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## Dynamics of Organizational Behaviour: A Case of Principals' Activities and Teacher Effectiveness in Secondary Schools in Ekiti State, Nigeria

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### **Abstract:**

*The study examined organizational behaviours focusing on the activities cum behaviours of principals in correlation with teacher effectiveness in secondary schools in Ekiti State, Nigeria. A descriptive research of survey design was adopted for the study and the population of the study consisted of all public secondary school teachers and students while the sample of the study consisted of 720 respondents made up of 360 teachers and 360 students of the selected secondary schools using multistage sampling procedure in Ekiti State. Two instruments titled "Principal Behaviours Questionnaire" (PBQ) which was administered on teachers and "Teacher Effectiveness Questionnaire" (TEQ) which was also administered on students were used to collect data for the study. The face and content validity of the instruments were ascertained to measure the degree of accuracy and the appropriateness of the instruments likewise the reliability of the instruments was ensured using test-retest reliability method with reliability coefficients of 0.77 and 0.94 respectively. Data collected were analysed using descriptive and inferential statistics, and all hypotheses were tested at 0.05 level of significance. The study concluded that all the variables of principals' behaviours were the dimension of teacher effectiveness in Secondary schools with recommendations that; multidimensional leadership styles that will accommodate situational and contingent factors for soft and democratic practices should be employed by the school's administrators, staff motivation and appropriate conflict management strategies should be devised.*

**Keywords:** *Organizational Behaviour, Principals' Activities, administrative leadership style, Motivation, Conflict management, teacher effectiveness*

### **1. Introduction**

Educating the citizens of a nation is one of the most quintessential strategies for developing a society throughout the world. Various studies on human and materials resource management agreed that it is the human and material resources of a nation that ultimately control the pace of its economic and social growth and expansion. Since education is an asset, it shows there is a substantial correlation between education and socio-economic and political development of nation. The predominant purpose of schooling is to bring about in a learner desirable change in behaviour through understanding and critical thinking. Meanwhile the process of teaching and learning in schools does not take place in isolation but rather in an environment structured to facilitate learning. Maybe that was why Ogunsaju (1980) reiterated that the quality of education that children receive bears direct relevance to the availability or lack of resources and overall atmosphere and environment in which learning takes place.

The goals of secondary school's education in the federal republic of Nigeria as engrained in the national policy of education is predominantly to prepare children to be useful for themselves and the society (Federal Government of Nigeria, 2013). This means that, secondary schools' system is established to help assure learners who are will be self-reliance, competent and productive citizenry. Therefore, learners who undergone secondary school education are anticipated to acquire knowledge and skills that can be tested and relevant to their daily life. When that is carried out, then schooling will be stated to be of excessive quality. That is where students do not accumulate useful know-how and abilities, such education can be appeared as of low quality. This perhaps may be due to the fact the products (students) could be socially useful neither to themselves nor to the society.

The achievement or failure of any educational gadget, whether in developed or developing nations everywhere in the world, relies upon the effectiveness of teachers because teachers are the hub of the educational system, in fact, the industry itself can rarely rise above the extent and first-rate of its instructors. Consequently, there is no doubt that the offerings of the academics are necessary and critical to the nation's destiny because the first-rate (quality) of the future

citizens relies upon the competence, quality, and effectiveness of the teachers. To establish the importance of teachers' effectiveness in schools, Okolocha and Onyeneke (2013) said that the utility of pedagogical know-how into classroom orientated actions constitute maximum crucial fabric upon which the fulfillment of the system, its administration and the entire goals and objective system rested on.

Oviawe (2016) in his work also corroborated the above that the feat of Nigeria's educational system in secondary school level depends largely upon a number of factors like, the government, the society, students, the teachers, the teaching quality and effectiveness of the teachers coupled with the effectiveness of the school itself. Hence, the teachers' effectiveness according Onukwube, Iyagba and Fajana (2010) is seen as multidimensional construct that measures a variety of different aspects of teaching such as subject mastery, effective communication, lesson preparation, lesson presentation and the extent to which a teacher is able to accomplish the assigned task as well as how the accomplished task contributes to the realization of the school goal. This is also corroborated by Omodan, Kolawole and Fakunle (2016) who sees teacher effectiveness as ability of a teacher to employ appropriate techniques to impart knowledge, skills and competencies required into the learners in order to bring about desired positive learning outcomes. From the above, it is evident that teachers' effectiveness is the ability of a teacher to yield desired results as a result of his or her measured input i.e. in terms of how well the teacher is able to maximize available techniques for student achievement. This implies that teachers' effectiveness is the extent to which a teacher is ready and dedicated to accomplish teaching objectives in schools.

Despite the importance of teachers in the attainment of the school goals and objectives, various observations have indicated deficiencies in the disposition of their duties. This revealed in the researcher's observation that teachers in secondary schools in Ekiti State perform below expectation which could be measured by their inactive involvement in school extra-curricular activities. This is also supported by the observation of Fakunle (2017) and Bamikole (2017) that intentional absenteeism from classroom by teachers, late submission of students' results after internal examinations, and non-challant attitude of teachers towards supervision during examination among others are on the reverse in secondary schools. Therefore, this perceived ineffectiveness of teachers in discharging their professional duties may not be unconnected to some dynamics of organizational behaviours.

Effective management of people in organisations appears to be one of the important keys to success both in corporate organizations and schools. That is why organizational behaviour is likened to examination of how and why people act, think, and feel in an organized setting (Robbins, 2001; Robbins, Odendaal and Roodt, 2003). Hence, principal's behaviour is concerned with such attributes as the nature of leadership, how to motivate people and how to resolve interpersonal conflicts. Though organizational behaviour is a term that means different things to different people based on their views and perspective, all organizations including education possess various types of behaviours which defines the structure of a school, the process by which the school measures performance, and how an educational institution responds to change. Each school is different with the dynamics of organizational behaviour depending on school size, type, importance of structure, administrative leadership styles, motivational techniques, organizational communication (Oduunlami & Omodan, 2017).

Hence, the willingness of teachers to work effectively with their school head depend largely on the nature of principals' behaviour of the school because in an autocratic leadership environment, there is less creativity, absence of effective communication, low morale, lack of trust, unilateral decision-making (Uchendu, Anijaobi, & Nkama, 2013). Therefore, the indices of organizational behaviour in school according to this work include leadership and or administrative style of the principal, motivation and organizational conflict, all of which if put on the right part helps teacher to develop a sense of belonging and high morale for effective disposition of duty. That is why Uchendu, Anijaobi and Nkama (2013) concluded that if teachers are unhappy, frustrated, uninspired and ill-motivated then the nation's educational system is doomed, for without them, educational objectives may not be realized.

Administrative leadership style plays a very important role in the achievement of organizational goals and objectives by creating a climate that would influence employees' attitudes, and behaviour. Effective leadership involves an act of empowering employees and engaging them towards improving work outcomes (Aldoory & Toth, 2004). Leadership as a key factor in determining organizational success has been studied extensively in the past century in the field of management field. It fosters a climate of trust, nurtures employees' confidence, and encourages their individual development (Bass & Avolio, 2000). Administrative leadership style seems to have a great effect on school behaviour making reference to both the written and unwritten norms and ways of behaviour. This seems to have effects on principals and teachers' relationship in terms of commitment and discipline in the school environment. The school culture such as, belief, values, traditions, patterns of behaviour, designates the organisational norms perceived to be part of school social milieu which will either directly or indirectly influence teacher's relationship and teaching learning effectiveness of teachers (Omodan, Kolawole & Fakunle, 2016).

However, it was observed that the style of leadership adopted by administrators of the secondary schools in Ekiti state appears to be too autocratic which at most times determine whether they enjoy an amiable cooperation from the teachers. Autocratic style may affect the instinct of the teacher to perform his or her job with utmost zeal thereby affecting his or her effectiveness and overall output. This appears to be the reason why Chukwuka (2013) in his study concluded that cooperative leadership behaviour has a great influence on teachers' productivity.

Motivation as one of the factors of organizational behaviours creates and enables conditions in which teachers are willingly urged to work with, interest, initiative, enthusiasm, high morale coupled with zeal. Since motivation seems to be one of the most important ways of managing human capital in any organization. Teachers would need proper motivation to enhance their effectiveness not only by extrinsic rewards but also by intrinsic rewards (Akpan, 2002). According to

Peretomode (2012) motivation is the process of influencing or stimulating a person to take action that will accomplish a desired goal. However, teachers' motivation is a way of ensuring teachers satisfaction for the purpose of providing a behaviour that will propel dedication to job and effective teaching. Therefore, to motivate teachers appears to have a great significance in boosting their morale towards productivity, dedication and effectiveness in their duties.

Despite the importance of motivation to organization development, school head appears to be inactive in ensuring teachers motivation because it has been observed that teachers in secondary schools are no more enjoying their duties as a result of the perceived non-challant attitude of the government and the school management towards the teachers' wellbeing. It was also observed that the quality of instructional delivery has been seriously compromised as a result of the demoralized nature of the school system. Hence, if the circumstance is not prevented on time, the consequences will be grave to the achievement of goal and objectives of general education because it will adversely affect teachers' effectiveness thus compromising the quality of education.

Conflict as another principals' behaviour in schools is seen as the absence of peace. It is a state of discord caused by the actual or perceived opposition of needs, values and interests between people working together (Omisore & Abiodun, 2014). Conflict in an organization takes diverse forms such as the inevitable clash between and or among formal authorities, groups within organisation, individuals, disputes over how revenues should be distributed or shared, how the work should be done and how long and hard people should work. In secondary schools, there are, rivalries, personality clashes, jealousies, jurisdictional disagreements role definitions, favoritism among teachers, departments, and between teachers and head of departments.

Outright violence in recent years in Nigerian schools has cast a frightening chill in the heart of school administrators (Olaleye, 2007), and that appears to be the reason why teachers, parents and all education stakeholders raised high concern about various conflicts such as violence emanated from illicit drugs, gangsterism, cultism, examination malpractices. Hence, the economic downturn in Nigeria in recent time has led to poor salaries and wages for workers. Even the disparity in the incomes of teachers of the same promotional level as a result of variance in employer condition of services such as federal and state employers payment disparities and inflation has contributed teachers' dissatisfaction and subsequent agitations among Nigerian workers, most especially secondary school teachers which has often resulted in industrial disputes and conflicts in the system. This has become a major concern for school administrators in public schools. Consequently, this appears to have dampened the morale of teachers in the schools. Thus, the existence of these in secondary schools could reduce teacher satisfaction and commitment to job and also reduce effectiveness of service rendered by teachers. It was observed that the school heads are not paying serious attention to recognizing conflict and the conflicting issues. This seems to have led many teachers including others staff to negative behaviours in the schools.

The observed poor performance of secondary school students in Ekiti state is which has raised concern from various education stakeholders in the state most especially parents may not be unconnected with the deficiencies on the part of organizational behaviours obtainable in their schools. This is evidenced in the non-encouraging recent result of West Africa Examination Council (Onanolapo, 2017). With reference to the above, the dynamics of organisational behaviours are set of possessions of the work environment as perceived by individuals and which serve as a major drive inducing overall effectiveness and performance of both administrative staff and teachers including students. With this, one could describe school behaviour as attributes that could be perceived about an organization working together for the purpose of achieving the goals and objectives of the system. These attributes could lead otherwise when not adequately exemplified. In lieu of the above, it is therefore argued that the problem of this study arose from the observation that the indices of principals' behaviours such as; leadership style, motivation and conflict management that supposed to have enhanced teacher effectiveness for better students' academic performance seems not handled with all seriousness by the government and various school administrators and managers. Therefore, the poor educational outcome in term of student's poor performance in both internal and external examinations appears to be as result of ineffective disposition of conducive behaviour and lack of teachers' effectiveness in secondary schools in Ekiti State.

### *1.1. Purpose of the study*

This study investigated the principals' behaviours as they relate to teacher effectiveness in an attempt to harness the interrelatedness of this indices in achieving better teacher effectiveness in secondary schools in Ekiti State with the following specific objectives:

- The relationship between administrative leadership styles of school principals and teachers' effectiveness
- The relationship between motivation and teachers' effectiveness in secondary schools.
- The management of organizational conflicts vis-à-vis teachers' effectiveness in secondary schools.

### *1.2. Research question*

What is the level of principals' behaviours in secondary schools in Ekiti State?

### *1.3. Research hypotheses*

The following null hypotheses were generated to pilot the study:

- There is no significant relationship between principals' behaviours and teacher effectiveness in public secondary schools in Ekiti State.
- There is no significant relationship between administrative leadership style of the principal and teacher effectiveness.
- There is no significant relationship between motivation and teacher effectiveness.

- There is no significant relationship between principals' management of conflict and teacher effectiveness.

## 2. Methodology

A descriptive research of survey design was adopted for the study. The research design was descriptive because it involved collection of data for the purpose of describing the existing situation in respect to dynamics of organisational behaviours and teacher effectiveness in public secondary schools in Ekiti State, Nigeria. Survey design was adopted because the study covers a wide range of scope and selects sample to discover the relative incidents, distribution and interrelationships of the variables in order to make generalization possible. The population of the study consisted of all public secondary school teachers and students in Ekiti State. And the sample for this study consisted of 720 respondents made up of 360 teachers as well as 360 students of the selected schools using multistage sampling procedure. The first stage involved the use of simple random sampling technique to select three local government areas from each of the three senatorial districts of Ekiti State totaling nine local governments. The second stage involved the selection of four schools from each of the nine local government areas using simple random sampling technique totaling 36 secondary schools. The third stage also involved the use of simple random sampling technique to select 10 teachers and 10 students from each of the 36 selected secondary schools.

Two instruments were used to collect data for the study. The first instrument was questionnaire titled "Principal Behaviours Questionnaire" (PBQ) which was administered on teachers while the second instrument which was also questionnaire, titled "Teacher Effectiveness Questionnaire" (TEQ) was administered on students. The first instrument consists of two sections, section A and B. Section A consisted of background information of the school and the respondents. Section B consisted of items formed from the variables of the study aimed at collecting data on the indices. The PBQ contains 30 items in which it is limited to Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The second instrument (TEQ) consists of two sections, section A and B. Section A consisted of background information of the schools and the respondents. Section B consisted of questions on how to measure teacher effectiveness. The questionnaire consisted of 20 items which is limited to Highly Effective (HE), Effectivet (E), Less Effective (LE) and Not Effective (NE). The instrument was validated with the use of face and content validity to measure its degree of accuracy and the appropriateness while the reliability of the instruments was ensured using test-retest reliability method where PBQ and TEQ yielded reliability coefficients of 0.77 and 0.94 respectively. These were considered high enough for reliability. The data obtained for the study were analyzed using descriptive and inferential statistics. The descriptive statistics such as frequency counts and percentages were used to answer the research question while the inferential statistics such as Pearson Product Moment Correlation (PPMC) was used to test the hypotheses and all hypotheses formulated were tested at 0.05 level of significance.

## 3. Results

The results from the study are presented below:

### 3.1. Question 1

#### 3.1.1. What Is the Level of Principals' Behaviour in Secondary Schools in Ekiti State?

In order to answer the question, scores relating to principals' behaviour in secondary schools in Ekiti State were computed using items 1-30 of "Principal Behaviour Questionnaire (PBQ)". Respondents who scored less than 50% of the total score on principal behavior were categorized as "low" level of principal behavior while those whose scores ranged between 50-69 percent and 70 percent and above were classified into "moderate" and "high" levels of principal behavior. The result is presented in table 1 and figure 1.

Level of principals' behavior	Frequency	Percent
Low (0.00 - 49.9)	22	6.1
Moderate (50.00 - 69.99)	281	78.1
High (70.00 -100.00)	57	15.8
Total	360	100.0

Table 1: level of principals' behavior in secondary schools in Ekiti State

Table 1 presents the level of principals' behaviour in secondary schools in Ekiti State. The result shows that out of 360 respondents sampled, 22 representing 6.1 percent had low level. Those who had moderate level were 281 representing 78.1 percent while those with high level were 57 representing 15.8 percent. Therefore, the level of principals' behaviour in secondary schools in Ekiti State is moderate. Figure 1 below further graphically reveals the level of principals' behaviour in secondary schools in Ekiti State.

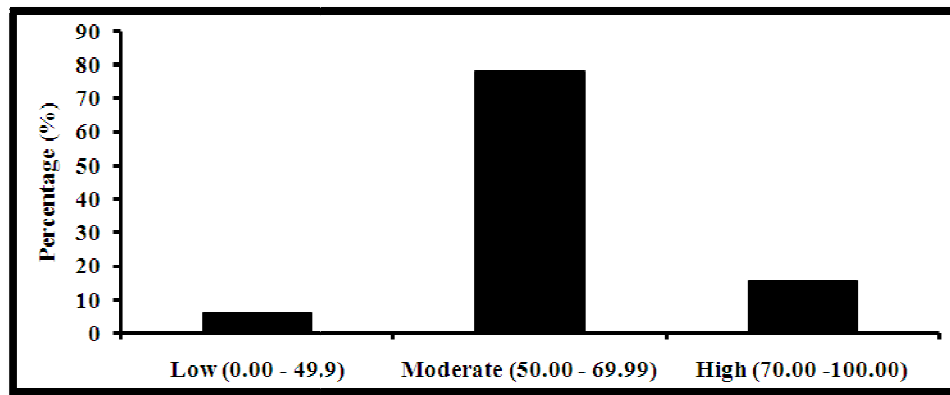


Figure 1: level of principals' behavior in secondary schools in Ekiti State

3.2. Hypothesis 1

There is no significant relationship between principals' behaviours and teacher effectiveness in public secondary schools in Ekiti State.

In order to test the hypothesis, scores relating to principal behavior and teacher's effectiveness were computed and subjected to statistical analysis involving Pearson Product Moment Correlation at 0.05 level of significance. The result is presented in table 2

Variables	N	Mean	Sd	R	P
Principal behaviour	360	56.36	17.950	0.594*	.001
Teachers' effectiveness	360	54.06	18.066		

Table 2: principal behavior and teachers' effectiveness in Public secondary schools

\*p<0.05

Table 2 shows that there is significant relationship between principals' behaviours and teacher effectiveness in public secondary schools in Ekiti State at 0.05 level of significance (r=0.594, p<0.05) the null hypothesis is rejected. The relationship between principals' behaviours and teachers' effectiveness in public secondary schools in Ekiti State is moderate and statistically significant in a positive direction which means all the principals' behaviours are predictor of teacher effectiveness in secondary schools.

3.3. Hypothesis 2

There is no significant relationship between administrative leadership style of the principal and teacher effectiveness.

In order to test the hypothesis, scores relating to administrative leadership style and teacher's effectiveness were computed and subjected to statistical analysis involving Pearson Product Moment Correlation at 0.05 level of significance. The result is presented in table 3.

Variables	N	Mean	Sd	R	P
Principal's administrative leadership style	360	11.20	2.591	0.559*	.001
Teachers' effectiveness	360	54.06	18.066		

Table 3: Administrative Leadership Style of Principal and Teachers' Effectiveness

\*P<0.05

Table 3 reveals that there is significant relationship between administrative leadership style of the principal and teacher effectiveness at 0.05 level of significance (r=0.594, p<0.05). The hypothesis is rejected. The relationship between administrative leadership style and teacher effectiveness in public secondary schools in Ekiti State is statistically significant at 0.05 level. This showed that leadership style of school principal has a great and significant influence on teacher effectiveness.

### 3.4. Hypothesis 3

There is no significant relationship between motivation and teacher effectiveness. In order to test the hypothesis, scores on motivation and teacher's effectiveness were computed and subjected to statistical analysis involving Pearson Product Moment Correlation at 0.05 level of significance. The result is presented in table 5.

Variables	N	Mean	Sd	R	P
Motivation	360	10.18	3.13	0.527*	.001
Teachers effectiveness	360	54.06	18.07		

Table 4: Motivation and Teachers' Effectiveness in Public Secondary Schools

\* $p < 0.05$

Table 4 shows there is significant relationship between motivation and teachers' effectiveness at 0.05 level of significance ( $r=0.527$ ,  $p < 0.05$ ). The hypothesis is rejected. The relationship between motivation and teachers' effectiveness in public secondary schools in Ekiti State is moderately and significantly related in positive direction which shows how important motivation is in the management of schools towards teacher's effectiveness.

### 3.5. Hypothesis 4

There is no significant relationship between principals' management of conflict and teacher effectiveness. In order to test the hypothesis, scores relating to principals' management of conflict and teacher's effectiveness were computed and subjected to statistical analysis involving Pearson Product Moment Correlation at 0.05 level of significance. The result is presented in table 5.

Variables	N	Mean	Sd	R	P
Principals' management of conflict	360	8.33	3.766	0.524*	.001
Teachers' effectiveness	360	54.06	18.07		

Table 5: Principals' Management of Conflict and Teacher's Effectiveness

\* $p < 0.05$

Table 5 reveals that there is significant relationship between principals' management of conflict and teacher effectiveness at 0.05 level of significance ( $r=0.524$ ,  $p < 0.05$ ). The hypothesis is rejected. The relationship between principals' management of conflict and teacher effectiveness in public secondary schools in Ekiti State is moderate and significant in a positive direction which means that adequate management of conflict have a significant relationship with teachers' effectiveness in secondary schools.

## 4. Discussion

The study showed that the level of principals' behaviour in secondary schools in Ekiti State was moderate. It implies that the behavioural situation such as administrative leadership style, motivation, and organizational conflict are good enough to enhance effectiveness of teachers. What can be responsible for this finding may be the fact that both government and other stakeholders are making concerted efforts to ensure that the principals' behaviour in the schools is enhanced for effective teaching and learning. The finding agrees with the submission of Robbins (2001) who found that individuals, groups and structures have impact on behaviour within organizations in order to ultimately improve an organization's productivity and staff effectiveness.

The findings showed that there was significant relationship between principals' behaviours and teacher effectiveness in public secondary schools in Ekiti State. This implies that principals' behaviour will improve or have direct positive impact on the effectiveness of teachers. What may be responsible for this finding is the fact that educational objectives may not be achievable in terms of academic performance if principals' behavior is not driven towards ensuring the effectiveness of teachers. This finding is in agreement with the study of Shani & Lau (2000) who posited that organizational behaviour ultimately aims to improve effectiveness of the system. The result showed that there was significant relationship between administrative leadership style of the principal and teacher effectiveness. This is in concord with various findings which has shown that that the way the principal relates with his or her teachers contribute immensely to their effectiveness (Ekundayo, 2010; Adeyemi, 2010 and Ijaiya, 2000). However, Akerele (2007) found no significant relationship between principals' autocratic leadership style and teachers' job performance in secondary schools. In contradiction, the findings of Omodan, Kolawole & Fakunle (2016) agree with the finding of the study that there was significant relationship between leadership styles of school management and teaching learning effectiveness of teachers.

The study equally revealed that there was significant relationship between motivation and teacher effectiveness. This by implication means that teachers' motivations must be given a needful attention. What can be responsible for this finding may be the fact that the secondary school management has realized that teachers will perform their duties effectively and efficiently if well motivated. This is in agreement with the findings of Zalwango (2014), Nadeem, Rana, Lone, Maqbool, Naz & Ali (2011) who opined that motivation of teachers has direct implication on the consequences of the performance and its satisfaction. Finally, the findings also revealed that there was significant relationship between principals' management of conflict and teacher effectiveness. This is in support of Uchendu, Anijaobi-Idem & Odigwe

(2014) who opined that conflict hampers teachers' contribution meaningfully to teaching and learning process which is central to the provision and actualization of qualitative education and goals of education as stipulated in the Nigerian national policy on education (FGN, 2013).

### 5. Conclusion and Recommendations

Based on the findings and inference from the study, it could be concluded that principals' behavior variables are dimensions of teacher's effectiveness. Therefore, the perceived ineffectiveness of teachers in discharging their professional duties may not be unconnected to some dynamics of principals' behaviour in secondary schools. In other words, certain attributes of the principals such as administrative leadership style, motivation, and management of conflict have great impact on the effectiveness of teachers in public secondary schools.

Since the findings of the study established that there is need for improvement on the prevailing organizational behavior in secondary schools for the purpose of enhancing teachers' effectiveness, the following recommendations were made that:

- School administrators should adopt multidimensional leadership styles that will accommodate situational and contingent factors for soft and democratic practices. This will instill in teachers the readiness to be actively effective in discharging their duties and thereby enhanced their overall effectiveness.
- School principals should endeavour to motivate teachers by being sensitive to their welfare through the provision of incentive needs coupled with condition of service and conducive environment in order to boost their morale and enhance effectiveness on the job.
- School administrators should devise effective and appropriate conflict resolution strategies within their capacity to enhance harmonious working relationship which will subsequently promote teachers' effectiveness.

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