used to answer the research questions. Results of the descriptive statistics – mean and standard deviation showed high level of perceived influence of principals' autocratic, democratic, laissez-faire, transactional and transformational leadership style on teachers' job performance in public secondary schools in Benue State. Therefore, the adoption of the autocratic, democratic, laissez-faire transactional and transformational leadership styles by public secondary school principals in Benue State was recommended to improve teachers' job performance in Benue State.

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