

## **PERCIEVED IMPACT OF PRINCIPALS' LEADERSHIP BEHAVIOUR ON TEACHERS' PRODUCTIVITY IN SECONDARY SCHOOLS IN EBONYI STATE: IMPLICATIONS FOR EDUCATION SECTOR REFORMS IN NIGERIA**

Dr. Innocent Ogbonnia Mbazu

Department of Educational Foundations, Ebonyi State College of Education, Ikwo

Email: [innocentmbazu998@gmail.com](mailto:innocentmbazu998@gmail.com)

### **Abstract**

The study investigated the perceived impact of principals' leadership behaviour on teachers' productivity in secondary schools in Ebonyi state. Two research questions and two hypotheses guided the study. Sample survey research design was used for the study. The population for the study comprised all the 222 principals and 4,360 teachers in the state-owned secondary schools in Ebonyi state. A sample size of 414 principals and teachers (32 principals and 382 teachers) was used for the study. The instrument used for data collection was a structured questionnaire comprising 16 items which were divided into two clusters according to the two research questions. The instrument was validated by three experts from the Department of Educational Foundations, Ebonyi State College of Education, Ikwo. The internal consistency of the instrument was determined using Cronbach's alpha with an index of 0.75, indicating that the instrument was reliable and suitable for use. The research questions were analysed and answered with mean and standard deviation while the hypotheses were tested using t-test at .05 level of significance. Findings revealed that: (1) the extent to which aloofness as principals' leadership behaviour impact on teachers' productivity in secondary schools in Ebonyi state was low; (2) the extent to which production emphasis as principals' leadership behavior impact on teachers' productivity in secondary schools in Ebonyi is high. It was recommended that: (1) principals should be encouraged to avoid aloofness in dealing with their subordinates; (2) principals should reduce their emphasis on production emphasis and focus on other work behaviour that can also enhance teachers' productivity.

**Keywords:** Leadership behaviour, Productivity, education sector reforms.

### **Introduction**

One of the most crucial elements in both teacher effectiveness and student learning is a pleasant school environment. Since principals are charged with the running of the school, it is up to them to keep the classroom happy and productive so that the teachers can do their job more effectively. Nations all over the world accord priority to the education sector, having been adjudged as a veritable instrument for national development. Guanah, et al (2022) viewed education as a tool for contributing to social, economic, political and cultural development. Osaat and Nzokurum (2020) pointed out that education is the process of transmitting knowledge from one generation to another, through schooling in order to bring about improvement in the quality of life and prepare the recipient to meet the challenges of the society. Ogunode, et al (2020) stressed that an education system that promotes, self-reliance, sense of industry and builds peoples' capacity will go a long way in limiting economic frustration. Education reform is therefore a key to participation in the global economy of the 21<sup>st</sup> century based on technological revolution in leadership, communication and transfer of information as well as major changes in production, distribution and the economic value of knowledge.

Education reforms emanate from the basic conviction that considerable progress can be made in a nation by its people through careful engineering of the educational process. Nigeria has witnessed several educational reforms which started at pre-independence. It was to the credit of Nigerians notably agitators for self-rule that led the British colonial rulers to change the educational system in operation in 1954 from 8-6-2-3 system to 6-5-2-3 and much later after independence, 6-3-3-4 system which is still practiced till date (Olubadewo, 2023). These reforms were carried out to empower the country towards the path of scientific and technological development as colonial system of education was found to be lacking in vitality and relevance (Saadu, 2023). In an effort to the better meet the diverse needs of learners and ultimately the society, there have also been numerous curricular reforms and the introduction of a range of new approaches and strategies in the classroom environment. Every child, youths and adult should be able to benefit from educational opportunities designed to meet their basic learning and personal needs (Ogunode, 2020). The extent to which this objective is achieved at school level largely depends on the leadership behaviour of the school principals who is the instructional leader.

Teachers and principals, among staff, are very important in the educational system. A teacher (also called a school teacher or, in some contexts, an educator) is a person who helps others to acquire knowledge, competences or value. On the other hand, a principal is the teacher and instructional leader in the school. Similarly, Bello et al (2016) defined principalship as a critical management skill involving the ability to encourage group of people towards common goal. At the secondary school level, therefore, a principal is a senior staff who is charged with the responsibility for managing, coordinating and directing the running of the school. The principal's roles include providing effective managerial skills and styles in the art and science of administering secondary schools, thereby enhancing better job performance among teachers that could enhance students' academic performance.

Teachers are crucial to ensuring an effective education. Hence, for education to be effective, teachers have to be productive. This is because the input of teachers in the learning process is indispensable. Teachers' productivity is related to teachers' effectiveness (Zhou & Bity, 2024). It is said that good performance of students depends upon effective teaching by teachers. As professionals, teachers need to be appropriate role models and therefore should exhibit to their students a commitment to scholarly values and to life-long learning (Zhou & Bity, 2024). However, some factors are known to influence the productivity of teachers.

One factor that might influence teachers' productivity is the principal's leadership behaviour. Principals can encourage effective performance of their teachers by identifying their needs and try to meet them (Andriani et al, 2018). This encouragement is very much dependent on various aspects of the principal's leadership behaviour. Teacher's behaviour too plays a role in the teacher's productivity. Teachers are arguably the most important group of professionals for nation's future. Without the teacher, the education system will be crippled. The increased importance in teachers' productivity has made it extremely important to identify the factors that influence teachers' productivity.

Productivity has become a household word as almost everyone talks about it, but often not well understood. Productivity is referred to as an act of accomplishing or executing a given task (Azainil et al, 2021). Teacher productivity is defined as duties performed by a teacher at a particular period in the school system in achieving organizational goals (Ndambo et al, 2023). Teacher productivity could be linked to teachers' job satisfaction and job attitudes such as job commitment, feelings of job challenge, job meaningfulness and job responsibility (Okoye & Udegbumam, 2018). When a teacher is satisfied, his productivity might increase. The teacher tends to be more committed to work. Teachers'

productivity is important in order to ensure the quality of teaching and instruction taking place at school. There are few factors contributing to low level of teachers' productivity such as inadequate pay, poor career structure, lack of promotion opportunities, poor school facilities, inadequate school disciplinary policy, principal's leadership behaviour, students' poor work attitudes and teachers' behaviour (Ekpemogu et al, 2023). However, this study focuses on principals' leadership behaviour as one of the factors that influence teachers' productivity.

Principals' leadership behaviour is in different dimensions. The four dimensions of principals' leadership behaviour are aloofness, production emphasis, thrust and consideration (Lili et al, 2020). This study, however, will be limited to the first two. According to Lili et al (2020), aloofness is defined as principals' behaviour in keeping a social distance from the teachers, by practicing excessive rules and regulations. It indicates that there are some principals who do not possess people-oriented behaviour and tend to be seen as unfriendly. For this type of principals, they normally focus more on the task rather than connecting their emotions and feelings when interacting with the school community. Zhou & Bity (2024) observed that the main reason for some principals' choice of keeping to themselves at distance from teachers and avoid intimating with them is because they are very strict about the rules and regulations of the school. In return, they also expect the teachers to obey them strictly.

Nevertheless, a majority of teachers generally do not prefer a principal with autocratic leadership behaviour because it is difficult for them to communicate about any school issues and concerns with them (Zhou & Bity, 2024). Therefore, aloofness is considered as one of the important factors which may contribute to the level of productivity of teachers.

Another aspect of principals' leadership behaviour that may affect teachers' productivity is the production emphasis. Lili et al (2020) stated that the principals' autocratic and controlling behaviour may influence the productivity of teachers. The common outcome of this behaviour usually results in negative thought among the school community, including teachers. In contrast, from the principals' view, they think that the teachers will be able to increase their performance and demonstrate a good work when pressure and tension is imposed on them (Zhou & Bity, 2024). This type of behaviour, in the opinion of Ngene and Emem (2019) will affect the organizational climate of the school as well as productivity of teachers. However, Paisey agreed with the notion of production emphasis and argued that if there is no action taken on production, there is a possibility that the staff may not be concerned about their work and the importance of accomplishing the organization's vision and mission.

Furthermore, principals' leadership behaviour has been seen to be impacting on teachers' productivity. Although numerous studies have been conducted on teachers' productivity, past researches have not focused on the influence of principals' leadership behaviours on teachers' productivity. When not checked, the productivity of teachers may impact negatively on the performance of students. The contemporary poor results of students in West African Senior School Certificate Examination (WASSCE) and National Examination Council (NECO) examinations suggest that several factors, including teachers' productivity, should be examined (Obi, 2019). The poor performance of students in examinations may suggest that teachers' productivity is deteriorating. This seems to be affecting teaching and learning process as well as other activities in school. When the productivity of teachers is poor, there may be a poor commitment towards molding students' character as well as preparing them to become productive and responsible citizens. This situation may be counter-productive and therefore work against the objectives of education,

in the future, impair on national security. This explains the need to determine the influence of principals' leadership behaviour on teachers' productivity in secondary schools in Ebonyi state, Nigeria. The gap that this study intends to fill, therefore, is to investigate those factors that enhance teachers' productivity with particular reference to aloofness and production emphasis. This is important in order to improve students' academic performance and ensure the sustainability of educational reforms.

### **Purpose of the Study**

The main purpose of the study was to investigate the perceived impact of principals' leadership behaviour on teachers' productivity in secondary schools in Ebonyi state. Specifically, the study sought to determine the:

1. extent to which aloofness as principals' leadership behavior impact on teachers' productivity in secondary schools in Ebonyi state; and
2. extent to which production emphasis as principals' leadership behaviour impact on teachers' productivity in secondary schools in Ebonyi state.

### **Research Questions**

The following research questions guided the study:

1. to what extent does aloofness as principals' leadership behaviour impact on teachers' productivity in secondary schools in Ebonyi state?
2. to what extent does production emphasis as principals' leadership behaviour impact on teachers' productivity in secondary schools in Ebonyi state?

### **Hypotheses**

The following hypotheses were postulated and tested at .05 level of significance:

**H<sub>01</sub>:** There is no significant difference between the mean responses of principals and teachers of secondary schools in Ebonyi state on the extent to which aloofness as principals' leadership behaviour impact on teachers' productivity.

**H<sub>02</sub>:** There is no significant difference between the mean responses of principals and teachers of secondary schools in Ebonyi state on the extent to which production emphasis as principals' leadership behaviour impact on teachers' productivity.

### **Methodology**

Sample survey research design was used for the study. A sample survey design, according to Idoko (2019), is concerned with the collection, collation, analysis and interpretation of data collected from only a sample taken from a known population with appropriate tools and methods and then using the results of the interpretation to describe existing situations, events, characters etc. Following this definition, the study used a representative sample to determine the opinions of principals and teachers on the perceived impact of principals' leadership behaviour on teachers' productivity.

A sample of 414 principals and teachers (32 principals and 382 teachers) in Ebonyi state was used for the study. Using the Taro Yemane formula, 382 teachers were calculated from the population of 4,360 (Ebonyi State Secondary Education Board, 2021). To make up this number, 128 teachers were randomly drawn from state-owned secondary schools in each of the three education zones in Ebonyi state. Sixteen teachers were randomly selected from

eight secondary schools in each of the zones. Out of the 319 principals, simple random sampling was used to sample 10 per cent of the population size. This yielded a sample size of 32.

The instrument for data collection was a structured questionnaire comprising 16 items which are divided into two clusters according to the two research questions. The instrument consisted of introductory letter and two other sections: Section 1 presented a description of socio-demographic characteristics of the respondents, while Section 2 consisted of the questionnaire items on principals' leadership (aloofness and production emphasis) behaviours. The instrument has a four-point rating scale of: Very High Extent (VHE) = 4 points, High Extent (HE) = 3 points, Low Extent (LE) = 2 points, and Very Low Extent (VLE) = 1 point.

The instrument was validated by three experts: one in Measurement and Evaluation and two in Educational Management, all from Ebonyi State College of Education, Ikwo.

The internal consistency (reliability) of the instrument was established using Cronbach's alpha with reliability indices of 0.68 and 0.71 for clusters A and B respectively. The overall reliability coefficient was 0.75 indicating that the instrument was highly reliable.

The research questions were analysed and answered with mean and standard deviation, while the hypotheses were tested with t-test. All the analyses were done with the Statistical Package for Social Sciences (SPSS) version. The decision rule for interpreting the results was based on the values of the calculated means. Responses on each of the research questions were considered high and accepted when the mean is 2.50 and above, and low and rejected when less than 2.50. The null hypotheses were rejected when the significance values were less than 0.05 but were not rejected when greater than 0.05.

**Table 1: Mean Responses of Principals and Teachers on the Extent to which Aloofness as Principals' Leadership Behaviour Impacts on Teachers' Productivity in Secondary Schools in Ebonyi State.**

N=414

S/N	To what extent does the following influence teachers' productivity.	Principals			Teachers		
		X	STD	Dec.	X	STD	Dec.
1	Degree of formality.	2.28	1.28	LE	2.41	1.11	LE
2	Having tight meeting agenda.	2.84	0.99	HE	2.37	1.12	LE
3	Holding of meetings.	2.72	1.25	HE	2.41	1.10	LE
4	Establishing firm rules for teachers.	2.53	1.24	HE	2.37	1.13	LE
5	Withholding results.	2.31	1.12	LE	2.41	1.14	LE
6	Classroom visits by principals.	2.59	1.13	HE	2.42	1.19	LE
7	Punctuality of principals.	2.63	1.16	HE	2.45	1.12	LE
8	Compassion.	2.13	1.10	LE	2.45	1.15	LE
9	Firmness.	2.38	1.18	LE	2.40	1.13	LE
10	Delegation of duty.	2.75	1.02	HE	2.42	1.15	LE
	<b>Grand Mean</b>	<b>2.52</b>	<b>1.15</b>	<b>HE</b>	<b>2.41</b>	<b>1.13</b>	<b>LE</b>

Table 1 shows the data analysis of the extent to which aloofness as principals' leadership behaviour impacts on teachers' productivity in secondary schools in Ebonyi state. The analysis shows that the mean responses of the principals range from 2.13 through 2.84 with a grand mean of 2.52 and standard deviation ranging from 0.99 through 1.28, with grand standard deviation of 1.15. Items 2,3,4,6,7 and 10 means are above the benchmark of 2.50 indicating that aloofness influences teachers' productivity to a high extent, other items are below the 2.50 benchmark showing that principals' aloofness influences teachers' productivity in secondary schools in Ebonyi state to a low extent.

Further, the analysis shows that the teachers' means range from 2.37 through 2.45 with a grand mean of 2.41 and standard deviation ranging from 1.10 through 1.19, with a grand standard deviation of 1.13. All the means are below the acceptable benchmark of 2.50. In other words, teachers' means indicate that aloofness impacts on teachers' productivity to a low extent.

**Table 2: Mean Responses of Principals and Teachers on the extent to which Production Emphasis as Principals' Leadership Behaviour impacts on Teachers' Productivity in Secondary Schools in Ebonyi State.**

S/N	To what extent does the following influence teachers' productivity?	Principals			Teachers		
		X	STD	Dec.	X	STD	Dec.
11	Degree of active supervision.	2.63	1.07	HE	2.54	1.14	HE
12	Degree of assertiveness in the supervisory role.	2.14	1.19	LE	2.54	1.11	HE
13	Scheduling teachers' work.	2.63	1.16	HE	2.55	1.14	HE
14	Correcting teachers' mistakes.	2.28	1.05	LE	2.77	1.15	HE
15	Seeing to it that teachers' work hard.	2.34	1.10	LE	2.62	1.17	HE
16	Evaluating the implementation of curriculum programmes.	2.13	1.18	LE	2.63	1.15	HE

<b>Grand Mean</b>	<b>2.40</b>	<b>1.12</b>	<b>LE</b>	<b>2.61</b>	<b>1.14</b>	<b>HE</b>
-------------------	-------------	-------------	-----------	-------------	-------------	-----------

Table 2 shows the extent to which production emphasis impacts on teachers' productivity in secondary schools in Ebonyi state. It shows that the principals' mean responses range from 2.13 through 2.63 with grand mean of 2.40 and standard deviation ranging from 1.05 through 1.19, with a grand standard deviation of 1.12 in exception of items 11 and 13 whose means are above the acceptable 2.50 benchmark indicating high extent, other items are below the acceptable benchmark of 2.50 showing that principals' production emphasis influences teachers' productivity to a low extent.

Further, teachers' means range from 2.54 through 2.77 with a grand mean of 2.61 and standard deviation ranging from 1.11 through 1.17, with grand standard deviation of 1.14. All the teachers' means are above the acceptable 2.50 benchmark indicating that principals' production emphasis influences teachers' productivity to a high extent.

**Table 3: t-test on the difference between the mean ratings of principals and teachers of secondary schools in Ebonyi state on the extent to which aloofness as principals' leadership behaviour impacts on teachers' productivity.**

Group	N	Mean	STD	t-cal	df	Sig.	Dec.
Principals	32	2.51	.32	1.459	412	.145	Ho Not Rejected
Teachers	382	2.41	.40				

Table 3 shows that the t-value for the difference in mean responses of principals and teachers of secondary schools in Ebonyi state on the extent to which aloofness as principals' leadership behaviour impacts on teachers' productivity is 1.459. This is not significant at 0.145 level of significance at 412 degree of freedom (since 0.145 is greater than 0.05). The null hypothesis is therefore not rejected as stated, indicating that there was no significant difference in the mean scores of principals and teachers of secondary schools in Ebonyi state on the extent to which aloofness as principals' leadership behaviour impacts on teachers' productivity.

**Table 4: t-test won the difference between the mean responses of principals and teachers of secondary schools in Ebonyi state on the extent to which production emphasis as principals' leadership behaviour impacts on teachers' productivity.**

Group	N	Mean	STD	t-cal	Df	Sig.	Dec.
Principals	32	2.40	.50	-2.197	412	.029	Reject Ho
Teachers	382	2.61	.51				

Table 4 shows that the t-value for the difference in mean responses of principals and teachers of secondary schools in Ebonyi state on the extent to which production emphasis as principals' leadership behaviour impacts on teachers' productivity is -2.197. This is significant at 412 degree of freedom (since 0.029 is less than 0.05). The null hypothesis is therefore rejected, indicating that there was a significant difference between the mean responses of principals and teachers of secondary schools in Ebonyi state on the extent to which production emphasis as principals' leadership behaviour impacts on teachers' productivity.

## Discussion of Findings

The results of the study have shown that aloofness impacts on teachers' productivity to a high extent. This showed that aloofness of the principal impacts on their productivity to a low extent. The test of hypothesis indicated that there was no significant difference between the mean responses of principals and teachers. This means that principals are more inclined to aloofness as a means of improving teachers' productivity. This finding is in line with Zhou and Bity (2024) who reported that majority of teachers generally do not prefer a principal with autocratic leadership behaviour because it is difficult for them to communicate about any school issues and concerns with them. Lili et al (2020) further justified this finding by asserting that there are some principals who do not possess people-oriented behaviour and tend to be seen as unfriendly. Such perception could hinder a positive relationship between the principals and the teachers and consequently affect teachers' productivity. Consequently, when principals' aloofness impede on teachers' productivity, their commitment to duty may decline, thereby negatively affecting the students. Students who are not given proper education may pose a threat to the society in future; an indication that the objectives of education are not being realized. This is because unproductive teachers may not instill the necessary discipline and guidance needed to properly mould the characters of these young citizens.

Also, the result indicated that production emphasis as principals' leadership behaviour impacts on teachers' productivity in secondary schools in Ebonyi state. The test of null hypothesis revealed that there was significant difference between the mean responses of principals and teachers of secondary schools in Ebonyi state on the extent to which production emphasis as principals' leadership behaviour impacts on teachers' productivity. The teachers' mean response was higher than the principals', indicating that teachers were more in support of production emphasis than principals. Zhou and Bity (2024) concurred with this finding and asserted that from the principals' view, they think that the staff will be able to increase their performance and demonstrate a good work when pressure and tension are imposed on them. Ngene and Emem (2019) agreed with the notion and argued that if there is no action taken on production, there is possibility that the staff may not be concerned about their work and the importance of accomplishing the organization's vision and mission. However, the findings contradict the submission of Lili et al, (2020) that common outcome of this behaviour (production emphasis) usually resulted in negative thought among the members of school community. With production emphasis, principals will succeed in ensuring that all hands are always on deck in achieving the laid out educational objectives. When this is the case, an effective educational system will be attained, whereby students with good character and moral rectitude will be produced. Hence, bringing to fruition some of the objectives of the various education sector reforms in Nigeria, especially at the classroom instruction level.

## Conclusion

The findings of the study indicate that while the principals accept that aloofness impacts on teachers' productivity to a high extent, the teachers agree that it impacts on teachers' productivity to a low extent. On the other hand, production emphasis was rated to impacts on teachers' productivity to a high extent by the teachers. This means that aloofness among principals should be discouraged for teachers to be productive, while production emphasis should be promoted. This calls for the need for more enlightenment on both the principals and the teachers. When principals are adequately enlightened on the findings of this study, it is expected that their relationship with teachers will improve, and this will conversely lead to improvement in teachers' productivity and by extension national security.

## Recommendations

Based on the findings of the study, the researcher recommends as follows:

1. Principals should be encouraged to avoid aloofness in dealing with their subordinates. This can be done through conferences, seminars and workshops where the pros and cons of such leadership behaviours will be examined by experts.
2. Seminars and workshops should be organized by the Secondary Education Board (SEB) to enlighten principals on the best leadership behaviours with which to improve teachers' productivity in their schools.
3. Monitoring teams from Secondary Education Board (SEB) should often interact with teachers to ascertain the leadership behaviour of their principals, as well as address the principals on how best to harness such behaviours.
4. Principals should continue to apply production emphasis as leadership behaviour, but with caution so that it will achieve the desired result.

## References

- Andriani, S., Kesumawati, N. & Kristiawan. M (2018). The influence of transformational leadership and work motivation on teachers' performance. *International Journal of Scientific and Technological Research*, 7(7), 19-29.
- Azainil, A., Komariyah, L. & Yan, Y. (2021). The effects of principals' managerial competence and teacher discipline on teacher productivity. *Cypriot Journal of Educational Science*, 16(2), 563-579. <https://doi.org/10.8844/cjes/v16i2.5634>.
- Bello, S., Ibi, M.B. & Bukar, I.B. (2016). Principals' administrative styles and students' academic performance in Taraba state secondary schools, Nigeria. *Journal of Education and Practice*, 7(18), 56-64.
- Ekpemu, H.N.C., Nzokurum, T.C. & Uche, C.M. (2023). Principals' leadership styles as predictors of teachers' productivity in senior secondary schools in Rivers state. *International Journal of Research Publication and Reviews*, 4(12), 551-558.
- Guanah, J.S., Eleke, E.M. & Okoro, F.O. (2022). Secondary school education and society: Principals' leadership styles impact on teachers' productivity rate in Delta state Nigeria. *International Journal of Advanced Multidisciplinary Research and Studies*, 2(4), 382-391.
- Idoko, C.E. (2020). *Research in education and social sciences: Practitioners' companion* (2<sup>nd</sup> ed.). Our Saviour Press.
- Lili, S., Manap, S. & Asti, P.K. (2020). The principals' leadership and its effects on the teachers' teaching performance. *Journal of Educational Management and Leadership*, 1(2), 68-71.
- Ndambo, S.M., Maithya, P. & Mwaura, K. (2023). Effects of principals' leadership behaviour on teacher performance in public secondary schools in Kitui County. *IOSR Journal of Research and Method in Education (IOSR-JRME)*, 13 (1), 22-29.
- Ngene, A.N. & Emem, O.E. (2019). Influence of principals' leadership behaviour on teachers' productivity: Imperative for national security. *International Journal of Integrated Research in Education (IJIRE)*, 1(2), 235-243. DOI:10.36265/ijired.2019,010231.

- Obi,C.E. (2019). *Principals leadership styles, school climate and job performance of teachers in public schools in Imo state, Nigeria*. (Unpublished Ph.D.Thesis).University of Port Harcourt.
- Ogunode, N J, (2020). Administration of primary school education in Nigeria: Challenges and the way forward. *Intercathedra*, 4(45), 197-205.
- Ogunode ,N.J., Ahmed, L. Gregory, D. & Abubakar, L. (2020). Administration of public educational institutions in Nigeria: Problem and suggestion. *European Scholar Journal (ESJ)*, 1(3), 1-12.
- Okoye, A.C. & Udegbumam, E.O. (2018). Relationship between administrative leadership styles and business educators' productivity in South-East, Nigeria. *Chukwuemeka Odumegwu Ojukwu Multidisciplinary Journal of Vocational Education and Research (COOUMJOVOC EDAR)*, 3(1), 23-34.
- Olubadewo, E.J. (2023). Functional education and challenges of democracy, insecurity and national unity in Nigeria. *Multidisciplinary Journal of Research Development*, 32(1), 104-112.
- Osaad, D.S. & Nzokwuru, J.C. (2020). Leadership styles of principals for enhancing productivity in secondary schools in Rivers state, Nigeria: Teachers perception. *European Academic Research*, 8(7), 4551-4563. [www.euacademic.org](http://www.euacademic.org).
- Saadu, U.T. (2023). *Implementation of 6-3-3-4 educational system: A panacea for educational reform in Nigeria*. Azz, Learning Hub.
- Secondary Education Board (SEB), Ebonyi state (2021). *Annual statistical digest*. PRS, SEB.
- Zhou, D. & Bity, S.A. (2024). Principal leadership styles and its impact on teachers' performance. *International Journal of Academic Research in progressive Education and Development*, 13 (1), 2227-2240.