

# Assessment of Principals' Leadership Styles and Teachers' Effective Productivity in Obio/Akpor Local Government Area of Rivers State

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## Abstract

*The study focussed on the relationship between principals' leadership styles and teachers' effective productivity in the senior secondary schools in Obio/Akpor Local Government Area of Rivers State. The study adopted the Correlational Research Design. The population of the study was 8,850 principals and teachers. A simple random sampling technique was used to draw a sample size of 382 consisting of principals 191 and teachers 191 respectively. The instrument for data collection was the modified 4-points Likert scale and validated by experts in instrument development, measurement and evaluation. The reliability coefficient of the instrument obtained was 0.86 using Kuder-Richardson ( $K-R_{20}$ ). Four research questions and four corresponding hypotheses guided the study. Mean and standard deviations were used to answer the research questions while Pearson Product Moment Correlation was used to test the hypotheses at a 5% probability level. The results obtained showed that out of four hypotheses tested, two were rejected and two were accepted in favour of principals' leadership styles that enhances teachers' effective productivity. It shows that principals' leadership styles of administration significantly influence teachers' effective productivity in the senior secondary schools. Finally, recommendations were made for principals to use teachers centred or teachers' participatory administration to enhance effectiveness and productivity in the senior secondary schools.*

**Keywords:** Assessment, principals' leadership styles and teacher's effective productivity.

## INTRODUCTION

Assessment has been seen specifically in the field of education as an important component of the teaching and learning process. In the light of the foregoing, assessment means a process of collecting information to specify and verify problems as well as making decisions about students. To Asuguo, et al (2005), assessment is regarded as a multifaceted process that involves several procedures used in collecting information. In a lighter mood, the author maintained that the explicitness of the measuring process, the objectivity of

the procedure and the purpose to which the products are put into use determined whether or not an activity is an assessment. Similarly, Asuru (2011) and Afemikhe, et al (2016) maintained that assessment constitutes the central focus in the educational industry and include the totality of the processes of collating information for decision making about learners, teachers, instructional process, curricula, schools, educational policies and the society at large.

Asuk (2017) defined assessment as the gathering of relevant information to help individuals or groups to make valid and reliable decisions. Furthermore, the author maintained that assessment is a critical component of the educational process that helps to improve students’ academic performances vis-à-vis the quality of education. Assessment is a mechanism whereby the evaluation of students’ cognitive, affective and psychomotor domains of behaviours are carried out systematically during a given period of schooling. Hence, assessment is characterised as comprehensive cumulative, systematic and guidance-oriented.

In the secondary school system, the major players during the assessment process are teachers while principals are the managers during the assessment. Principals who are the administrative heads of the schools coordinate teachers and monitor the assessment processes to ensure that the objectives of the schools are achieved. Principals as executive heads of the schools use various administrative leadership styles to achieve the set goals.

This is because good school administrators will perform quite many tasks and responsibilities among which are the students-personnel relationship, staff-personnel relationship, community-schools relationship, management-school development relationship, leadership skills-supervisory relationship, problem-solving skills, relationship to mention but these.

To Peremotode (2012), a good principal must possess the ability to achieve good human relationships to be fair and emphatic to his/her staff, students, parents and members of the school community. He/she should also be flexible and easily adaptable to modern changes which could influence the effective development and administration of the schools. Therefore, for principals to effectively meet their expectations they must have high administrative competencies and good leadership styles. Hence, the success or failures of the secondary school system lie in the principals' leadership styles and teachers’ effective productivity. This implies that good principal leadership styles will enhance teachers' effective productivity and vis-à-vis improve students’ performance in schools. It is an indication that principals’ leadership styles could influence teachers’ productivity.

Oyedeji (2016) carried out a study on the relationship between autocratic (authoritative) leadership styles and teachers' productivity. The results showed that autocratic (authoritative) leadership styles influence

teachers' productivity in a negative direction. This is because the autocratic leadership style tries to exert powerful authority on the teachers against their will. Again, the autocratic leader insists that things are done the way he/she wants and neglect the needs of others. These influence teachers' productivity in a negative direction.

On the democratic leadership style, Nwokamma et al (2018) investigated the relationship between democratic principals' leadership styles and teachers' job satisfaction in public secondary schools in Rivers State. A correlation coefficient of 0.82 was obtained. This showed a significant relationship between principals' democratic leadership styles and teachers' productivity. This implies that principals' democratic leadership styles enhance teachers' productivity in the senior secondary schools of Rivers State. Here, the principals and the teachers participate in the leadership styles and teachers' input in running the schools is considered. It is therefore a participatory leadership style because both the principals and the teachers are involved in the administrative decision-making to achieve the set goals.

Okafor (2010) conducted a study on the relationship between principals' Laissez-fair (permissive) leadership styles and teachers' productivity in the senior secondary schools in Calabar main town. The results showed that principals' Laissez-fair (permissive) leadership styles enhance teachers' productivity in the classroom. It is an indication that delegating the decision making authority to the teachers will improve their productivity. This is because when decision-making authority is delegated to the teachers they will put in their best to enhance their productivity. Again, the teachers are free to make their own decisions and perform their activities in a way that productivity will be enhanced.

Similarly, Obe (2018) investigated the influence of principals' leadership styles and teachers' job satisfaction. The correlational coefficient obtained was 0.82 which showed a significant relationship between transactional leadership styles and teacher job satisfaction. This showed that the principals' transactional leadership styles enhance teachers' job satisfaction and improve productivity. The reason is that in the transactional leadership styles, the principals promote compliance by the followers through rewards and punishment. As a result, teachers who work hard to improve their productivity receive rewards while those with low productivity receive punishment.

### **Theoretical Review**

In this study, the following theories were applied; (i) Leadership Grid Model (LGM) (ii) Great Man Theory (i.e Trait Theory) (GMT), and (iii) Situational Leadership Theory (SLT).

- i. The Leadership Grid Model (LGM) was developed by Robert R. Blake and Jane Mouton in 1964 (Peretomode, 2012). The grid model was to measure the influence of principals' leadership styles on teachers' productivity. The Grid Theory demonstrates that principals placing undue emphasis on one area will affect the teachers' effectiveness and productivity. The model proposes that the team managers' leadership styles should be able to display a high degree of concern for both the managers and their employers. From the foregoing, it showed that principals' leadership styles significantly influence teachers' effectiveness and productivity. Therefore, this theory hinged on the assessment of principals' leadership styles and teachers' effective productivity.
- ii. On the Great Man Theory (GMT). The theory was established in the 19<sup>th</sup> century by Thomas Carlyle (Peretomode, 2012). The theorist believed that leaders are born with certain qualities that inspire people to follow them. According to this theory, charm, a high degree of intuition, a commanding personality, and persuasiveness are some of the qualities of leaders. These traits are born in leaders which enable them to rise and lead the people when the need arises. In line with the study, the theory is aimed at showing the different manager (principals) leadership styles and their influences on the employees (i.e teachers) in an organisation (i.e school system). Furthermore, the theory emphasized that principals' leadership styles could influence teachers' effectiveness and productivity. And therefore, leaders and managers should be cautioned on the types of leadership styles they adopt to achieve the set goals.
- iii. The situational leadership theory was propounded by Paul Hersey and Ken Blanchard in 1969 (Oyededeji, 2016). The fundamental principle of situational leadership theory is that there is no singularly best style of leadership. Rather, it solely depends on the type of leadership styles and strategies adopted to suit a particular task. To the theorists, the most successful leaders are these that adapt their leadership style to performance readiness. This is because these leaders have the willingness and the ability to influence individuals or groups of individuals or lead them.

In this theory, a situational leader is a leader who should act according to the needs of a particular situation. Therefore in this wise, the principals who are the managers of the secondary schools, their leadership styles should depend

on the situation of the schools and the teachers' readiness. This type of leadership style is adopted by the principals to achieve their expectations and to identify some of the variables affecting the school system. Thus, when the principals' leadership styles vary from that of the teachers the schools will experience low productivity among others and therefore, the study hinged on this theory.

### **Statement of the problem**

Good leadership styles are tools for effective administration and enhancing high productivity. For some time now, teachers' effectiveness and productivity in the school system had been reducing in geometrical progression. Efforts made by governments, spirited individuals and non-governmental organisations (NGOs) yielded no positive results.

Again, the principals' and teachers' relationship had gone bad based on some leadership styles carried out by some principals. Consequently, most teachers always confront principals on their poor administrative leadership styles and these affect the teachers' productivity. Hence, the teachers abandon their routine teaching services and these again negatively influence teachers' effectiveness and productivity in the classrooms.

Based on the foregoing, the researcher is poised to investigate the assessment of principals' leadership styles and teachers' effective productivity in the senior secondary schools in Obio/Akpor Local Government Area of Rivers State. It is within this seemingly gap and other critical issues that the study intends to underscore.

### **Aims and objectives of the study**

The study aimed to establish the assessment of principals' leadership styles and teachers' effective productivity in Obio/Akpor Local Government Area. Specifically, the study intends to:

- i. Investigate the relationship between principals' autocratic (authoritative) leadership styles and teachers' effective productivity in the senior secondary schools.
- ii. Examine the relationship between principals' democratic (participative) leadership styles and teachers' effective productivity in the senior secondary schools.
- iii. Find out the relationship between principals' laissez-fair (permissive) leadership styles and teachers' effective productivity in the senior secondary schools.
- iv. Determine the relationship between principals' transactional leadership styles and teachers' effective productivity in the senior secondary schools.

### **Scope of the study**

This study was conducted in Obio/Akpor Local Government Area of Rivers State, at the senior secondary school levels. Specifically, the study attempted to identify the relationship between principals' autocratic, democratic, laissez-fair and transactional leadership styles and teachers' effective productivity in Obio/Akpor Local Government Area of Rivers State.

### **Research questions**

The under-listed research questions were answered in this study:

- i. What is the relationship between principals' autocratic leadership styles and teachers' effective productivity in the senior secondary schools?
- ii. What is the relationship between principals' democratic leadership styles and teachers' effective productivity in the senior secondary schools?
- iii. What is the relationship between principals' laissez-fair leadership styles and teachers' effective productivity in the senior secondary schools?
- iv. Principals' transactional leadership styles do relate to teachers' effective productivity in the senior secondary schools.

### **Hypotheses**

The following null hypotheses were formulated to guide the study and tested at a 5% probability level:

- i. Principals' autocratic leadership styles do not significantly relate to teachers' effective productivity in the senior secondary schools.
- ii. There is no significant relationship between principals' democratic leadership styles and teachers' effective productivity in the senior secondary schools.
- iii. Principals' Laissez-fair leadership style does not significantly relate to teachers' effective productivity in the senior secondary schools.
- iv. There is no significant relationship between principals' transactional leadership styles and teachers' effective productivity in the senior secondary schools.

### **Methods**

The study employed a correlational research design. Kpolovie (2010) defined correlational design as an investigation of the degree, direction or nature of the relationship that exists between a dependent variable (criterion variable) and one or more independent variables (predictor variables).

From the above, a correlational study investigates the relationship between two or more variables through the collection of data to determine the magnitude and direction of the relationship that exists between them.

The study focused on the senior secondary schools in Obio/Akpor Local Government Area of Rivers State. Obio/Akpor is bounded in the South by Port Harcourt Local Government Area, in the East by Oyigbo, in the North by Ikwerre and in the West by Emohua Local Government Areas respectively. It is located between latitude 4° 5` N and 4° 60` N and longitudes 6° 5` E and 8° 00` E. The occupation of the people is farming and petty tradings.

The population of the study is made up of principals and teachers in the senior secondary schools estimated at 8,850 (source: Post Primary Education Board, Obio/Akpor, 2019). Sample sizes of 191 principals from both public and private schools and 191 teachers were drawn through the convenience sampling technique. These gave a total sample size of 382 which aligns with the minimum sample size required based on the Taro Yamane formulae (Barridam, 1999 cited in Nwankwo, 2013).

The instruments for data collection are the Principals Leadership Style Inventory (PLSI) and Teachers Effectiveness Inventory (TEI) which were developed using the modified 4-point Likert scale. The instruments were validated by experts in measurement and evaluation. On the reliabilities of the instruments, 0.88 and 0.83 were obtained using the Rulon Statistical formula.

Data collected were analysed using mean and standard deviation to answer the research questions and Pearson Product Moment Correlation (PPMC) to test the hypotheses at a 5% probability level.

## **Results**

The results of the study were presented based on the research questions answered and hypotheses tested at a 5% probability level.

### **Research Question One**

What is the relationship between principals' autocratic leadership styles and teachers' effective productivity in the senior secondary schools?

#### **Hypothesis One:**

Principals' autocratic leadership styles do not significantly relate to teachers' effective productivity in the senior secondary schools.

Asuk, Unyejit Willaim– **Assessment of Principals’ Leadership Styles and Teachers’ Effective Productivity in Obio/Akpor Local Government Area of Rivers State**

**Table 1: Showing the summary of the mean (x) and standard deviation (SD) scores on the relationship between principals' autocratic leadership styles and teachers' effective productivity in the senior secondary schools.**

Variable	( $\bar{X}$ )	SD	N	r	p-Value	r-Value	Decision
Principals' autocratic leadership style	18.60	4.35					
And			382	0.132	0.0005	0.05	H <sub>01</sub> Rejected
Teachers effective productivity	31.67	1.52					

In table 1, it was revealed that principals' leadership styles had a mean value of 18.60, (SD = 4.35) on autocratic leadership styles. While teachers' effective productivity had a mean ( $\bar{X}$ ) 31.67, (SD = 1.52), and when subjected to Pearson Product Moment Correlation yielded an r-value of 0.132. This result, therefore, indicates that there is a weak positive relationship between principals' autocratic leadership style and teachers' effective productivity in the senior secondary schools. Again, the result was further subjected to a z-test of PPMC, it was shown that a p-value of 0.0005 was obtained a value less than 0.05 level of significance. This result, therefore, showed that there is a weak positive relationship between principals' autocratic leadership style and teachers' effective productivity in the study area and therefore the null hypothesis was rejected.

**Research Question Two**

What is the relationship between principals' democratic leadership style and teachers' effective productivity in the senior secondary school?

**Hypotheses Two:**

There is no significant relationship between principals' democratic leadership styles and teachers' effective productivity in the senior secondary schools.

**Table 2. Showing the summary of the mean ( $\bar{X}$ ) and standard deviation (SD) scores on the relationship between principals' democratic leadership styles and teachers' effective productivity in the senior secondary schools.**

Variable	( $\bar{X}$ )	SD	N	r	p-Value	r-Value	Decision
Principals' democratic leadership styles	8.20	2.04					
And			382	0.602	0.041	0.03	H <sub>02</sub> Accepted
Teachers effective productivity	20.24	3.50					



The result shown in table 2, indicated that the democratic leadership style has a mean value of 8.20 and (SD = 2.04) while teachers' effective productivity has 20.24 as the mean and 3.50 as SD. When subjecting the result to Pearson Product Moment Correlation yielded an r-value of 0.602. This result, therefore, showed that there is a strong positive relationship between principals' democratic leadership style and teachers' effective productivity in the senior secondary schools. In addition, when the result was further subjected to a z-test of PPMC, an r-value of 0.041 was gotten, a value less than 0.05 level of significance guiding the study. This result, therefore, indicates that there is a strong positive and significant relationship between principals' democratic leadership styles and teachers' effective productivity in the senior secondary schools. Hence, the null hypothesis was accepted.

### Research Question Three

What is the relationship between principals' laissez-faire leadership styles and teachers' effective productivity in senior secondary school?

### Hypothesis Three

Principals' laissez-faire leadership styles do not significantly relate to teachers' effective productivity in the senior secondary schools.

**Table 3: Showing the summary of the mean ( $\bar{X}$ ) and standard deviation (SD) scores on the relationship between principals' laissez-faire leadership styles and teachers' effective productivity in the senior secondary schools.**

Variable	( $\bar{X}$ )	SD	N	r	p-Value	r-Value	Decision
Laissez-faire leadership style	8.10	2.02					
And			382	0.175	0.0005	0.05	Ho <sub>3</sub> Rejected
Teachers effective productivity	22.64	3.60					

The result shown in table 3, it was revealed that the laissez-faire leadership styles had a mean value of 8.10 and (SD = 2.02) while the teachers' effective productivity has an ( $\bar{X}$ ) of 22.64, SD = 3.60. When subjecting the results to Pearson Product Moment Correlation yielded an r-value of 0.175. This result, therefore, implies that there is a low positive relationship between principals' laissez-faire leadership styles and teachers' effective productivity in the senior secondary schools. Furthermore, when the results were subjected to a z-test of PPMC, a p-value of 0.0005 was obtained which was less than 0.05, the alpha level guiding the study. This result, therefore, showed that there is a low positive relationship between principals' laissez-faire leadership styles and teachers' effective productivity in the senior secondary schools. Hence, the null hypothesis was rejected.

**Research Question Four**

Principals’ transactional leadership styles do relate to teachers’ effective productivity in the senior secondary school?

**Hypothesis Four:**

There is no significant relationship between principals’ transactional leadership styles and teachers’ effective productivity in the senior secondary schools.

**Table 4: Showing the summary of the mean ( $\bar{X}$ ) and standard deviation (SD) scores on the relationship between principals’ transactional leadership styles and teachers’ effective productivity in the senior secondary schools.**

Variable	( $\bar{X}$ )	SD	N	r	p-Value	r-Value	Decision
Principals’ transactional leadership styles	8.18	2.11					
And			382	0.543	0.005	0.05	Ho <sub>4</sub> Accepted
Teachers effective productivity	22.52	3.20					

In table 4, results revealed that transactional leadership styles had a mean of 18.18, SD = 2.11 while for teachers effective productivity had a mean of 22.52 and SD = 3.20. When subjected to Pearson Product Moment Correlation yielded an r-value of 0.543. This result, therefore, suggests that there is a strong positive relationship between principals' transactional leadership styles and teachers' effective productivity in the senior secondary schools. Furthermore, when this result was subjected to a z-test of PPMC, it was shown that a p-value of 0.0005 was obtained, a value less than 0.05 level of significance. This result, therefore, indicates that there is a strong positive and significant relationship between principals’ transactional leadership styles and teachers’ effective productivity in the study area and therefore the null hypothesis was accepted.

**DISCUSSION OF FINDINGS**

**Principals’ Autocratic Leadership Styles and Teachers’ effective Productivity**

The result of the study revealed that there is a weak positive relationship between principals’ autocratic leadership styles and teachers’ effective productivity in the senior secondary schools in Obio/Akpor Local Government Area as shown in table 1.

This shows that principals whose leadership styles are autocratic in nature will have difficulty excelling in their profession. Hence, productivity is

affected because teachers do not put in their best in service delivery. Again, those who are ruled by autocratic leadership are most likely to score low in their productivity because teachers are not allowed to contribute to the administrative running of the school system and that affects productivity. Also, autocratic leadership is a leadership style characterised by single individual control over all decisions and little input from group members. Autocratic leaders typically make choices based on their ideas and judgments and rarely accept advice from followers.

The findings of this result are a further confirmation of that obtained by Keini (2013). In his study, he found that teachers whose principals were using autocratic leadership styles had difficulty excelling professionally. Also, Nadeem (2012) investigated the impacts of autocratic and democratic leadership styles on job satisfaction in private and public schools. The author found that the autocratic leadership style has a positive impact on job satisfaction and public teachers have a high level of job satisfaction rather than private school teachers. Again Ajaye (2018) examined the impact of autocratic leadership styles on the organisation and employee performance. The result showed that the autocratic leadership style has a positive impact on employee performance. The result of the study agreed with the findings of Nadeem (2012) and Ajayi (2018) the difference is based on the sample size and the instrument used.

### **Principals' Democratic Leadership Styles and Teachers' Effective Productivity**

As shown from the result presented in table 2, there is a positive relationship between principals' democratic leadership styles and teachers' effectiveness among teachers in Obio/Akpor Local Government Area. This result implies that teachers who are ruled by democratic leadership styles score moderately high in their profession. The moderate positive relationship indicates participatory teamwork between the principals and the teachers. It shows that administrative policy is jointly taken and thus enhances productivity. Again, the probable explanation for the positive relationship between principals' democratic leadership styles and teachers' effective productivity showed that the inputs of teachers are built into decision making. Also, a democratic leadership style is one in which members of the group take more participative roles in the decision-making process.

This result is similar to that obtained by Sasan (2011), who found that the learning style of teachers shapes teachers' effectiveness positively in Thailand. Again, the study confirms the study of Court and Molesworth (2003) who found out that democratic leadership is positively related to teachers' effectiveness in marketing communication teachers in the United States. This study is also in agreement with the findings of Kalu (2018) who

examined the influence of democratic leadership style on the job performance of subordinates in academic libraries in Port Harcourt, Rivers State. Findings of the study revealed that the democratic leadership style in academic libraries has a positive influence on subordinates' job performance because it results in high employees' productivity. This is in line with the result of the present study.

### **Principals' Lazier-Affair Leadership Styles and Teachers' Effective Productivity**

From the result in table 3, there is a low positive relationship between principals' lazier-affair leadership styles and teachers' effective productivity among teachers in Obio/Akpor Local Government Area. This result implies that those who are controlled by lazier-affair leadership style are prone to score high in their productivity. However, the reported moderate positive relationship indicates that not all those who ruled by lazier-affair leadership style also scored high in their productivity. The result showed that lazier-affair leadership is positively related to teachers' effective productivity in secondary schools. This is because the teachers happily and freely do their work and they are carried along by the principals and those motivated to work harder.

Thus, increasing productivity in the senior secondary schools. They give guidance and take responsibility where needed, but this leadership style means that subordinates and team members need to work together to achieve the set goals.

In the study conducted by Herzberg (2003) a significant positive relationship between principals' laissez-faire leadership styles and teachers' productivity was obtained. Again the present study confirmed the findings of Okafor (2010) who investigated the effect of a laissez-faire leadership style on employees' job satisfaction in selected banks in Rivers State of Nigeria. The result obtained showed that laissez-faire leadership styles significantly influenced employees' effective productivity in the selected banks. Consequently, the results of the present study affirmed that of Okafor (2010).

### **Principals' Transactional Leadership Style and Teachers' Effective Productivity**

The result in table 4 showed that transactional leadership styles influence teachers' effective productivity. A positive and high relationship exists between principals' transactional leadership style and teachers' effective productivity among teachers in Obio/Akpor Local Government Area. This means that the respondents whose scores are high on transactional leadership styles also scored high on teachers' effective productivity. Implicitly, an increase in transactional leadership style facilitates teachers' effectiveness

among teachers in Obio/Akpor Local Government Area. The finding of the present study is in concordance with those of Oyedeji (2016) who found that there is a positive relationship between principals' transactional leadership style and job effectiveness. This is because the transactional leadership style focuses on supervision, organisation and performance for good productivity.

## CONCLUSION

Based on the findings of the study, it was concluded that principals' autocratic and laissez-faire leadership styles do not significantly related to teachers' effective productivity. While principals' democratic and transaction leadership styles significantly relate to teachers' effective productivity could be marred by principals' administrative styles of leadership.

## Recommendations

The following recommendations were made based on the findings of the study:

- i. Principals should use leadership styles that could enhance teachers' effective productivity.
- ii. Principals should be able to accommodate all staff's interests to oil the wheel of administration and enhance effective productivity.
- iii. There should be a cordial and healthy relationship between principals and teachers at all levels of education for effective productivity.

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**Asuk, Unyejit Willaim– Assessment of Principals’ Leadership Styles and Teachers’ Effective Productivity in Obio/Akpor Local Government Area of Rivers State**

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