

Leadership Styles And Organizational Climate As Predictors Of Teacher Effectiveness In Secondary Schools Teachers

Anshu Narad¹, Nixon Holland Dolizyi Kaitano², Dr. Sorabh Lakhanpal³

¹ Department of Education, Lovely Professional University, Phagwara, India,

² South West Education² Division, Ministry of Education Science and Technology, Malawi,
Central Africa

³ Division of Student Affairs, Lovely Professional University, Phagwara, Punjab, India
email: anshusarad@gmail.com

Abstract: *The current study investigated the leadership styles of principals and organizational climate as predictors of teacher effectiveness in secondary schools of Malawi. Descriptive survey method was employed. The sample comprised 150 teachers from both government and private schools in Chikwawa district in the South West Education Division which was selected using simple one stage cluster sampling. The results of the study were: a) teachers of both government and private schools had similar perception of leadership styles of principals'; b) teacher effectiveness of school teachers in government and private schools as perceived by principals' was similar; c) organizational climate of government schools was similar to that of private schools; d) the leadership styles adopted by principals, organizational climate and teacher effectiveness of school teachers were significantly and positively related to each other and e) leadership styles adopted by principals' and organizational climate were significant joint predictors of teacher effectiveness of school teachers. Transactional style made a significant contribution in predicting teacher effectiveness, followed by passive avoidant style.*

Key Words: *leadership styles, organizational climate, teacher effectiveness, secondary schools*

Introduction

School, a formal agency of education, is one of the political, social and economic center of our lives. The principal within this framework is a foremost link with the educational system as a whole and school in particular. Research findings pinpointed that the head teacher and his style of leadership has great impact on the numerous school processes (Shabbat, 1996; Kula and Globman 1994; Hau et al., 2016 as cited by Wasserman, Ben-eli, Yehoshua, Gal Lifshitz, 2016). Linked with the school leadership is the organizational climate of the school. According to Babu and Kumari (2013), "climate represents a composite of the mediating variables that intervene between the climate of an organization and the style and other characteristics of leaders and teacher performance, effectiveness and satisfaction. The importance of the organizational climate to teachers' effectiveness is relevant to a high degree, since it is indicative of how well the teacher manages to realize his/her full potential". Ubben and Hughes (1987) as cited by John and Taylor (1999) contend that "leadership in a school setting is the result of the way principals use themselves to create a school climate that is characterized by staff productivity, student productivity, and creative thought." Eblen (1987) as cited by John and Taylor (1999) emphasizes that the qualities and

behavior of the school principal consequently determines to a large extent how the followers feel about their organization.

Leadership styles

“Leadership style is the behavioral patterns that a leader adopt to influence the behavior of his followers, the way he gives directions to his subordinates and motivates them to accomplish the given objectives” (Bass, 2009). Dubrin (2013) described leadership style as “the relatively consistent pattern of behavior that characterizes a leader”. On the other hand, WiseToast (2018), defined leadership style as “the way a person uses power to lead other people”. Shum and Cheng (1997) have emphasized that “numerous studies on organization and management have consistently indicated that leadership style is a critical factor in organizational performance and effectiveness, which affect positively or negatively organizational process and structure, patterns of social interaction, member’ beliefs, attitudes and job behaviors” (as cited by Singano, 2015). A variety of leadership styles has been identified by research and “the most appropriate leadership style depends on the function of the leader, the followers and the situation”. Though different researchers like MacGeogr (1960), Burn (1979) have given different styles, but in the current study, leadership styles, namely “transformational”, “translational” and “passive-avoidant”, as given by Bass, (1985) have been considered. In 2006, Bass and Riggio pinpointed that “from various aspects of leadership styles, three major styles-transactional, laissez faire (passive avoidance) and transformational are very important for the practical working of the organization.” “Transformational style of leadership is a stimulating technique through which a leader can inspire and apply that ability of motivation thinking” (Bass et al. 2003; Dvir et al. 2002 as cited by Mahdinezhad, Silong, Suandi and Omar, 2013). In 1985 and 1998 Bass; and Bass and Avolio (1993), emphasized that transformational leadership has four components namely, “idealized Influence” that is “envisioning, confident, and sets high standards for emulation”(Kanungo & Mendonca, 1996 as cited by Öncer, 2013); “inspirational motivation” that entails providing “followers with challenges and meaning for engaging in shared goals and undertakings”; “intellectual stimulation” that is “intellectually stimulating leaders are willing and able to show their employees new ways of looking at old problems, to teach them to see difficulties as problems to be solved and to emphasize rational solutions”; (Bass and Steidlmeier, 1999, as cited by Öncer, 2013); and “individualized consideration” that is, “treats each follower as an individual and provides coaching, mentoring and growth opportunities” (Bass, 1985). Further, Bass, (1997) contended that “transactional leadership style appeals to an individual’s self-interest and is mainly an exchange process”. Unlike “transformational leadership style”, “transactional leadership style” only promotes compliance by followers through rewards and punishment. According to Bass and Avolio (1993) as cited by Öncer (2013), transactional leadership consists of two factors, viz. “contingent reward” implies “a promises and/or provision of suitable rewards and recognition if followers achieve the objectives or execute the tasks as required” (Bass, 1985); and “management-by-exception (active)”, Bass et al. (1996) pinpointed that such leaders “concentrate on identifying and correcting the mistakes and deviations from standard of task, and take disciplinary actions when the irregularities occurred” (as cited by Öncer, 2013). In addition to this, “passive-avoidant leadership style includes management-by-exception leadership (passive) and laissez-faire styles. It is similar to laissez-faire style or no leadership; but types of behavior has a negative impacts on associates and followers” (Bass, 2004, as cited by Munaf, 2011). Passive-avoidant leadership style has been categorized into two dimensions; namely “management-by-exception (passive)” is more passive and reactive. Bass and Avolio (2004) explained that “management-by-exception (passive) is similar to laissez-faire styles or no leadership”; and “passive-avoidant leadership is subdivided into management-by-exception (passive) and laissez-faire leadership styles as asserted by Bass

and Avolio (2004). Passive and laissez-faire leadership styles imply avoidance of proactive attitude, which in turn leads to loss of trust in their relationship with followers”.

Organizational climate

Organizational climate implies “a set of perceived attributes of an organization and its subsystems as reflected in the way an organization deals with its members, groups and issues” (Bass, 1985; Bass and Avolio, 1990, 1994). Organizational climate has also been referred to as “a set of characteristics that describe an organization, distinguishes one organization from another, is relatively stable over time and can influence the behavior of the organization’s members” (Eustace and Martins, 2014). Katoch (2013) stressed that “organizational climate is the term frequently employed to describe the psychological structure of organization and their sub units. Every educational institution has a personality uniqueness or climate of its own. Among the various interactions taking place in the school system, the interaction between the principal and the teachers decides or contributes to a large extent in determining the atmosphere or the climate”. Indeed, the overall quality of the school is greatly affected by its organizational climate. Research findings indicate that leadership styles of a school principal have great influence on the organizational climate of an educational institution (Damanik, 2014 and Singh, 2017). Among the varied styles of leadership used by school head teachers, transformational leadership style has been found to positively improve organizational climate of educational institutions to a greater extent; followed by transactional leadership styles (Tajasom and Ahmad, 2011, Oguz, 2012 and Khan, 2018). However, Omolayo and Ajila (2012), found no differences in involvement in jobs and leadership styles, as well as in job satisfaction and leadership styles.

Teacher effectiveness

Teacher effectiveness is “the combination of traits and characteristics, behaviors and competencies of teachers which are required in order to enable students attain the desired outcome” (Malik and Kapoor, 2014 as cited by Shu’aibu, 2018). “Teacher effectiveness is the measure of success of teacher in carrying out institutional and other specified duties demanded by the nature of his/her position” (Naik and Giri, 2018). While Katoch (2013) defined teacher effectiveness simply as “personal competency of a teacher”. Further, Anderson (1991) stated that “... an effective teacher is one who quite consistently achieves goals which either directly or indirectly focuses on the learning of their students”. Research findings show that leadership styles of the school principal have great effect on teaching and learning (Kayira, 2008). School principals’ leadership has a bearing on teachers’ job performance and effectiveness (Bwiruka, 2009; Adeyemi, 2010; Duze, 2012; Jay, 2014; David, Aunga and Masare, 2017 & Gitumu, Mbugua and Wachira, 2017). Some researchers have supported democratic style of leadership for the promotion of teachers’ morale, job performance, effectiveness and productivity (Shamaki, 2015; Bwiruka, 2009; Adeyemi, 2010, Jay, 2014; Imhangbe, Okecha and Obozuwa, 2018 and Andende, 2016). Few studies reported that teachers exhibited better effectiveness on their job performance when principals used autocratic leadership styles as compared to democratic or laissez-faire style (Adeyemi, 2010). On the other hand, it has also been revealed that school principals who adopt “transformational” and “transactional leadership styles” have great influence on teacher effectiveness, morale and job productivity; though transformational has been deemed as the best (David, Aunga and Masare, 2017; Wirba, 2015; Hameiri and Nir, 2014). These assertions are in agreement with researchers who are advocating for supportive and participative leadership styles if the teachers are to be effective and productive in their duties (Sirisookslipa, Ariratanaa and Ngang, 2015; Arya, 2017; Gitumu, Mbugua and Wachira, 2017). However, passive (laissez faire) leadership styles was found to be generally negatively related to teacher effectiveness, morale and job productivity (Adeyemi, 2010; Duze, 2012; Hameiri and Nir, 2014). Research findings showed relation between organizational climate

and teacher effectiveness (Babu and Kumari, 2013 and Raman, Chi Ling and Khalid, 2015). Thompson (2015) found that a positive school climate increases teacher's job productivity and student academic performance while Eboka (2017) found that a positive school climate translate into high teacher's morale, good rapport with school principal and teacher's job satisfaction.

Research findings by (John and Taylor, 1999; Robert, Kelley, Thornton and Daugherty, 2008 and Ndaipa, 2016) indicated that the kind of style adopted by leader creates an organizational climate which consequently affects teacher effectiveness. Further, John and Taylor (1999) suggested that, in an educational setting, "the considerate leadership of the principal makes it possible for teachers to feel socially and professionally engaged in school life. This combination of principal support and teacher engagement consequently creates an open climate characterized by mutual respect, principal-teacher goal congruence, and professional exchange of ideas, participative decision making, and teacher input in program planning. As a result of this enabling climate, teachers may experience fulfillment and develop a high level of commitment to the school." The literature review showed the inconsistencies in the findings and all the three variables "leadership style of principals", "organizational climate and "teacher effectiveness" were not studied together, thus all this has necessitated the researcher to find the contribution of leadership style of principals 'and organizational climate of secondary schools in the prediction teacher effectiveness of teachers. Thus, the study was directed towards the fulfillment of this objective through the following hypotheses:

Hypotheses

1. There exists no significant difference in leadership styles of principals' as perceived by government and private school teachers.
2. There exists no significant difference teacher effectiveness of school teachers as perceived by principals of government and private schools.
3. There exists no significant difference in organizational climate of schools as perceived by government and private school teachers.
4. There exists no significant relationship of leadership style of principals' and organizational climate with teacher effectiveness of secondary school teachers.
5. Leadership style of principals' and organizational climate will not jointly predict the teacher effectiveness of school teachers.

Method and Procedure

The current study employed descriptive survey method. Population of the study consisted of all the secondary school teachers of Chikwawa district of South West Education Division of Malawi. Chikwawa district consists of five subgroups of secondary schools, namely: Ngabu, Dzumira, Chikwawa, Livunzu and Chapananga on the basis of geographical allocation that constitutes the cluster for the current study. Each cluster consisted of government and private schools with male and female teachers. The sample of the study constituted all the elements within the selected clusters, i.e. 183 secondary school teachers. Data was generated from 183 teachers by employing simple one stage cluster sampling. Out of 183 teachers (121 government and 62 private), while (data cleaning led to a sample of 150 (i.e. 95 government and 55 private). Data was collected by employing self-constructed leadership styles scale, organizational climate scale by S. Pethe, S. Chaudhari and Upinder Dhar (2001) and teacher effectiveness scale by Dr. (Mrs.) Umme Kulsum (2010). In order to find differences between means, t-test was used. Multiple correlation was applied to find out the relationship between dependent variable and independent variable. Regression was applied to determine the joint contribution of independent variables on dependent variable.

Results and Discussion

I Results relating to differences in leadership styles of principals' as perceived by government and private school teachers

Table 1

Variable	School	N	Mean	SD	t-value	
Leadership style	Transformational	Government	95	155.60	18.68	1.31 (Insignificant)
		Private	55	159.80	19.49	
	Transactional	Government	95	39.00	5.81	0.40 (Insignificant)
		Private	55	38.62	5.37	
	Passive-avoidant	Government	95	21.50	7.34	0.80 (Insignificant)
		Private	55	20.55	6.50	

The above Table 1 shows mean scores and SD of leadership styles of principals as perceived by teachers of government and private schools in Chikwawa district in Malawi. The t-values for “transformational”, “transactional” and “passive–avoidant” leadership styles were all found to be statistically insignificant. Therefore, it can be indicated that there is no difference in leadership styles of principals' as perceived by teachers of government and private schools. Thus from results, it can be concluded that hypothesis number 1 which says that “There exists no significant difference in leadership styles of principals' as perceived by school teachers with respect to type of school” is thus accepted.

II Results relating to differences in teacher effectiveness of school teachers as perceived by principals of government and private schools

Table 2

Variable	Type of school	N	Mean	SD	t-value
Teacher effectiveness	Government	95	19.88	2.32	1.73 (Insignificant)
	Private	55	19.20	2.35	

Table 2 shows the mean scores and SD of teacher effectiveness of school teachers as perceived by principals in government and private schools of Chikwawa district of Malawi. The t-value calculated with respect to teacher effectiveness of secondary school teachers as perceived by principals of government and private schools was found to be statistically insignificant. Thus, it can be concluded that teacher effectiveness of secondary school teachers in government and private schools as perceived by principals was similar. From results, it can therefore be concluded that hypothesis 2 which states that “there exists no significant difference in teacher effectiveness of school teachers as perceived by principals with respect to type of school” is thus accepted.

III Results relating to differences in organizational climate of schools as perceived by teachers in government and private schools

Table 3

Variable	Type of school	N	Mean	SD	t-value
Organizational climate	Government	95	129.75	13.96	0.16
	Private	55	129.31	19.24	

Table 3 shows the mean scores and SD of organizational climate of schools as perceived by teachers in government and private schools of Chikwawa district of Malawi. The t-value for organizational climate was found to be statistically insignificant. This means that the organizational climate of government schools is similar to that of private secondary schools. Thus from results it can be concluded that hypothesis 3 which states that “There exists no significant difference in organizational climate of schools as perceived by government and private school teachers” is thus accepted.

IV Results relating to relationship of leadership style of principals’ and organizational climate with teacher effectiveness

Table 4

Variables	Teacher Effectiveness (total)	
Leadership Styles	Transformational style	0.75**
	Transactional style	0.74**
	Passive Avoidant style	0.03
Organizational Climate	0.76**	
**level of significance 0.01		

Table 4 indicates that leadership styles of principals’ are significantly related to the teacher effectiveness of school students. The coefficient of correlation (r) for transformational and transactional styles were found to be 0.75 and 0.74 (significant at 0.01 level) respectively reveals a positive and strong relationship between the two variables. This implies that if principals adopt “transformational” and “transactional leadership styles”, it leads to an improvement in the teacher effectiveness of school teachers. Similarly, the coefficient of correlation value for organizational climate and teacher effectiveness of school students was found to be 0.76 (significant at 0.01) which reveals a positive and strong relationship between the two variables. This means that if organizational climate is good and congenial, teacher effectiveness of school teachers will be better. Therefore, it can be concluded that the leadership styles adopted by principals’, organizational climate and teacher effectiveness of school teachers are significantly and positively related to each other.

Thus from results it can be concluded that hypothesis 4 which states that “There exists no significant relationship of leadership style of principals’ and organizational climate with teacher effectiveness of secondary school teachers.” is thus not accepted.

V Results relating to joint contribution of leadership styles of principals’ and organizational climate on teacher effectiveness of school teachers

Table 5 (a)

R	R ²	Adjusted R ²	SE of the Estimate
.842 ^a	.709	.685	1.3607
a. predictors: (constant), OCS (Total), passive avoidant(Total), transformational(Total), Transactional (total)			

From the table 5 (a), it is clear that leadership style of principals' is significantly related to the teacher effectiveness of school teachers. The coefficient of correlation (R) found to be 0.842 (significant at 0.01) which indicates a positive and strong relationship among the three variables.

From the model summary table 5 (a), the value of regression coefficient R square was found to be 0.709, which means that 70.9% of variability in organizational climate can be accounted to leadership styles of principals. This implies that "organizational climate" can explain 70.9% of variance in the criterion variable (teacher effectiveness)

Table 5 (b)

Model	SS	D f	MS	F	Significant
Regression	220.923	4	55.231	29.830	.000
Residual	90.725	49	1.852		
Total	311.648	53			
a. dependent Variable: Teacher Effectiveness					
b. predictors: (constant), Organizational Climate					

The ANOVA table 5 (b) above tells whether the R value of 0.709 is statistically significant or not. The ANOVA table, clearly indicates that the regression model is statistically significant (df₁ = 4, df₂ = 49, F = 29.830) with p-value = 0.000 which indicated that overall, the model applied is statistically significant and can predict the dependent variable (teacher effectiveness).

Table 5 (c)

Variable		Unstandardized coefficients		Standardized coefficients	t	Significant
		(β)	SE	Beta (β)		
Leadership	(Constant)	3.366	1.652		2.037	.047
	Transformational	.016	.015	.141	1.075	.288
	Transactional	.163	.056	.384	2.890	.006
	Passive avoidant	.050	.024	.162	2.040	.047
Organizational Climate		.050	.016	.399	3.006	.004
a. Dependent Variable: Teacher Effectiveness						

Table 5 (c) shows the regression coefficients which denote the mean change in dependent variable for one unit change in the predictor variable. The β values for three leadership styles for "transformational style", "transactional style" and "passive avoidant style" was found to be 0.016, 0.163 and 0.050 respectively. This shows that teacher effectiveness score would increase by 0.016 for every unit increase in "transformational leadership styles". Since the value of coefficient is not significant at 0.05 level, this points out that "transformational leadership style" would not predict the teacher effectiveness when other variables are constant. Further, this indicates that teacher effectiveness score would increase by 0.163 for every unit increase in "transactional leadership style". The coefficient

value is significant at 0.05 level this points out that “transactional leadership style” would predict the teacher effectiveness when other variables are constant. Similarly, this indicates that teacher effectiveness score would increase by 0.050 for every unit increase in “passive avoidant leadership style”. The coefficient value is significant at 0.05 level, this points out that passive avoidant leadership style would predict the teacher effectiveness when other variables are constant. Thus based on β values, “transactional leadership style” is the most important factor in predicting the teacher effectiveness of teachers, followed by “passive avoidant leadership style”. The β values indicate that out of the three types only transactional and passive avoidant leadership styles is making the strongest contribution in the outcome of dependent variable while in case of “transformational leadership style”, the p value was found to be greater than .05 and .01, which indicates that this variable is not contributing to the prediction of the outcome.

Further, it is also shown in the table that the β value for organizational climate was found to be 0.50. This shows that teacher effectiveness score would increase by 0.50 for every unit increase in organizational climate. The coefficient value is significant at 0.05 level, this points out that organizational climate would predict the teacher effectiveness when other variables are constant. Further, the unstandardized coefficient β value indicates that both leadership styles and organizational climate are making a statistically significant and unique contribution towards predicting teacher effectiveness-outcome variable.

The regression equation for relation between leadership styles, organizational climate and teacher effectiveness can be written as;

Teacher effectiveness (Y) = 3.366 + 0.016 (“transformational leadership style”) + 0.163 (“transactional leadership style”) + 0.050 (“passive avoidant leadership style”) + 0.050 (organizational climate).

Thus, there is enough evidence that both leadership styles adopted by principals’ and organizational climate are significant joint predictors of teacher effectiveness of secondary school teachers. Further out of all the leadership styles, “transactional style” is making a significant contribution in predicting teacher effectiveness, followed by “passive avoidant style”. In line with this finding, Singh (2017) also found that “school principal is chief highly responsible for school effectiveness or performance and the design of school climate as one of the initial factors of achievement”. In addition, Omolayo and Ajila (2012) found a significant effect of leadership styles and organizational climate on job satisfaction and involvement.

Therefore, hypothesis 5 which states that “Leadership styles of principals’ and organizational climate will not jointly predict the teacher effectiveness of school teachers” stands rejected.

Conclusions

The study draws the following conclusions based on the research findings:

- Leadership styles of principals’ as perceived by teachers of government and private schools did not differ significantly. Teachers of both government and private schools had similar perception of leadership styles of principals’
- Teacher effectiveness of school teachers as perceived by principals did not differ significantly. Teacher effectiveness of school teachers in government and private schools as perceived by principals was similar.
- Organizational climate of schools as perceived by teachers in government and private schools did not differ significantly. Organizational climate of government schools was similar to that of private schools.
- The leadership styles adopted by principals, organizational climate and teacher effectiveness of school teachers were significantly and positively related to each other.

- Leadership styles adopted by principals' and organizational climate were significant joint predictors of teacher effectiveness of school teachers. Transactional style made a significant contribution in predicting teacher effectiveness, followed by passive avoidant style.

References

- Adeyemi, T.O. (2010). Principals' leadership styles and teachers' job performance in senior secondary schools in Ondo State, Nigeria. *Current Research Journal of Economic Theory* 3(3): 84-92.
- Andende N. (2016). Head teachers' leadership styles and their effects on teachers' morale in selected primary schools of Zambezi District in the North-Western Province of Zambia. University of Zambia, Zambia.
- Anderson, N. and King, N. (1991). *Managing innovation in organizations*. Leadership and organization development journal.
- Arya, M. (2017). A study of relationship between leadership styles of principal and teacher effectiveness. Department of Education Additional Charge, Head of Department, Department of Geography, IFTM University, Delhi Road, Moradabad. *International Journal of Science and Research (IJSR)* ISSN, 6(1).
- Avolio, B. J., & B. M. Bass. (2004). *Multifactor leadership questionnaire: Manual and sample set* (3rd ed.) Redwood City, ca: Mind Garden.
- Babu, A. and Kumari, N. (2013). Organizational climate as a predictor of teacher effectiveness. Devsangha Institute of Professional Studies and Educational Research, Deoghar Jharkhand, India. *European Academic Research*, 1(5).
- Bass, B. M., & Avolio, B. J. (1990). *Multifactor Leadership Questionnaire*. Redwood City, CA, USA.
- Bass, B. M., & Avolio, B. J. (2004). *Multifactor Leadership Questionnaire*. Redwood City, CA, USA.
- Bass, B.M. (1985). From transactional to transformational leadership: Learning to share the vision. *Organ. Dynamics*, 18: 19-32. 26.
- Burns, J. (1979). *Leadership*. New York, NY: Harper and Row.
- Bwiruka, J.F. (2009). Leadership styles of head teachers and teachers' performance in selected secondary schools in Bushenyi District. Makerere University, Uganda.
- Damanik, E. (2014). Principal leadership style and its impact on school climate and teacher self-efficacy in Indonesian schools. Curtin University of Technology.
- David A, Aunga, O. & Masare, O. (2017). Effect of leadership styles on teacher's performance in primary schools of Arusha District Tanzania. *International Journal of Educational Policy Research and Review*, 4(4), 42-52.
- Dubrin, A.J. (2013). *Principles of leadership* (Seventh Edition). Cengage Learning, New Dehli, India.
- Duze, C.O. (2012). Leadership styles of principals and job performance of staff in secondary schools in Delta State of Nigeria Duze. *An International Journal of Arts and Humanities Bahir Dar, Ethiopia*, 1 (2).
- Eboka, O.C., (2017). Influence of school climate on teachers morale in public secondary schools in Delta State. National Open University of Nigeria, (Asaba Study Center), Delta State, Nigeria. *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 7(1) III, pp 19-24.
- Eustace, A., & Martins, N. (2014). The role of leadership in shaping organizational climate: An example from the fast moving consumer goods industry. *SA Journal of Industrial Psychology*, 40(1).

- Gitumu, M., Mbugua, Z. & Wachira, F.M. (2017). Effect of Principals' Leadership Styles on Teachers' Job Performance in Public Secondary Schools in Kieni West SubCounty. *International Journal of Humanities and Social Science Invention* ISSN (Online): 2319 - 7722, ISSN (Print): 2319 - 7714 www.ijhssi.org.
- Hameiri, L. & Nir, A. (2014). School principals' leadership style and school outcomes: The mediating effect of powerbase. *Journal of Educational Administration*, 52(2).
- Imhangbe, O.S., Okecha, R.E. & Obozuwa, J. (2018). Principals' leadership styles and teachers' job performance. Edo State, Nigeria. *International Journal of Humanities and Social Science Invention* ISSN (Online): 2319 -7722.
- Jay, A. (2014). The principal's leadership style and teacher' performance in secondary schools of Gambella Regional State. Institute of Education and Professional Development Studies, Department of Educational Planning and Management, Jimma, Ethiopia.
- John, M.C. & Taylor V.J.W. (1999). Leadership style, school climate, and the institutional commitment of teachers, *In F o*, 2 (1), Pp. 25-57.
- Katoch, A. (2013). Organizational climate and occupational stress as predictors of teacher effectiveness at secondary school level. Department of Education Himachal Pradesh University, Summer Hill, Shimla.
- Kayira, J.M.M. (2008). Management's impact on teaching and learning in Malawian secondary schools. University of Oslo.
- Khan, M.Q., (2018). Relationships between principal leadership style, school climate, and teacher stress, Qurtuba University Science & InformationTechnology. *Global Journal of human-social science: G Linguistics & Education* Type: Double Blind Peer Reviewed International Research Journal Online ISSN: 2249-460x & Print ISSN: 0975-587X Publisher: Global Journals, 18(7).
- Kulsum, U. (2010). Manual for Kulsum teacher effectiveness scale. Psycho-educational testing centre, Janakpuri, New Delhi.
- Mahdinezhad, M., Suandi, T.B., Silong, A.D. & Omar, Z.B. (2013). Transformational, Transactional Leadership Styles and Job Performance of Academic Leaders, Universiti Putra Malaysia, Serdang Selangor, Malaysia. *International Education Studies*; 6(11).
- McGregor, D. (1960). *The human side of enterprise*. New York: McGraw-Hill.
- Munaf, S. (2011). Relationship of transformational, transactional and passive/avoidant management style with achievement motivation of teaching faculties of selected educational institutions of Pakistan. University of Karachi, Karachi, Pakistan. *IPEDR* vol.3, IACSIT Press, Hong Kong.
- Naik, P.K. & Giri, A. (2018). A comparative study of different dimensions of teacher's effectiveness among government and private teachers of secondary schools. Department of Education, Raman University, Kota, Chhattisgarh, India. *International Journal of Advanced Education and Research* 3(3); pp. 25-27 (www.alleducationjournal.com).
- Ndaipa, C.J. (2016). Leadership styles adopted by head teachers and the influence on staff performance in primary schools of Chimoio cluster in Mozambique. *Universidade Pedagógica de Moçambique*.
- Oguz, E. (2010). The relationship between the leadership styles of the school administrators and the organizational citizenship behaviours of teachers. Faculty of Education, Ondokuz Mayıs University, Samsun 55200, Turkey.
- Omolayo, B.O. & Ajila, C. K. (2012). Leadership styles and organizational climate as determinants of job involvement and job satisfaction of workers in tertiary institutions Department of Psychology, Ekiti State University, Ado-Ekiti, Nigeria.

- Öncer, A.Z. (2013). Investigation of the effects of transactional and transformational leadership on entrepreneurial orientation Faculty of Business Administration Marmara University, Turkey. *International Journal of Business and Social Research (IJBSR)*, (3)4.
- Raman, A., Chi Ling, C. & Khalid, R. (2015). Relationship between school climate and teachers' commitment in an excellent school of Kubang Pasu District, Kedah, Malaysia. *Mediterranean Journal of Social Sciences MCSEER Publishing, Rome-Italy*, 6(3).
- Robert, C., Kelley, R., Thornton, B. & Daugherty, R. (2008). Relationships between measures of leadership and school climate. University of Nevada, Department of Educational Leadership, Reno, Nevada.
- Shamaki, E. B., (2015). Influence of leadership style on teacher's job productivity in public secondary schools in Taraba state, Nigeria. Taraba State University, Jalingo. *Journal of Education and Practice*, www.iiste.org, 6(10).
- Shu'aibu, M. (2018). Teacher effectiveness, job satisfaction and commitment: Role of perceived leader integrity. School of Education, Lovely Professional University, Phagwara, Punjab, India.
- Singano, A. (2015). The Role of Leadership Styles on Teachers' Working Morale in Primary Schools in Kibaha Town Council. Open University of Tanzania.
- Singh, R. (2017). A relational study of transformational leadership behavior of school principals and the school climate in Haryana. *Research Scholar, Department of Education, Chaudhary Devi Lal University, Sirsa, Haryana*.
- Sirisookslipa, S., Ariratanaa, W., & Ngang, T.K. (2015). The impact of leadership styles of school administrators on affecting teacher effectiveness. Faculty of Education, Khon Kaen University, Khon Kaen and 40002, Thailand.
- Tajasom, A. & Ahmad, Z. (2011). Principals' leadership style and school climate: Teachers' perspectives from Malaysia. School of Management, Universiti Sains Malaysia. *International journal of leadership in public services*, (7)4.
- Wasserman, E., Ben-eli, S., Yehoshua, O., & Lifshitz, G. (2016). Relationship between the principal's leadership style and teacher motivation. *International Journal of Learning, Teaching and Educational Research*. 15, No 10 (180-192), College Jerusalem, Israel.
- Wirba, A.V. (2015). Leadership style: school perspective in Cameroon. *Education Research International Journal*. Volume 2015, Article ID 439345.
- WiseToast (2018). The 12 Different Types of Leadership Styles. (Retrieved from: <https://wisetoast.com/12-different-types-of-leadership-styles/>)
- Avolio, B. J., & B. M. Bass. (2004). *Multifactor leadership questionnaire: Manual and sample set* (3rd ed.)
Redwood City, ca: Mind Garden.