

**THE INFLUENCE OF SCHOOL PRINCIPALS' PERSONALITY TRAITS ON CLASSROOM TEACHERS INSTRUCTIONAL EFFECTIVENESS IN SOUTHERN CROSS RIVER STATE**

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**Abstract**

The study determined the personality attributes of school principals and performance effectiveness of classroom teachers in southern Senatorial District of Cross River State. Survey research design was adopted for the study. The population of the study was 2051, the sample size of 300 was selected through proportional stratified random sampling technique. Researchers made questionnaires tagged "Principal personality attributes and teachers effectiveness (PPATEQ) and teachers work performance effectiveness questionnaire".

(TWPEQ) were employed to generate data from the study. The instrument was validated by the supervisor of this work. The reliability coefficient, determined using Test reliability technique was 0.83 hence, the instruments were considered reliable. Pearson retest moment correlation analysis technique was used in testing the hypotheses. The findings of the study show that principals' motivational skill, coordination skill, principals charismatic personality, principals level of experience, principals' affective behaviour and principals dynamic behaviour have positive and significant influence on teachers' effectiveness. Based on the result of the findings, it was concluded that principals' personality do influence the outcome of teachers' efficiency and effectiveness. Thus, it was recommended that principals should adopt the right type of attitude that will encourage and enhance teachers' effectiveness as well as the general performance of the school

**Keywords:** Principal Personality, Teacher Effectiveness, Instructional Leadership, Motivational Skills, Charismatic Leadership, School Management, Southern Cross River State.

## **Introduction**

The quality of every society is largely predicated on the quality of its educational system. That is why the educational system expects very much its operators (academic and non-academic personnel) Okoroma, (2008 pg. 35). Each individual within the system is expected to perform the functions assigned to hi to the best of his ability and in accordance with stated objectives Various stakeholders in the educational system ranging from policy makers to policy implementations have in recent years contributed so much in attaining the goals but from the collected data such as results obtained from

examinations administered by West African Examination Council (WAEC) exhibits that the purported attainment is not within reach

This short coming in the attainment is observed through the poor results obtained in recent years. Ajayi (2002), Adeyemi (2008) have shown in their studies the extent of poor performance of students in public examinations. This was further affirmed by punch newspapers (September 27, 2008) where it reported that 8.3% of the candidates that sat for the May/June 2008 West African Senior School Certificate Examination (WASSCE) failed. To clear all doubts of continuous failing streak observed, WAEC spokesman Mr. Eguidu said that out of a total number of 1,692, 435 candidates that sat for the May/June 2014 examination, a total number of 529,425 candidates representing 31.28 percent obtained five credits and above. This figure when compared to the 2012 and 2013 WASSCE diets shows a marginal decline in the performance of candidates.

The noticeable and worrisome poor performances have raised concerns about the effectiveness of policy implementers. The principals and teachers are held responsible for the outcome. In the educational system, the academic performance of students is seen as purely dependent on the effectiveness of the teacher which in turns depends on the leadership effectiveness of the principals

The behaviours of leaders have been identified as one of the major factors influencing the productivity of subordinates in any organization in which the school system is not an exemption (Babayemi 2006). Omeke (2012) remarked that "principals of secondary school constitute dynamic leaders who influence classroom teachers who are their immediate subordinates in the school management system" Thus it can be inferred from the authors, school administrators are

responsible for the success or failure of the system because resources are within their disposal to harness effectively which will lead to the expected success of the educational system.

This shows that teachers' effectiveness in delivering their work has actually been determined by a great extent by the personality attributes of their principals. This observation was noted by Anadi (1987) that the teachers' level of commitment, conformity, co-operation and participation can be affected either negatively or positively by the leadership behavior of his principal. It was against this backdrop that the present study seeks to find out the relationship between principals' personality attributes and effectiveness of teachers in secondary schools

### **Statement of the Problem**

Efficient leadership involves a deep concern for the system and the individuals working in the system to bring about effective co-operation of both the system's interest and that of the individuals. Efficient leadership depends on the personality attributes of the leader, this was observed by Okoroma (2008) that leadership attributes such as selfless service, compassion for people, show of love have contributed to enhance the accomplishment of assigned responsibilities Thus teachers who are shown compassion and interest in their welfare are expected to be more effective in performance and their expected duties as compared to those who are not considered in the management process. Unreasonable and lackadaisical attributes towards work is common among such teaching staff. Chess (1969) attributed this to the discrepancy between need expectations and need satisfaction of teachers and because of this, the teaching profession is plagued by constant lateness to work, absenteeism, truancy and low morale among teachers.

It has become imperative to investigate whether achievement of results in secondary school certificate examination depends on the personality attributes exhibited by individual principals towards coordinating their teachers to become more effective. The study is to investigate how principal's personality attributes can significantly relate with teachers' work effectiveness. The attributes in focus are:

Motivation Skill

Coordination skill

Charisma

Level of Experiences

Affective and Dynamic behaviour

### **Research Questions**

The following questions were posed for the research.

- (1) To what extent is the principal's motivational skills related to teachers effectiveness?
- (2) What is the significant relationship between principal's coordination skills and teachers' effectiveness?
- (3) How does principal's charisma enhance teacher's effectiveness?
- (4) To what extent does the level principal's experience influence teachers' effectiveness?
- (5) To what extent does the principal's affective behaviour relate with the effectiveness of teachers

(6) How doc's principal's dynamic behaviour enhance teachers' effectiveness?

### **Statement of Hypothesis**

There is no significant relationship between principal's motivation ability and teachers' effectiveness?

There is no significant relationship between principal's coordination skills and teachers' effectiveness?

There is no significant relationship between principals charismatic and personality teachers' effectiveness?

There is no significant relationship between the principals' level of experience ant teachers effectiveness?

There is no significant relationship between principal's affective behavior and teacher's effectiveness?

There is no significant relationship between principal's dynamic behavior and teachers' effectiveness?

### **Purpose of the Study**

The general purpose of the study is to find out the influences of principals personality attributes on teachers effectiveness, in particular, to find out the following:-

To find out if there is any significant relationship between principal's motivation skill and teachers' effectiveness?

To investigate if there is any significant relationship principal's coordination skill and teachers effectiveness?

To try and understand if there is any significant relationship between principal's charisma and teachers' effectiveness?

To understand if there is any significant relationship between the level of principal's experience and teachers effectiveness?

To ascertain if there is any significant relationship between principal's affective behaviour and catchers' effectiveness

To find out if there is any significant relationship between principal's dynamic behave

our and teachers' effectiveness?

### **Significance of the Study**

It is often said no activity can record any success beyond the commitment of the leaders that direct such activities. Thus school system like every other organization cannot attain its expected goal without effective administration (Okoroma 2008) It is on this note that the study is relevant to the stakeholders of education. The following significance arises in this study.

The schools principals will benefit immensely from this study, because it will reorient them and make them have a better understanding in building and coordinating their teachers towards goal attainment. On the part of the teachers, they will appreciate the need to carried along and be encouraged in improving their skills towards better job performance. Students stand to reap immense benefits, as teacher's effectiveness will affect them positively.

In summation, administrators will be made to understand that personality attributes plays a quintessential role within their sphere of influence to achieve desired goals.

### **Scope of the Study**

The study is limited to the secondary schools in the southern educational zone of Cross River State making up of all the local governments" areas under the state's southern senatorial district.

Only public schools are used in this study, this study is limited to only chief executives of the secondary schools. Vice principals and other officers in these schools are not used. This study involves classroom teachers who handle teaching subjects. Non-teaching staff are excluded

### **Limitation of the Study**

Some of the constraints posed on the investigation:

Some of the principals were not easy to come by, because some of them were not always in the office as at the time, the researcher would be in school to administer the questionnaires This slowed the progress of this study.

The attitude of some of the teachers was not encouraging because some did not fill or return the questionnaire on time. Since the analysis of the study was based on data collection from teachers, the study does not guarantee a perfect result.

### **Review of Related Literature**

#### **Theoretical Frameworks**

The following theories wore reviewed for the purpose of giving this study a good background

#### **Personality Trait Theory**

Leaders are born not made, have been a long age opinion held by many scholars and theorists. Trait leadership has been defined as integrated patterns of personal characteristics that

reflect a range of individual differences and foster consistent leader effectiveness across a variety of group and organization (Zaccaro, Kemp, and Hader, 2004).

The theory of trait leadership developed from early leadership research dwells primarily on finding a group of heritable attributes that differentiated leaders from non-leaders. It was the belief of some scholars, that leadership is not acquired, so this means that not everyone is expected to be a leader. Galton (1986) in his book stated that leadership was a unique property of extra ordinary individuals, and suggested that the traits which leaders possessed were immutable and could not be developed Cowley (1931) commented that the approach to the research of leadership should always be through the study of traits. One can infer from the above statement that a leader must possess certain attributes that must distinguish him from the group. As noted by Sandra (1989), she explained that a good leader display certain characters This attributes that must be exhibited by the leader are intelligence, confidence, good communication skill, must possess good human relation, must have a well-developed intuition and so on. Argyris (1955) was also of the same opinion, when he stated that an effective leader must possess certain personality trait such as: alertness, integrity, originality and self confidence

This trait theory of leadership was widely accepted until the late 1940s and early 1950s, when researchers began to deem personality traits insufficient in predicting a leader's effectiveness. In 1945, Stogdill stated that leadership exists between persons in a social situation, and that persons who are leaders in one situation may not be leaders in other situations. Sharing the same opinion, Carwright and Zander (1968) emphasized that effective leadership does not depend on a particular trait but how well the traits match the requirement of the situation he or she is facing. These statements have been cited ubiquitously as sounding the death

knell for trait leadership theory. Other scholars who shared the opinion of Stogdill commented that any trait's effect on leadership behaviour will always depend on the situation (Hughes, Ginnett, & Curphy, 1996; Yuki & Van Fleet, 1992). Bass (1990) observed that trait theory of leadership has given way to behavioural and situational analyses of leadership to become the dominant research indicator on leadership. Owing to the widespread rejection of the personality trait theory, other theories became dominant such as Fielders' (1967) contingency model, Blake and Mouton's (1964) managerial grid, and Hersey and Blanchard's (1969) situational leadership model.

Despite the growing criticisms of trait leadership theory, recent researchers have faulted Stogdill's (1948) review against leaders' trait. Zaccaro (2007) pointed out that Stogdill's review contains conclusions supporting that individual differences could still be predictors of leaders' effectiveness. With an increasing number of empirical studies directly supporting trait theory (Judge et al, 2002; Judge, Colbert & Llies, 2004), traits theory have re-emerged in the lexicon of the scientific research into leadership. In recent years, the research about leaders' traits has made some progress in identifying a list of personality traits that are highly predictive of leader effectiveness. Some of the traits identified included intellectual, emotional, and physical characteristics.

This theory explains the importance of personality traits as determinants of effective leadership. It makes us understand that physical stature, level of intelligence, and extroverted lifestyle play a significant role on how one can influence and control the actions of a group towards achieving a common goal.

Still of the traits leadership, a resent french paper also reveal some fact's which, ( Odey. Veronica, Ayeni Queen, and Ndifon Mamina, 2026p.2) mentioned that : << Dans le contexte nigérian, plusieurs recherches se sont intéressée au rôle des enseignants face à l'hétérogénéité linguistique ,en particulier dans la région de Cross River .

Elles révèlent que la supervision pédagogique et la formation continue jouent un rôle central dans l'efficacité de l'enseignement: visites de classe, contrôle des notes et encadrement régulier sont corrélés à de meilleures performances et à des pratiques plus rigoureuses (Sule et al. 2015, p. 43–46 )>>

### **Five Factor Model Theories**

In psychology, the big five personality traits are five broad domains or dimensions of personality that are used to describe human personality. Many psychologists have many years work on the human personality traits. The initial model was advanced by Ernest Tupes and Raymond Christal in 1961 but failed to reach an academic audience until the 1980s. In 1990, J. M. Digman advanced his five factor model of personality which Lewis Goldberg extended to the highest level of organization

The theory base on the Big five factors is called the five factor model (FFM) the five factors are openness to experience, conscientiousness, extraversion, agreeableness and neuroticism. Acronyms commonly used to refer to the five traits collectively are OCEAN. A summary of the factors are as follows, Openness to experiences. Openness reflects the degree of intellectual curiosity, creativity and a preference for novelty and variety a person has. He is unconventional and independent, this leads to flexibility. People that posse this

trait welcomes innovation and criticism easily, and are adaptable to make changes to a greater good.

**Conscientiousness:** this exhibits a tendency to be organized and dependable, show self-discipline, act dutifully, aim for achievement and prefer planned rather than spontaneous behaviour. People who exhibit this trait exhibits high sense of coordinating activities towards attaining set goals.

**Extraversion:** This means assertiveness, sociability and the tendency to seek stimulation in the company of others, and talkativeness. People who possess this trait are mostly charismatic in nature. They can inspire others to work towards attaining a common target because of their social dexterity.

**Agreeableness:** A tendency to be compassionate and cooperative rather than suspicious and antagonistic towards others. It is also a measure of one's trusting and helpful nature. People with this trait can carry the group along easily because they are people oriented and know how to maintain a balance relationship between group concern and achieving goals

**Neuroticism:** It is referred to as the degree of emotional stability and impulse control although it also means the tendency to experience unpleasant emotions easily, such as anger, anxiety and vulnerability. Those who score high in neuroticism are emotionally reactive and vulnerable to stress, they are more likely to interpret ordinary situations as threatening, and minor frustrations as hopelessly difficult.

At the other end of the scale, individuals who score low in neuroticism are less easily upset and are less emotionally reactive. They are calm, emotionally stable and free from negative feelings.

The psychological theory of traits exhibits the traits that influence the personality of individuals as the five factor model (FFM). Individuals who possess the adverse side of the five major traits are likely not to do well in group activities. What this infers is that leaders who exhibit the adverse side of the five major traits are not effective leaders. Conversely those who possess and maximize the positive side of the identified major traits are believed to be effective leaders

### **Literature Review**

The empirical research findings of other scholars in areas that are related to the topic under investigation were reviewed under the following subheadings:

Principals' motivation skill and teachers' effectiveness

Principals' coordination skill and teachers' effectiveness

Principals' charisma and teachers' effectiveness

### **Level of principals' experience and teachers' Effectiveness**

Principals' affective behaviour and teachers' effectiveness

Principals' dynamic behaviour and teachers' effectiveness

### **Principals' Motivation Ability and Teachers' Effectiveness**

Schools may be built by government and organizations, providing the best equipment and serene to facilitate learning, but all these will only half solve the educational problem if teachers who are the bedrock of any educational system are not treated fairly. Therefore, what any effective school head should possess is the motivational skill to keep the fire burning in his workers

Educational system like every other organization is no exception. Research carried out by Peter Young, associate professor of educational policy at Michigan State University reveals that the high rate at which teachers change their jobs owes to lack of motivation from their school heads. Musaaazi (1992) explains that motivation is the inner drive which prompts people to act in a certain way. Motivation could also be seen as an urge or drive within or outside an individual which makes him take an action. Thus, the success of any school system depends largely on the quality of those who perform the task.

It is against this background that school administrators must possess the ability to motivate their teachers by providing the physical facilities, money and well thought out policies that will enhance their productivity. Otu (2006) noted that leadership motivation is an intense desire to lead others to reach shared goals. She explains further, that motivation is not bribery, and it is not manipulation. It is all about comprehending the need of workers and providing ways to help attain or satisfy those needs through the organization. Schools that are fortunate to have administrators that possess the motivation traits do better than these schools that are not fortunate to have such administrators. This was however observed by Olusola (1986) that unmotivated workers are dissatisfied, produced substandard output and absent themselves from work. He further explained that it is a general belief that most teachers in Nigeria are undermotivated. This observation can be accepted, because of poor performance exhibited by the students in their external examination results conducted by West African Examination Council (WAEC).

Ulrich & Ulrich (2010) states that money is not the only source of workers motivation, as he believes that more money

does not equal happier workers; rather he suggested other measures to be used to motivate workers. These were,

Recognition

Applauses

One on one coaching

Good work environment

Time off

Outside seminars

Otu (2006) is of the same opinion when she suggested her principles of motivation as follows;

Principle of participation

Principle of recognition

Principle of delegated authority and

Principle of communication

Alternative working patterns such as Job-rotating, job-sharing and flexible working condition have been branded as effective working tools by Llopis (2012) Moreover, Llopis argues that motivational aspects of alternative working pattern have been appreciated by organizations that adopt them as against those which do not practice such. An interesting viewpoint regarding the issue has been recommended by Wylie (2004), according to which he recommends managers to adopt a proactive approach in terms of engaging in self-motivation practices

According to Thomas (2009) the main challenge of motivation in workplaces is identifying what motivates each individual difference. This means that school heads that wish to be effective must be able to perceive their workers individual differences and try as much as possible to motivate each and every one of them according to their expectations. Furthermore Llopis (2012) draws attention to the increasing relevance of the work life balance problem for modern employees and stress that unless employees achieve an adequate level of work life balance in personal level management investment on the level of employee motivation can be wasted

This view point is based on hierarchy of needs theoretical framework proposed by Abraham Maslow (1943), according to which there is a certain hierarchy for individual needs, and more basic human need to be satisfied in order for the next level of needs to serve as motivators,

Therefore, one of the personality traits that must be possess by any effective administrator is having the motivational skills to induce the workers and assist them to carry out their role assignment in a dependable fashion

### **Principal's Coordination Skills and Teachers' Effectiveness**

No matter the amount of resources available, if not property utilized to achieve the purported goals, it amounts to waste. This is where coordination is essential and is one indispensable skill needed by a school principal if he wants to ensure efficient and effective teaching and learning in the school to as to be able to produce quality outputs.

The success or failure of the school rests on the shoulders of the principal. This is why Uyanga (2007) opined that the

principal must identify and set goals and objectives of the school which must be in line with the national objectives. It therefore means one can infer from the statement that a principal must analyze tasks and share responsibilities of the staff according to specialization and expertise. It also means the principal must carry out certain activities to ensure the school meets the required minimum standard.

Ojo (1999) elucidated on the activities involved in school administration which he stated as,

“Administering the curriculum and teaching, pastoral care, discipline, assessment evaluation and examinations, resource allocation, costing and forward planning, staff appraisal relationship with the community and use of practical skills necessary for surviving the policies of the organization”

The various activities within the school system cannot produce results without effective coordination of resources. Ekundayo (2010) tries to summarize these activities by stressing out areas where the principal should lay emphasis, to enable him have a holistic coordination of the school. He suggested that principals should pay attention to management of school finance, provision and maintenance of physical facilities, curriculum instructional supervision and good communication skills to enhance effectiveness of staff.

From the above suggestion, on the holistic approach of effectively coordinating the school activities, some authors concur to this different suggestion. On the aspect of management of school finance a study carried out by Rutgers University Professor Bruce Baker concludes that more equitable and adequate allocation of financial inputs leads to positive outcomes of all the inputs that need financial attention, teachers' salaries must be taken seriously by the principal because prompt payment of staff salaries gives them a sense of

security which in turn boost their morale which transcend to better productivity. As the chief accounting officer, the principal is expected to be acquainted with the various accounting books, such as the vote book, cash book and so on, to ensure the judicious utilization of the revenue. Ekudayo (2010) asserts that a principal who is a good coordinator need not wait to receive all the funds from government alone. He can complement that by urging different stakeholders such as parent teachers association (PTA), board of governors, old students association and non-support the school governmental organization to raise funds to support the school.

Another area the principal should not slumber as a coordinator is the provision and maintenance of physical facilities. As noted by Obidoa (2006) who opined that principals must be concerned with physical environment and other facilities around the school. This is because dilapidated buildings, leaking roofs, abandoned projects, overgrown trees and lawns have demoralizing effects on the students and teachers. He is not left alone in this opinion, as Corcoran et al (1988) share similar view as they stated that physical facilities have direct positive and negative effects on teachers' morale, sense of safety, feelings of effectiveness in the classroom and on the general learning environment. They concluded that teachers who work in schools with good and updated facilities do far better than their counterparts who work in schools with dilapidated facilities.

Furthermore, another quintessential aspect that ensures effective coordination is communication Osamor (1999) averred that the effectiveness of managers depends directly on the effectiveness of communication within the organization. Therefore it implies if a principal wants to effectively coordinate the various activities to achieve a targeted goal he needs effective communication so as to keep the teachers and students informed of what is required of them. Afolayan

(1989) ascertain to this when he asserted that good communication in a school does not only enable individuals to be aware of their duties and the general progress being made in school, it also serves as an important psychological function because the teachers are abreast with the progress of the school.

Corrective measures and discipline is also done through communication from the principal to staff who have put up deviant behaviours. Agreeing to this, Smithburg (1990) stated that principals correct unprofessional and deviant behaviours among teachers and students by constant expression of anger, via verbal or written communication.

Principals' coordination is incomplete in a school when curriculum and instructional supervision is not taken seriously. The success of a school hangs on the effective implementation of the curriculum. This aspect requires that the principal must be knowledgeable on instructional delivery so as to carry out effective instructional supervision Odok (1990) noted that for a principal to be efficient as an instructional supervisor, he must know the rudiment of classroom activities Adesina and Ogunsaju (1984) points out that a good principal would ideally inspects the lesson notes, the actual teaching and teachers procedures for evaluation or assessment of students such as giving of test and examinations. This entails that a principal must provide the teachers with adequate educational information, he should ensure they work with the appropriate instructional tools, methods and procedures in the teaching of students. With such close and effective monitoring there is higher probability of attaining better learning outcome.

From the above discussion, one can inferred that coordination is no easy task Schmidt and Hunter (2000) study revealed that the ability to coordinate the activities of staff effectively and

harness other resources within the reach of an administrator to attain purported goals is no easy feat and such requires high level of mental coordination to bring about positive output among the staff.

### **Principals Charismatic and Teachers' Effectiveness**

Charisma is compelling attractiveness or charm that can inspire devotion in others. The academic literature of some authors (Howell & Frost, 1989, Koene, Vogelaar & Soeters, 2002) has demonstrated that charismatic leaders can be more effective than their less charismatic counterparts. It is one personality trait that is quite essential in bringing out the best in the employees.

Charismatic leaders are passionate visionaries who inspire others through selflessness. Leaders with charisma recognize their employees' skills and talents, and they utilize those strengths to attain organizational goals. A microanalysis of studies of charismatic leadership showed that it is consistently related to various measures of leadership effectiveness (Lowe, Kroeck & Sivasubramaniam, 1996).

Waldman et al (2004) found that manager's charisma was related to subsequent organizational performance as measured by net profit margin and return on equity. He went further to explain that charismatic strategic leaders may influence organizational performance because of their ability to overcome setbacks that keep organizations from successfully adapting to new environment. In a changing world, the school system is not exempted new technologies are fast replacing old instructional tools, new societal demand is making some subjects obsolete or not much needed by students, demand for higher qualification to teach at certain education strata is now the new educational policy and lots more. With this fast development is enough to make some teachers feel out of

place, but with charismatic principals there is greater encouragement in energizing them to adapt to the changing situation. Shamir and Howell (1999) noted that the vision of charismatic leaders helps followers to see opportunities in change and provides them with the hope and confidence in the future that allow them to mobilize their energy in pursuit thereof Teachers can be encouraged to upgrade their skills through in-service training and education upgrade of their qualification.

Aside those charismatic principals are much needed when the working environment becomes unstable. This is as a result of delay in the payment of wages, no incentives, and attrition of personnel due to death or retirement and so on. The perceived risk of organizational failure is greater when working environment is unstable, it is imperative to have a leader with an extraordinary motivational force to keep the spirit of the employees burning. This was observed by Pawar and Eastman (1997) who suggested that charismatic leadership will be more highly related to organizational performance when an organizations environment is uncertain and volatile. The charismatic leader gathers followers through dint of personality and charm, rather than any form of external power or authority, people follow others that they personally admire

The charismatic leader has the dexterity of attaching himself firmly to the identity of the group, such that to join the group is to become one with the leader. This means, when a school head creates an atmosphere where the teachers look up to him because of his self-sacrifice and believe in the goals of the organization, this in turn will instill the commitment to ideological goals of the organization in the teachers. This was noted by Musser (1987) that charismatic leaders seek to instill commitment to ideological goals and also devotion to themselves from their followers.

The values of charismatic leader are highly significant. If they are well intended towards others, they can elevate and transform an entire organization. Conger and Kanungo (1998) describe five behavioural attributes of charismatic leaders that indicate a more transformational viewpoint;

Vision and articulation

Sensitivity to the environment

Sensitivity to member needs

Personal risk taking

Performing unconventional behaviour

Despite their charm and apparent concern, the charismatic leader may well be somewhat more concern with themselves than anyone else. Their self-belief is so high, they can easily believe that they are infallible, and hence lead their followers into an abyss, even when they have received adequate warning from others. The self-belief can also lead them into psychotic narcissism. Scholars as Conger and Kanungo (1998) and Maccoby (2000) proposed that the narcissistic tendencies of charismatic leaders might neutralize the benefits of their leadership, Yoki (1999) postulated that charismatic leadership is not more effective leadership He points this to misuse of power by charismatic leaders, and polarization of organization members Such negative consequences of charisma have not been tested in extant research.

### **Level of Principals Experience and Teachers' Effectiveness**

It is widely believe for one to be an expert he must have intense experience through practice and education in a particular field. In this regard, one who is rogard as an

experience person is expected to be more knowledgeable than an average person or persons in that specific field.

In this regard, a principal is no exception. It is expected for one to rise to the position of a principal he must be professionally qualified as a teacher so as to be effective in guiding the activities of others (teachers) in actualizing predetermined school goals. This view is supported by Peter, D. (2015) who believes that school leaders should have a few years of experience in the classroom before they take up the role. He suggested that the least number of years should be ten. By this period, most teachers have come to fully grasp the rudiments of the teaching profession and the workings of the educational system in general. In his words they would "gain the confidence in themselves and their knowledge base to stand up to bad ideas and say No!

It is assumed that principals who come from outside the profession to be saddle with the responsibility of steering the affairs of the schools most time brings dissatisfaction to the teachers. This is noted in an article written by Dr. Spector who was cited by Peter, D. asserted that principals with no teaching experience in the classroom have reeked havoc on the school system. This is because they cannot correct any deficiency or handle any major challenge due to the fact that they do not have sufficient knowledge on what is actually confronting them. This in turn cripples the learning outcome as teachers who are expected to be guided property may become inefficient in the performance of their duties.

According to Darling-Hammond (1997), he believes that a principal with a teaching expertise is essential to improving instruction. He further states that if teachers are critical to the school improvement process, principals must be prepared to provide assistance in refining their teaching skills. This assistance may even require principals to go into classrooms

to give demonstration lessons Fullan (2000) believes that extended knowledge about instruction is vital for instructional leadership Strong instructional leaders notice differences in teacher expertise and how they impact learning.

Principals are seen as expert in particular content areas and provide day to day leadership and take everything into consideration when providing the enabling environment for teaching and learning to be effective. It is obvious, teachers work better and show a high sense of commitment to work when they know, there is someone who understands their plight and carries them along. In a study conducted by Ekwegh (1992) it was found that a principal who fools he can ignore the teachers and yet expects good results simply creates an atmosphere of dissatisfaction which reduces productivity.

In order to improve the teachers' effectiveness, experience principals are expected to provide training programmes and so, Ozigi (1977) states that training of staff improves their competence and their relationships.

Although not everyone may totally agree that you need to be a teacher to become a good principal but is obvious from findings made from scholars that those with expertise knowledge in classroom teaching tend to make better principals which in turn leads to high productivity on the part of the teachers. Through experience he can effectively guide and supervise instructional delivery to see an effective learning outcome is attained.

### **Principals Affective Behaviour and Teachers' Effectiveness**

Compassion as being defined by Jinpa quoted in Chade Mengtan (2012) is a mental state endowed with a sense of

concern for the suffering of others and aspiration to see that suffering relieved. Okoroma and Uwalaka (1999) identified compassion as one of the quintessential attribute that must be possessed by a leader. This attribute consider the welfare of the people as very paramount. A compassionate leader will show commitment in the service of the people rather than service to self. As noted by Wiles and Lovell (1975) for a principal to succeed, he should see himself as one of the teachers, not as a big boss from outside. They maintained that the principal should constantly seek to improve his sensitivity to the feelings of the teachers, increase the accuracy of his estimate of group opinion on important issues.

It is believe there is a great connection between teachers' productivity and compassionate attributes exhibited by the school head. Ogunsaju (1983) expresses the view that a principal who does not care for the welfare of the people he supervises will definitely lower their morale. He therefore admonished principals to maintain good relationship and concern towards teachers if they (principals) expect the staff to be effective.

Teachers get easily irritated by fixated principals, whose unbendable character is to implement every rule to the letter, notwithstanding the circumstances. This lackadaisical attitude towards teachers' plight has led to low productivity and less interest in the job. Ray Williams (2012) noted that inhuman drive for perfection can burn out even the most motivated workers. Ray Williams in his article noted a research conducted by Richard et al published in the Boston Globe They concluded that a less or no compassionate leader could cause the employees stress, induce depression and anxiety or even trigger the onset of serious illness. They emphasized but the lackadaisical and mediocre attitude towards employees would eventually lead to huge lost in productivity.

Christine Zust (2001) asserts that a compassionate leader is flexible. He is willing to set aside rules and procedures for the greater good. She went further to explain that when leaders go all the way to show great assistance to employees, they never forget, and as a result, the leader develops more loyal employees. People will want to work for the leader because he cares. Christine concluded that leaders who become professional and goal oriented build impenetrable armour around themselves. The resultance effect is less committed workers. Conversely the compassionate leader will fare better in handling administration effectively.

Christina Boedker of the Australian school of business conducted a research study on the link between leadership and organizational performance and collected data from more than 5600 people in 77 organizations. She concluded that the ability of leaders to spend more time and effort developing and recognizing people, welcoming feedback and fostering cooperation among staff were critical to success. Moreover she noted that the ability for a leader to be compassionate, that is "to understand people's motivators, hopes and difficulties and to create the right support mechanism to allow people to be as good as they can be" had the greatest correlation with profitability and productivity.

It goes a long way to show that teachers' effectiveness truly depends on how compassionate the principal is, no worker can put up his best when his welfare is neglected. Jacobson (1975:15) noted that the school cannot be an effective organization unless teachers find satisfaction in their work. It is a major responsibility of the school head to create conducive climate; the school head should take time to get to know his teachers individually. Their insecurities should be his concern, when this is taken care of; it brings out the best in them. It has actually become practicable to have a welfare board which is expected to delve into a circumstances that

demand support for a staff in times of predicament, Teachers fare better and become effective in carrying out their assigned duties once they are aware that the administrations have concern towards their personal wellbeing excluding salaries and other fringe benefits which are expected to be their entitlement.

### **Principals Dynamic Behaviour and Teachers Effectiveness**

Openness to experience is one of the personality traits that are recognized in the five model theory. It is one of the essential traits that are expected to be possessed by leaders. Principals are expected to be open and loose themselves from the conventional ways of doing things. John (1992) observed that people who score low on openness are considered to be closed to experience. They tend to be conventional and traditional in their outlook and behavior. This implies that school heads with such close mind cannot readily embrace change.

Okoroma and Okah (2007) shared this opinion by noting, this disposition of a leader to take criticism, which will enable him to improve on his performance. This is an asset in the management of responsibilities. From this note, one can infer that school heads that believe in self infallibility, putting deaf ears to advices from staffs and external observers are bound to be less effective in performance. Terri barber (2009) acknowledges openness to change is very quiet essential in improving an organization, the leaders that lacks openness will eventually run the organization to stagnation, bankruptcy and put the workers into a mode of depression. She admonished leaders with traits of openness are always on the look out for opportunity to grasp when it presents itself.

### **Data Analysis, Results and Discussion of Findings**

#### **General Description of Data**

In this chapter, the data collected and prepared for this study were analyzed and interpreted to test the hypothesis of the study. The data comprised of items from the instruments designed for the study to test the variables of principal's personality attributes and its effects on teachers' classroom effectiveness.

### **Hypothesis by Hypothesis Presentations of Results of Data Analysis**

In this section, each of the hypotheses was subjected to statistical analysis. In each case, the hypothesis was stated in the null form. This was followed by a brief explanation of the data analysis procedures before result was presented in a tabular form. The presented result was interpreted to test the stated hypothesis at 0.05 levels of significance.

#### **Hypothesis One**

The null hypothesis states that, there is no significant relationship between principals' motivation ability and teachers' effectiveness. To test this hypothesis, the first set of five (5) items in the principals personality attribute questionnaire was subjected to statistical analysis along with the response to the items in the teachers' effectiveness instrument using the Pearson Product Moment Correlation Analysis as presented in the table below,<sup>145</sup> The Pearson Product Moment Correlation Analysis of the relationship between principals affective behaviour and teachers' effectiveness.

#### **The Pearson Product Moment Correlation Analysis of the Relationship between Principals' Affective Behaviour and Teachers' Effectiveness**

Variables	$\Sigma X\Sigma$	$\Sigma X^2\Sigma Y$	$\Sigma^{XY}$	N	Cal	Df
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	<b>Y</b>	<b>2</b>			<b>-r</b>	
Principals' affective behavior (x)	16017	482324				
			482687	300	0.83	298
Teachers' effectiveness (y)	16504	495628				

Significant at 0.05

The table above shows the correlation co-efficient of the relationship between principal's affective behaviour and teachers' effectiveness. The result shows that the correlation co-efficient  $r=0.83$  and is higher than the observed  $r$  which is 0.25 hypothesis as stated above is rejected. This therefore implies that there is a significant relationship between principal's affective behaviour and teachers' effectiveness in schools headed by such principals

#### Hypothesis Six

The null hypothesis states that there is no significant relationship between principal's dynamic behaviour and teachers' effectiveness. This hypothesis was also subjected to statistical analysis using the Pearson Product Moment Correlation Analysis as shown below;

<b>Variab les</b>	<b><math>\Sigma X \Sigma Y</math></b>	<b><math>\Sigma X^2 \Sigma Y^2</math></b>	<b><math>\Sigma^{XY}</math></b>	<b>N</b>	<b>Variable s</b>	<b><math>\Sigma X \Sigma Y</math></b>
Principals'	1548	48600			Principal s'	1548

dynamic behavior (x)	1	2			dynamic behavior (x)	1
			48675 2	300		
Teachers' effectiveness (y)	1650 4	49562 8			Teachers' effectiveness (y)	1650 4

Significant at 0.05

The table above shows a very significant level of correlation at 0.81 which is greater than the critical value of 0.27. Hence, it could be deduced that principals dynamic behaviour significantly relates with the teachers' effectiveness In view of the above findings, it could be stated that the null hypothesis which stated that principals' dynamic behaviour has no significant relationship with teachers' effectiveness is rejected.

### **Summary of Findings**

From the statistical analysis of the tested hypothesis of this study, the following findings were made; there is a significant relationship between principals' motivation ability and teachers' effectiveness. There is a significant relationship between principals coordination skills and teachers' effectiveness. There is a significant relationship between principals' charismatic personality and teachers' effectiveness. Principals' level of experience has a significant relationship with teacher's effectiveness. There exists a significant relationship between principal's affective behaviour and teachers' effectiveness in public schools. There is a significant

relationship between principal's dynamic behaviour and teachers' effectiveness

## **Discussion of Findings**

### **Principals' Motivation Ability and Teachers' Effectiveness**

The first hypothesis sought to find out if there is any significant relationship between principals' motivation ability and teachers' effectiveness in schools. The result showed that there is a significant positive relationship between principal's motivation ability and teachers' effectiveness in schools. The result showed that there is a significant positive relationship between these two variables. This therefore implies that principals' motivational ability goes a long way to influence the effectiveness of teachers working under them.

This finding is in line with the study of Llopis (2012) which revealed that motivation plays a very significant role in the productivity level of workers in organizations

Moreover, Thomas (2009) identified motivation in work places as a major challenge to effectiveness of staff members.

It also collaborate the study of Musaaazi (1992) which revealed that motivation from the school heads prompts inner drive within the teachers, and has the potentials of spurring them up for greater dedication to duty. The implication of this finding is that the actual productivity level of any school is determined by the effective output of its staff. This positive level of output ought to be ensured through adequate motivation

It is therefore pertinent that school heads try as much as possible, even with the little available resources to appreciate their staff or make use of parameters that can elicit intrinsic

motivation among the teachers, so as to encourage them to put in their best.

### **Principals' Coordination Skills and Teachers' Effectiveness**

This hypothesis sought to ascertain if the principals' coordination skills relate with teachers' effectiveness in public schools. The result of the analysis of the hypothesis did confirm that there is a positive correlation between these two variables.

This finding supports the findings of the study of Brackett and Brackett (2012), Marzano and Pickering (2003) which identified the level of managerial coordination of staff members by the school head as a very important element contributing to teachers' efficiency.

The finding also supports Bunguyi (1998) study which identified principal's coordination style as an important variable of teachers' effectiveness. In this study, it was noted that principals' coordination has an important role in fostering a positive or negative social atmosphere in the school, and commitment to duty

The finding of the study also reiterates the view of Everstom et al (2006) that effective teaching and learning cannot take place in a poorly managed environment but rather in a positive atmosphere as conditioned by the school head through his/her managerial style.

### **Principals Charismatic Personality and Teachers' Effectiveness**

This hypothesis aimed at finding out if there is a significant relationship between principals' charismatic personality and teachers' effectiveness. The result of the analysis of the study

revealed a positive correlation existing between principal's charismatic personality and teachers' effectiveness. Thus it can be inferred that a charismatic leader has an extraordinary motivational force that keep the spirit of the employees burning. He creates an atmosphere where the teachers look up to him because of his self sacrifice and believe in the goals of the organization which in turn instill high level of commitment.

Vogelaar and Socters (2002) posited that charismatic leaders can be more effective than their less charismatic counterparts. It re-emphasizes their view that this variable is one important personality trait that is quintessential in bringing out the best in the employees.

The finding also supports Shamir and Howell (1999) that the vision of charismatic leaders helps followers to see opportunities in change, and also providesthem with the hope and confidence in the future that allow them to mobilize their energy in pursuit thereof. This also noted by Musser (1987) that charismatic leaders seek to instill commitment to ideological goals and also devotion to themselves from their followers

It can be inferred from the findings which support the opinions of the mentioned scholars that a charismatic principal has an enigmatic charm which spurs extraordinary zeal and commitment from teachers to give their best to their job which leads to positive learning outcome of students.

### **Principals' Level of Experience and Teachers' Effectiveness**

This hypothesis pose for the study sought to ascertain if principal's level of experience has any significant relationship with teachers' effectiveness. The hypothesis was subjected to

statistical analysis and the result reveals a positive correlation between the two variables. Based on this finding, it is deduced that the level of experience possessed by a principal has a corresponding effect on the effectiveness of teachers.

It is not debatable, the fact that experience plays a crucial role on the successful transition of managerial acumen to the productivity level of any given organization. This asserts to the opinion of Peter, D. (2015) that a principal must have a classroom experience as a teacher, so as to enable him be of advantage position to note mistakes and correct them.

It is widely upheld that bringing one that does not have a fair knowledge about the activities of the school system to be a school administrator will bring a lot of dissatisfaction to the teachers, as he might not give proper assistance when needed nor detect weakness even when is technically obvious. This averred the opinions of Hammond (1997) and Fullan (2000) who believes that a principal must be an instructional expertise and who is able to perceive the lapses among teachers and correct it, even it means to carry out demonstrations to put them through

It is therefore not surprising that respondent to the study did agree on the fact that the experience displayed by their school head did impart either positively or negatively on them

### **Principals Affective Behaviour and Teachers' Effectiveness**

The fifth hypothesis for the study aimed at ascertaining if there is a significant relationship between principal's affective behaviour and teachers' level of effectiveness. The result of

the analysis shows that there is a significant correlation existing between these two variables

This findings gives credence to the study of Okoroma & Uwalaka (1997) who identified compassion as one of the quintessential attribute that must be possess by a leader. In this study, it was noted that principals should constantly seek to improve his sensitivity to the feelings of the teachers, and ensure their effectiveness.

This affirms the conclusion of Musser (1987) that charismatic leaders seek to instill commitment to ideological goals and also command devotion to themselves from their followers. When a principal is charismatic enough, he or she helps drives home a sense of unwavering commitment in the teachers which enable them to approach their job with much enthusiasm which lead effectiveness, this boost productivity and promote a positive learning outcome from the students. This is because the teachers can go all out to ensure the institutional goals are achieved.

More so, the study support Zust (2001) that a compassionate leader is flexible. This means he performs unconventional behaviour so to enable favorable organizational climate, where teachers' innovative ideas will be welcome. The study bad explained that when principals go all the way to show great assistance, it creates byal teachers. This has a significant effect on their level of effectiveness

In summation, the findings reveal that teachers" effectiveness truly depends on few compassionate the principal is

## **Principals Dynamic Behaviour and Teachers' Effectiveness**

This hypothesis aimed at finding out if there is a significant relationship between principals dynamic behaviour and the effectiveness of the teachers in schools. The result of the analysis of the study confirmed that a positive correlation exists between the two variables.

The findings of this study collaborates the study of John (1992) on the importance of principals' dynamism in ensuring that positive change occurs in their schools. In fact if a school head is open to change, there is every indication that teachers with positive ideas would be accommodated and this would ensure effectiveness in schools

Furthermore, Okoroma & Okah (2007) noted that dynamic leaders are open to criticism, which enables them to improve on their performances. It can be deduced from this observation that school heads who believe they are infallible and put deaf ears to advice from staff and external observers are bound to be less effective in performance of the school.

Moreover, the study supports the finding of Wisewolf (2012) who stated that "situational leaders" non-rigid behaviour creates room for flexibility which makes it possible for all kinds of staff to participate in the implementation process.

## **Conclusion**

Based on the findings of this study, the following conclusions are drawn;

There is a significant relationship between principals motivation ability and teachers' effectiveness in public schools

There is a significant relationship between principals coordination skills and teachers' effectiveness

There is a significant relationship between principal's charismatic personality and teachers' effectiveness

Principal's level of experience has a significant relationship with teacher's effectiveness

There is a significant relationship between principal's dynamic behaviour and teachers' effectiveness in public schools

A significant relationship exists between principals' affective behaviour and teachers' effectiveness

### **Implications of the Study**

The implications of the findings of this study are that secondary school principals play a very significant role in the performance of the teaching staff. This is in view of the fact that these teachers represent a centripetal force in the educational system. Not only does the teacher have to promote the development of students cognitive and psycho motive domains, he or she is also saddled with the responsibility of ensuring the development of students' affective abilities. Consequent upon this fact, it is imperative

that teachers should be made to work in friendly and conducive environments so as to elicit commitment to work.

The findings of this study have also revealed the important role the school principals play in ensuring the effectiveness of the teachers. In view of the above, it is pertinent that school heads adopt those teacher-friendly managerial styles so as to get the best out of those teachers. Transactional and democratic styles of leadership have been shown by this research to be appropriate in this regard

### **Recommendations**

Based on the findings of the study and subsequent conclusions, the following recommendations are made;

Principals should undergo in-service and refresher courses on the modern rudiments of leadership styles.

The appointment of principals should be based on competence, experience and dedication to duty.

School administrators should give teachers more opportunities to participate in decision-making

Principals should organize workshop for their teachers so as to boost productivity, this will lead to high level of performance.

Principals should consistently exhibit behaviours capable of inducing and directing the behaviour of teachers to greater productivity.

### **Suggestions for Further Research**

The researcher calls for more research into these areas, School plant management and teachers' work performance

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