

MOTIVATIONAL FACTORS AND JOB PERFORMANCE AMONG TEACHERS OF PUBLIC SECONDARY SCHOOLS IN OGUN STATE, NIGERIA

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Abstract

This study was carried out to determine the relationship between Motivational factors and Job Performance among Teachers of Public Secondary Schools in Ogun State. A descriptive survey research design was adopted for the study. Simple random sampling technique was used to select 12 public secondary schools from the target population of 563 public secondary schools in the state. Stratified proportional random sampling technique was used to select 240 teachers out of 804 teachers from the sampled schools. Also, all the principals of the sampled schools were used, making the total of 12 principals used for the study. The data collections for the study were two instruments; Teachers' Motivation questionnaire (TMQ), and Teachers' Performance Questionnaire (TPQ) that gave $r = 0.82$ and 0.79 respectively. Five null hypotheses formulated were tested at 0.05 level of significance. Finding however indicated that the Principals-Teachers interpersonal relation, Staff participation in decision making process and delegation of responsibility have significant relationship with teachers job performance ($r = 0.175, P < 0.05$), ($r = 0.188, P < 0.05$) and ($r = 0.203, P < 0.05$) respectively. Findings also revealed that each of the independent variables covered in this study have individual effect on teachers' job performance ($R^2 = 0.18, P < 0.05$). Findings finally revealed that there is a joint or composite significant effect of independent variables on teachers' job performance ($F = 12.590, P < 0.05$). The study thereafter made recommendations such as; authority and opportunity commensurate with responsibility should be given to the teachers delegating responsibility to by their Principals.

Keywords: Motivational Factors, Teachers' Job Performance, Public Secondary Schools.

Introduction

The teachers' job performance plays a significant role in producing the best quality graduates of secondary schools who will become great leaders and skilled manpower for the country's inclusive development. However, research has shown that teachers' performances are low in Nigeria secondary schools in recent years due to bad leadership. Obanya (2002:72) affirmed that one major factors that affect teachers' performance in Nigerian schools is leadership problem. He further stated that effective and supportive leaders contribute significantly to high teachers' job performance, while weak leaders and low teachers' productivity go hand in hand.

Ekpo (2005:63) declared that "Our secondary schools do not generally realize optimum productivity because some principals intend to see school management simply as common sense affairs. In order to perform effectively in their principal-ship role, all principals and would be principals should be familiar with the operation and the interpretation of the concept of organizational climate analysis". A major criterion for evaluating productivity and efficiency is the ability to achieve stated objectives, and this is a function of the school principal and the teachers. The teachers occupy a central place in the entire business of education. They are described as the "pivot on which any educational development hangs" (Akinsuroju, 2008:8). It is the realization of this fact that the National Policy on Education (2004) affirms that the quality of the teachers that operate the education system is vital to national development. The success or otherwise of the system depends on the caliber of teachers available to implement the curriculum at the classroom level (Akinsuroju, 2008:8).

However, motivation plays a crucial role in the development and advancement of workers in organizations. Many employees in educational organizations, especially teachers, hide their identities in public. Unlike other professionals who are happy to be seen as specialists in their field. Also, many teachers want to quite the job as quickly as possible for more recognized and more rewarding ones. A major cause of this attitude is poor motivation. Both the employer and manager should adopt motivational strategies which could enhance teachers' status and job performance. Teachers, like their counterparts in other professions, want to enjoy their rewards on earth (Ejiogu, 1998: 192). Therefore, their entitlements should be improved and given

promptly. Their working environment should be made conducive and full of opportunities for personal growth and development. These would serve as motivating factors to the employees. The tone of Secondary schools will be influenced positively when teachers are rightly motivated. The ability to motivate teachers towards working to achieve the schools objectives is dependent upon the leadership behavior such as communication strategies and so on.

Review of Related Literature

Decision Making and Teachers Job Performance

Decision making is a process of choosing from alternative course of actions. Many issues arising in the educational organization demand decision making because there are more than single options of action. Many alternatives are generated out of which one is taken for implementation. The principal must have an adequate knowledge of alternative actions available on an issue, who should be involved in decision making and mode of implementation of the decision. Right decisions at appropriate times and places will enhance the achievement of organizational goals. As much as possible, subordinates (teachers) should be allowed to participate in decision making. Oyediji (1998:108), opines that leadership style constitutes the way and manner an administrator acts, behaves and gives instructions to the organizations members. Decision making process of a leader helps us to classify a leader's style of leadership. For example, the traditional leadership style are autocratic, democratic and laissez faire. In all decision making process is the deciding factor.

Alabi (2000:39) also opines that school Principal is a keen advocate of whole evaluation, as the platform for developing and improving the school. More importantly however, is the style of leadership he provides. For the most part, it should be participative, where the concern must surely be to involve teachers in the exercise. This necessarily means actively encouraging staff to engage in the wider decision making process. Thierauf (2007:124) suggests that one effective way of providing effective leadership in any institution is the involvement of the workers in the decision making process. When workers are involved in making a particular decision, the tendency is there for them to be more committed in its implementation than when

such decision is being forced on them. Workers prefer a participatory leadership style in which their ideas are recognized as it enables them to feel they are part of such institution. Expressing the need to involve teachers in decision making in the school Maritim (1998:11) opines that teachers expressed the need to be involved in decision making more than they were actually involved. This clearly confirms that the need for more teachers participation in decision making is crucial in schools owing to the advantages which include: increase rate of output production; making use of expert knowledge in decisions; producing positive staff morale and commitment; improved employee resulting into a less stressful, more satisfying and motivating environment; staff are adequately prepared for any changes in their lives by being involved in the decision making process (Armstrong, 1994:52).

Ejiogu (1993:24) embarked on a study to test the effect of participative and autocratic management style with and without financial incentives on the performance/morale and productivity of Nigerian construction workers and teachers. Among others, analysis of result showed that:

- a. Among the building construction workers, sub-group of the sample, worker's involvement in decision making process served as the best incentive towards higher job performance.
- b. Eighty-five percent of the one hundred and twenty graduates teachers who took part in the study did not care about the management style of the leader whether democratic or autocratic. These teachers were mainly concerned about their work. Ejiogu then concluded that participatory leadership style is a major need of Nigeria employees including teachers.

Findings show that teachers desire more participation in decision making than they are actually involved and the comments which confirm the desire to be involved more in decision making could be because of some fears by head-teachers. Wekesa (1994:36) argues that some head-teachers could be in fear of allowing teachers to participate in decision making lest they loose their authority in running their schools to the teachers. However, this should not be the case because if teachers are allowed to make decision on matters that affect them, they will be more comfortable and they will be motivated to work hard

to achieve schools goals and objectives as well as improving their job performance.

Principal-Teachers Inter-Personal Relations and Teachers Job Performance

If education is the major foundation for the future strength of this country, then teachers as they come from various backgrounds must be the cornerstone. Likewise, as schools continue to evolve and as shifts in the demographics of population continue to occur nationally, there is a need and a call for different relationship paradigms to assist in the proper guidance of those we place in the classrooms. These new paradigms will be marked with servant leaders who empower as opposed to delegate; builds trust rather than demands loyalty; and instead of just hearing and leading from the head, seeks to understand and leads from the heart (DeSpain, 2000:10).

The principal occupies an important position in the school building. As the leader of a group of professional, certified teachers, and the coordinator of a cadre of classified personnel, the principal establishes important relationships with the staff (Drake, 1992:29). An emerging body of literature, though, is focusing on the importance of principal-teacher relationships, rather than mere leadership styles or behavior. Principals have the ability to improve teachers' perceptions overall by simply attending to fundamental components inherent in quality relationships. Ash(2007:37) opines that as teachers begin to feel better about themselves and what their collective missions are as a result of significant interactions with their principals, they become more effective in the classroom.

Kritsonis,(2000: 28) opined that Principals and teachers alike have to contend with matters such as student discipline. The principal is endlessly involved in dealing with discipline problems, but his role is somewhat different from that of the teacher. Yet in many respects, the teacher and the principal work as a team on major discipline problems. Albritten(2004:10) suggests that, it is important for principals and various faculty groups, i.e teachers, to work together for mutual support. In addition, the manner in which faculty members worked together as a group significantly influenced student outcomes in schools. Stephen (2001:24) finds that there is a positive relationship between Principals-Teachers interpersonal relation and teachers' job

performance. Therefore, Principals must show professional interest and enthusiasm that a person displays toward the achievement of individual and group goals in a given job situation.

Delegation of Responsibility and Teachers Job Performance

It is indisputable fact that the school administrators cannot do all the school activities alone, no matter their level of diligence. They needed staff that can carry out the various types of works in the school system on their behalf. As the school system grows in size and become complex, delegation of responsibility becomes increasingly important. Delegation means to assign work to others and giving them the authority to do it. Adesina (1997:183) defined delegation with respect to the school system as a process whereby the Principal transfers to some of his teachers the responsibility of taking some particular actions as well as making some decisions in particular department or job areas in the school. It is impractical for the principals to handle all the work of the school directly. In order to meet the school's goals, focus on objectives, and ensure that all works are accomplished, Principal must delegate authority. Authority is the legitimate power of a principal to direct subordinates to take action within the scope of the principal's position. By extension, this power, or a part therefore, is delegated and used in the name of a principal.

However, when teachers are given responsibilities to handle, they tend to increase their effectiveness by putting in their best which will invariably have positive effect on teaching and learning in the school. Adefurin (1990:64) stressed that the principals in the process of delegating responsibility to teachers should grant authority that is commensurate with the responsibility. This makes them (teachers) to feel they are part of the system thereby boost their performance on the job. Anan (1996:37) conducted a research which made use of one hundred and eighty-two teachers and thirty principals as subjects. From analysis of data generated, the research came to the conclusion that delegation of responsibility has a strong relationship with teachers' task performance. These findings corroborated the findings of Katz (2006). Many studies have further observed that in Indian public and private sector organizations, delegation of responsibility is considered as important measure of workers job performance. Moddie (1992:32) found that, by empowering teachers who perform delegated jobs with

the authority to manage those jobs, principals free themselves to manage more effectively. Successfully training future administrator means delegating authority. This gives teachers the concrete skills, experience, and the resulting confidence to develop themselves for higher positions in the school system as well as improving their level of job performance.

Statement of the Problem

The use of appropriate motivational strategies to get results is very crucial because this can influence teachers positively towards achieving the school objectives. Researches have shown that some principals of secondary schools found it difficult to involve their teachers in decision that will affect them and the school generally. Good work done by these teachers hardly received recognition from their principals. Hardly do they (Principals) delegate responsibilities to their teachers, if they do; confidence is not being reposed on them. These ideas have not been promoting healthy working relationship and environment for teachers, thereby lowering their teaching effectiveness in schools. It is against this background that this study sought to investigate how motivational factors exert influence on teachers' job performance in public secondary schools in Ogun state.

Purpose of the Study

The following purposes were set for the study:

1. To examine to the core and establish the kind of relationship existing between the principals and teachers in Ogun State.
2. To look at the impact that staff participation in decision making in schools will have on teachers' job performance.
3. To study how delegation of responsibility contribute to teachers' job performance in Ogun State.

Hypotheses

The following hypotheses guided the study:

HO₁ : Principals – Teachers interpersonal relationship has no significant relationship with Teachers' job performance in Ogun State.

HO₂ : Staff participation in decision making process has no significant relationship with Teachers' job performance in Ogun State.

HO₃ : Delegation of responsibility has no significant relationship with Teachers' job performance in Ogun State.

HO₄: Each of the motivational factors will not have relative contribution to Teachers' job performance in Ogun State.

HO₅: Motivational factors will not have join effect on Teachers' job performance in Ogun State.

Methodology

The study adopted a descriptive survey design. The study covered all the government owned secondary schools in the 3 senatorial districts of Ogun state, Nigeria. Simple random sampling technique was used to select 12 public secondary schools from the target population of 563 public secondary schools in the state. Stratified proportional random sampling technique was used to select 240 teachers out of 804 teachers from the sampled schools. Also, all the principals of the sampled schools were used, making the total of 12 principals used for the study. The data collections for the study were two instruments; Teachers' Motivation questionnaire (TMQ), and Teachers' Performance Questionnaire (TPQ). The former, which is Teachers' Motivation questionnaire, was a structured self-administered four point scale questionnaire that consisted of three sections. The three sections respectively sought information on intrinsic Motivation factors which were broken into: Principals – Teachers interpersonal relations, Staff participation in decision making process, and Delegation of responsibility. While the later, Teachers' Productivity questionnaire (TPQ) highlighted numbers of underlying factor measuring Teachers' Productivity such as; Evaluation of teachers' technical skill, Students-Teachers' rapport, knowledge of practicability, Teachers' presence and punctuality at school and other school organized function and overall teachers' productivity.

Validity of instrument was established by experts in the field of education. Instrument reliability was established with a test-retest that gave $r = 0.82$ and 0.79 respectively. The retrieved questionnaires were analyzed using inferential statistics (Pearson' Product Moment Correlation and Multiple Regression). This is to establish the relationship between pairs of variables and to determine the extent to

which the combinations of independent variables explain the dependent variable as well as the relative contribution of each of them to dependent variable, using 0.05 as level of significance.

Results and Findings

Hypothesis One: Principals – Teachers interpersonal relationship has no significant relationship with Teachers’ job performance in Public Secondary Schools in Ogun State.

Table 1: Correlation Analysis Result showing the relationship between Principals- Teachers Interpersonal Relation and Teachers Job Performance.

Variable	N	Mean	SD	r	P-Value	Remark
Principals-Teachers Interpersonal Relation	240	13.17	4.31	0.175	0.007*	Sig.
Teachers’ job performance	240	56.67	12.71			

*Significant at 0.05 level of significance.

Table 1 revealed that there was a significant relationship between Principals-Teachers Interpersonal Relation and Teachers’ job performance in Public Secondary Schools in Ogun State ($r = 0.175$, $P < 0.05$). Therefore, the null hypothesis is rejected.

Hypothesis Two: Staff participation in decision making process has no significant relationship with Teachers’ job performance in Public Secondary Schools in Ogun State.

Table 2: Correlation Analysis Result showing the relationship between Staff participation in decision making process and Teachers Job Performance.

Variable	N	Mean	SD	r	P-Value	Remark
Staff participation in decision making process	240	12.40	5.12	0.188	0.003*	Sig.
Teachers' job performance	240	56.67	12.71			

*Significant at 0.05 level of significance.

Table 2 shows the null hypothesis is rejected at 0.05 level of significance ($r = 0.188$, $P < 0.05$). Therefore, there is a significant relationship between Staff participation in decision making process and Teachers' job performance in Public Secondary Schools in Ogun State.

Hypothesis Three: Delegation of Responsibility has no significant relationship with Teachers' job performance in Public Secondary Schools in Ogun State.

Table 3: Correlation Analysis Result showing the relationship between Delegation of Responsibility and Teachers Job Performance.

Variable	N	Mean	SD	r	P-Value	Remark
Delegation of Responsibility	240	12.30	1.73	0.203	0.002*	Sig.
Teachers' job performance	240	56.67	12.71			

*Significant at 0.05 level of significance.

Table 3 indicates that there is a significant relationship between delegation of responsibility Teachers' job performance in Public Secondary Schools in Ogun State ($r = 0.203$, $P < 0.05$). Therefore, the null hypothesis is rejected at 0.05 level of significance.

Hypothesis Four: Each of the motivational factors will not significantly have relative contribution to Teachers’ job performance in Ogun State.

Table 4: Multiple Regression Result showing the relative contribution of each of the Motivational factors (Principals – Teachers interpersonal relation, Staff participation in decision making process and Delegation of Responsibility) to Teachers’ job performance.

Model	B	Std. Error	Beta weight	Rank	t	P-Value	R ²	Remark
Constant	29.802	5.708			5.221	0.001	0.18	
Principals – Teachers interpersonal relation	0.163	0.189	0.055	3 rd	0.865	0.388		Not Sig.
Staff participation in decision making process	0.314	0.156	0.127	1 st	2.008	0.388		Sig.
Delegation of Responsibility	0.858	0.448	0.117	2 nd	1.916	0.057		Sig.

Significant at 0.05 level: Not Significant.

Table 4 shows that Staff participation in decision making process and delegation of responsibility have individual effect on teachers’ job performance at 0.05 level of significance.(P< 0.05), while Principals – Teachers interpersonal relation does not has effect on teacher’ job performance at 0.05 level of significance (P>0.05).

Beta weight shows the contribution of each the independent variables on dependent variable. Staff participation in decision making process rank first with Beta weight of 0.127, followed by Delegation of Responsibility (0.117) and lastly, Principals-Teachers Interpersonal Relation (0.055). R² is 0.18 i.e. 18%, this implies that independent variables only accounted for 18% of variation that occur in dependent variable.

Hypothesis Five: Motivational factors will not have join effect on Teachers’ job performance in Ogun State.

Table 4: Joint effect of Independent variables (Principals – Teachers interpersonal relation, Staff participation in decision making process and Delegation of Responsibility) on Teachers’ job performance.

Model	Sum of Square	df	Mean square	F	P-Value	Remark
Regression	6811.152	3	1702.788	12.590	0.001*	Sig.
Residual	31783.843	237	135.250			
Total	38594.996	240				

*Significant at 0.05 level of significance.

Table 4. shows that there is a joint or composite significant effect of Independent variables (Principals – Teachers interpersonal relation, Staff participation in decision making process and Delegation of Responsibility) on Teachers’ job performance. [F = 12.590. P < 0.05]. Therefore, the null hypothesis is rejected.

Discussion of Findings

The analysis in table 1 shows a significant relationship between Principal-Teachers inter-personal relation and teachers’ job performance in public secondary schools in Ogun state. The finding supports the earlier finding of Ash (2007:37) that as teachers begin to feel better about themselves and what their collective missions are as a result of significant interactions with their principals, they become more effective in the classroom.

Table 2 indicated that Staff participation in decision making process has significant relationship on Teachers’ job performance. This is perhaps correlate with the earlier study of Alabi (2000:39) as highlighted in the review of literature that, the school Principal is a keen advocate of whole school evaluation, as the platform for developing and improving the school. He further that the style of leadership the Principal provides should be participative, where the concern must surely be to involve teachers in the exercise. He concluded that, this means actively encouraging staff to engage in the wider decision making process which in turn will result in high teachers’ job performance.

Table 3 revealed that delegation of responsibility has significant relationship on Teachers’ job performance in public secondary schools in Ogun state. This finding is supported by Adefurin (1990:64) that the

principals in the process of delegating responsibility to teachers should grant authority that is commensurate with the responsibility. This makes them (teachers) to feel they are part of the system thereby boost their performance on the job. Anan (1996:37) concluded from the analysis of his research that delegation of responsibility has a strong relationship with teachers' task performance.

Table 4, established that, each of the independent variables (Staff participation in decision making process and delegation of responsibility, except Principals-Teachers interpersonal relations) have relative contribution to teachers' job performance in public secondary schools in Ogun State. Each of the independent variables mentioned in this study has strong relationship with teachers' job performance in terms of magnitude of the weight of regression co-efficient (Beta). This is in agreement with Armstrong, (1994:52), Moddie (1992:32) and Wekesa (1994:36). Result as shown in table 4 indicates that partial correlation of all the independent (Staff participation in decision making process and Delegation of Responsibility, except Principals-Teachers interpersonal relations) variables were positively related to teachers' job performance. The standard regression coefficients(Beta) were used to determine the relative contribution of each of the independent variables to the explanation of teachers' job performance. The significance of each independent variable was determined and all of them (except Principals-Teachers interpersonal relations) were significant at $P < 0.05$. This means that as Principals of schools paid more attention to these motivational factors, there is the likelihood that teachers will perform more excellently on their job.

Table 5, shown that there was a joint or composite significant effect of Motivational factors (Principals-Teachers interpersonal relations, Staff participation in decision making process and Delegation of Responsibility) on teachers' job performance. Since the value of F (12.590) is greater than the P. value (0.001) at a significant level of 0.05. This leads to the rejection of the null hypothesis and the acceptance of the alternative one. This finding is in agreement with the findings of Likert, as quoted by Adesina (2000:43).

Summary of Findings

The major findings in the study are summarized thus:

- i. That the Principals-Teachers interpersonal relation has significant relationship with Teachers' job performance in Public Secondary Schools in Ogun State.
- ii. That involvement of Teachers in decision making process by the Principals has significant relationship with Teachers' job performance in Public Secondary Schools.
- iii. That when Principals of schools delegate responsibilities to Teachers, it has positive effects on their job performance.
- iv. That Staff participation in decision making process and delegation of responsibility have individual effect on teachers' job performance, while Principals – Teachers interpersonal relation does not have effect on teacher' job performance in Public Secondary Schools in Ogun State. R^2 is 0.18 i.e. 18%, this implies that independent variables only accounted for 18% of variation that occur in dependent variable.
- v. That there is a composite significant effect of Independent variables (Principals – Teachers interpersonal relation, Staff participation in decision making process and delegation of responsibility) on Teachers' job performance. [$F = 12.590$. $P < 0.05$].

Conclusion

As schools continue to evolve and as shifts in the demographics of populations continue to occur nationally, there is a need and a call for different relationship paradigms to assist in the proper guidance of those we place in the classrooms. These new paradigms will be marked with servant leaders who empower as opposed to delegate; builds trust rather than demands loyalty; and instead of just hearing and leading from the head, seeks to understand and leads from the heart. If this kind of atmosphere is provided, it will enhance high level of task performance on the part of the teachers in schools.

Recommendations

Based on the findings, the following recommendations were made:

1. School heads should adopt leadership style that would encourage good and positive interpersonal relationship between them and their teachers.
2. In order to promote effective performance of teachers on the job, training programmes should be periodically organized for them. This will help to continually equip them for the challenges of the job.
3. Decision making holds the key to organizational success and survival. The Principals should therefore try to develop organizational decision making skills in their teachers in order to be relevant in the schools to which they belong and to ensure the growth and success of their schools.
4. Authority and opportunity commensurate with responsibility should be given to the teachers delegating responsibility to by their Principals.
5. To improve teachers job performance, Principals are implored to structure work for their teachers such that they could realize their potentials.
6. School administrators should intensify more effort to encourage democratic participation of teachers in decision that will affect them and their school system.

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