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The Effects of Head Teachers' Leadership Styles on Nursery School Teachers' Performance in Buea Municipality of the South West Region of Cameroon

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Abstract

This study investigated the effects of head teachers' leadership styles on teachers' performance in nursery schools in Buea Municipality, South West Region of Cameroon. The purpose was to examine how different leadership styles adopted by head teachers influence teacher's motivation, job satisfaction. Lesson delivery, classroom management and overall pupil outcomes in nursery school. The objectives of the study were: (1) To examine the effect of transformational leadership on teacher performance in nursery schools in Buea municipality (2) To establish the effect of democratic leadership on teacher performance in nursery schools in Buea municipality (3) To establish the effect of laissez-faire leadership style on teacher performance in nursery schools and (4) To examine the effect of autocratic leadership on teacher performance in nursery schools in Buea municipality. A Sequential Explanatory research design was adopted for the study. A sample of 13 head teachers and 100 nursery school teachers was selected using purposive and simple random sampling

techniques. Data was collected using structured questionnaire for teachers and interview guide for 13 head teachers using likert scale type. The validity of the questionnaire was assured using the content validity index while the reliability of the instrument was ascertained using the Cronbach's Alpha Coefficient reliability test. The data were analyzed using descriptive statistics, frequencies, percentages and Pearson Product Moment Correlation. The findings revealed that democratic and transformational leadership styles had a positive and significant effect on nursery school teachers' performance, while autocratic and laissez-faire styles had a negative effect. The study concluded that the leadership style of the head teacher plays a crucial role in determining the performance of nursery school teachers. It is therefore recommended that head teachers should adopt a transformative and democratic leadership styles, and that the Ministry of Basic Education should organize regular leadership training for head teachers to improve school management and teacher performance.

Keywords: Leadership Styles, Head Teacher, Teachers' Performance, Nursery School Democratic Leadership Style, Autocratic Leadership, Laissez-Faire Leadership, Transformational Leadership, Buea Municipality

1. Introduction

Education at the nursery level forms the foundation of a child's academic and social development. At this stage, teachers play a critical role in shaping learners' cognitive, emotional, and physical growth. The effectiveness of nursery school teachers is therefore essential for achieving quality early childhood education.

One major factor that influence teacher performance is school leadership. The head teacher, as the instructional leader and administrator of the school, sets the tone for the school climate, motivates staff, and ensures the smooth running of academic activities. According to Yukl, leadership style refers to the pattern of behavior a leader exhibits in directing, motivating, and managing a group of people. Common leadership styles include democratic, autocratic, transformational and laissez-faire (2006).

In Cameroon, the Ministry of Basic Education expects head teachers to provide pedagogic supervision, create a conducive learning environment, and improve teacher productivity. However, reports from some nursery schools in Buea Municipality indicate cases of low teacher morale, poor lesson delivery, irregular attendance, and low pupil performance. This raises concerns about whether the leadership styles adopted by head teachers are contributing to these outcomes.

1.1 Background to the Study

Historically, the term leadership styles appeared in Machiavelli's book entitled 'The Prince' written in the 16th Century where he used famous terminologies like 'princes' or tyrants. From the 19th century too, the elaboration of anarchist thought called the whole concept of leadership into question. One response to this denial of elitism came with Leninism- Lenin (1870-1924) demanded an élite group of disciplined cadres to act as the vanguard of a socialist revolution, bringing into existence the dictatorship of the proletariat. A number of works in the 19th century when the traditional authority of monarchs, lords and bishops had begun to explore the traits or characteristics of leaders noted especially the writings of Thomas Carlyle and of Francis Galton, in regard to leadership qualities. In *Heroes and Hero Worship* (1841), Carlyle identified the talents, skills, and physical characteristics of men who rose to power.

Galton's *Hereditary Genius* (1869) examined leadership qualities in the families of powerful men. After showing that the numbers of eminent relatives dropped off when his focus moved from first-degree to second-degree relatives, Galton concluded that leadership was inherited. In other words, leaders were born, not developed. Both of these notable works lent great initial support for the notion that leadership is rooted in characteristics of a leader.

Cecil Rhodes (1853–1902) believed that public-spirited leadership could be nurtured by identifying young people with "moral force of character and instincts to lead", and educating them in contexts (such as the collegiate environment of the University of Oxford) which further developed such characteristics. International networks of such leaders could help to promote international understanding and help "render war impossible". This vision of leadership underlay the creation of the Rhodes Scholarships, which have helped to shape notions of leadership since their creation in 1903.

In the late 1940s and early 1950s, Stogdill and Mann found that while some traits were common across a number of studies, the overall evidence suggested that people who are leaders in one situation may not necessarily be leaders in other situations; Bird, 1940, and Stogdill, 1948; Subsequently, leadership was no longer characterized as an enduring individual trait, as situational approaches posited that individuals can be effective in certain situations, but not others. The focus then shifted away from traits of leaders to an investigation of the leader behaviors that were effective. This approach dominated much of the leadership theory and research for the next few decades.

Initially, during the colonial era, head teachers were primarily seen as administrators enforcing curriculum mandates set forth by colonial powers. Their focus was largely on compliance and discipline rather than on fostering an environment conducive to academic achievement. According to Smith (2018), this limited view of leadership contributed to a rigid educational structure that often neglected the diverse needs of pupils.

After independence in various nations, including those in Africa and Asia, educational philosophies shifted towards inclusivity and local relevance. The role of head teachers expanded to encompass not only administrative duties but also instructional leadership and community engagement this transition was aimed at improving educational quality and outcomes. For instance, in Cameroon, the post-independence era saw a push for local governance in

schools, which required head teachers to take on more comprehensive roles in shaping the educational experience of their pupils (Miese, 2015).

The late 20th century marked a significant shift with the introduction of educational reforms aimed at enhancing the quality of primary education. Initiatives such as the "School for All" movement emphasized the importance of inclusive education, requiring head teachers to adapt their leadership styles to cater to diverse learning needs. Akiyode (2021) highlights that effective head teachers were those who could create collaborative environments, positively impacting students' academic achievements. Despite advances in educational leadership, the early 2000s brought new challenges economic downturns and political instability in many regions led to budget cuts and resource shortages in schools. Head teachers found themselves grappling with the effects of these constraints, often having to stretch limited resources to meet educational demands (Nkengafac & Ndong, 2020). Consequently, the performance of teachers suffered, reflecting the critical link between head teacher support and teachers' performance. In response to the challenges of the 2000s, several governments recognized the need to prioritize educational leadership. Training programs aimed at enhancing the skills of head teachers were implemented, focusing on instructional leadership, management, and community involvement.

By the 2010s, the role of head teachers was further redefined, as global educational frameworks such as the Sustainable Development Goals (SDGs) emphasized quality education as a fundamental right. Head teachers were increasingly seen as key players in driving educational change and improving pupil outcomes. Research indicated that schools with strong leadership exhibited higher teachers' engagement (UNESCO, 2020). However, the evolving role of head teachers also brought about new expectations and pressures. In many contexts, they were required to balance administrative duties with pedagogical leadership, often without adequate support or resources. This duality created challenges in fulfilling their roles effectively, impacting their ability to influence pupils' academic achievements (NIS, 2023).

Conceptually Bush (2018) defines educational leadership as the process of influencing teachers and other stakeholders to achieve educational goals through direction, motivation, and the creation of supportive learning environments. The style of leadership adopted by a head teacher, therefore, becomes a crucial factor influencing teacher attitudes, instructional practices, and overall school effectiveness. Eshbach and Henderson (2010) states that the success of a school is largely dependent upon the leadership style which may help to develop a positive school climate where teacher can effectively discharge their duty, Therefore leadership style which is the manner and approach of providing direction, implementing plans and motivating people is considered an important aspect if teachers performance is to be enhance.

Leadership remains a critical determinant of organizational success, and within the educational sector, it plays an indispensable role in shaping institutional performance and learning outcomes. In the context of nursery education, where teachers serve as the foundation of children's intellectual and social development, effective leadership is essential to ensure quality teaching and learning. Northouse (2021) and Yukl (2013) affirm that leadership effectiveness depends on the leader's ability to inspire, guide, and adapt to

situational demands.

Mullins (2006) brings out three basic leadership styles which are autocratic, laissez-fair and democratic. The main difference among these styles is where the decision-making function rests. The Autocratic leadership style is where the focus of power is within the group more than move towards the manager. The manager alone exercises decision-making and authority for determining policy, procedures for achieving goals, work tasks and relationships, control of rewards or punishment. Democratic leadership style is where the focus of power is more within the team or group as a whole and there is greater interaction within the group. Here, the leadership functions are shared with members of the group and the leader or manager is more part of a team. The group members have a greater say in decision-making, determination of policy, implementation of systems and procedures. A Laissez-faire leadership style is where the manager observes the members of the group working well on their own. The manager consciously makes decisions to pass the focus of power to members, to allow them freedom of action to do as they think best; and not to interfere but is readily available if help is needed.

On the other hand, Obilade (1999) defines teachers' performances as the duties performed by a teacher at a particular period in the school system in achieving educational goals. Whereas, (Akinyemi 1993; Okeniyi, 1995) defined it as the ability to combine relevant inputs for the enhancement of teaching and learning processes. Meindl (2009) argued that school it is determined by the worker's level of participation in the day to day running of the organization. Adepoju (1999) asserts that, variables of teachers performance such as effective teaching, lesson note preparation, effective use of scheme of work, effective supervision, monitoring of pupils work and disciplinary ability are virtues which teachers should uphold effectively in the school system. In this regard, the teachers performance could be measured through annual report of his/her activities in terms of performance in teaching, lesson preparation, and lesson presentation, mastery of subject matter, competence, teachers commitment to job and extra-curricular activities (Ekamwa, 2009).

Theoretically, according to Maslow theory of Hierarchy of Needs, highly motivated and satisfied teachers can create a good social, psychological and physical climate in the classroom. Exemplary teachers appear able to integrate professional knowledge (being approachable, happy and punctual), and intrapersonal knowledge when he or she is satisfied with the job. Addressing basic physiological needs is still a key concern in today's classroom. Lack of proper nutrition, personal hygiene and even sleep affect many of today's staff efficiency.

According to the Transformational Theory by Burns (1978) transformational leaders form a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents. In addition, the transformational leader articulates the vision in a clear and appealing manner, explains how to attain the vision, acts confidently and optimistically, expresses confidence in his followers, emphasizes values with symbolic actions, leads by example, and empowers followers to achieve the vision.

Contextually, in the Cameroonian context, the Ministry of Basic Education (MINEDUB, 2019) recognizes early childhood education as a cornerstone for achieving national

educational goals and Vision 2035. However, disparities in the quality of leadership among head teachers have contributed to variations in teacher performance, particularly within nursery schools. Studies by Fonyuy (2021) and Njeuma (2021) indicate that while some head teachers in Cameroon adopt participatory and motivational leadership approaches that enhance teacher performance, others rely heavily on rigid, top-down administrative models that stifle teacher creativity and innovation.

According to Shum & Cheng (1997) Article 37 of the April 1998 Laws on education in Cameroon, the head teacher is the principal guarantor of the quality of education. As such, he is entitled, within the limits of available means, to adequate living conditions, as well as to appropriate initial and continuing training. According to the same law, the State shall ensure the protection of the head teacher and guarantee his/her dignity in the performance of his duties. Article 38 of this same 1998 law stipulates that the teacher shall enjoy, within the framework of academic franchises and in the performance of his duties, complete freedom of thought and expression, with strict respect for the freedom of conscience and opinion of pupils and teachers.

Lambert (2001) posited that a good school requires effective leadership whereby school head teachers are able to handle both external operations as well as the school environment interaction (i.e., they are a critical factor in determining successful implementation of a school base). In support of this understanding, the Commonwealth Secretariat (1996) comments that one of the key factors influencing school effectiveness and teacher's efficiency is the nature and quality of the leadership style and management provided by each school. Basic Education in Cameroon is led by the head master for the English sub-system of education and the 'director' for the French sub-system. These leaders have as subordinates, who support them in the school administration (Tanyi, 2001).

Given the growing demand for quality nursery education in Cameroon, the role of head teachers has become increasingly complex and multifaceted. They are not only administrative managers but also instructional leaders and mentors responsible for fostering an environment conducive to professional growth. The effectiveness of their leadership—whether democratic, transformational, autocratic, or laissez-faire—has profound implications for teacher motivation, classroom organization, instructional delivery, and collegial relationships. Therefore, this study entails to examine how leadership styles influence teacher performance in nursery schools in Buea Municipality is both timely and necessary for advancing educational quality and equity.

1.2 Statement of the Problem

Despite the importance of effective leadership in schools, many nursery schools in Buea Municipality continue to experience challenges related to teacher performance. Some head teachers use authoritarian approaches that create fear and reduce teacher creativity, while others practice a laissez-faire style that leads to indiscipline and lack of accountability. Conversely, some schools with participatory and supportive head teachers report higher teacher commitment and better pupil outcomes. There is, however, limited empirical evidence on how these different leadership styles specifically affect nursery school teachers' performance in Buea Municipality. It is against this

background that this study seeks to investigate the effects of head teachers' leadership styles on nursery school teachers' performance.

1.3 Research Objectives

The research objectives are structured into general and specific objectives.

1.3.1 General Research Objective

The general objective is to investigate the effects of head teachers Leadership styles on nursery schools Teacher's performance in Buea Municipality.

1.3.2 Specific Objectives

1. To establish the effect of democratic leadership style on nursery schools teachers performance.
2. To determine the impact of autocratic leadership style on nursery schools teachers performance.
3. To evaluate the effect of laissez-faire leadership style on nursery schools teachers performance.
4. To examine the effect of transformational leadership style on nursery schools teachers performance.

1.4 Research Questions

The research questions are structured into general and specific research questions.

1.4.1 General Research Question

What is the effect of head teachers Leadership styles on nursery school teachers' performance in Buea Municipality?

1.4.2 Specific Research Questions

1. How does democratic leadership style influence nursery school teachers' performance?
2. How does autocratic leadership style affect nursery school teachers' performance?
3. What is the effect of laissez-faire leadership style on nursery school teachers' performance?
4. What is the effect of transformational leadership style on nursery school teachers' performance?

1.5 Research Hypotheses

1.5.1 General Research Hypothesis

H₀₁: Head teachers' leadership style has no significant effect on nursery school teachers' performance in Buea Municipality.

H_{a1}: Head teachers' leadership style has significant effect on nursery school teachers' performance in Buea Municipality.

1.5.2 Specific Research Hypotheses

H₀₁: Democratic leadership style has no significant effect on nursery school teachers' performance.

H_{a1}: Democratic leadership style has significant effect on nursery school teachers' performance.

H₀₂: Autocratic leadership style has no significant effect on nursery school teachers' performance.

H_{a2}: Autocratic leadership style has significant effect on nursery school teachers' performance.

H₀₃: Laissez-faire leadership style has no significant effect on nursery school teachers' performance.

H_{a3}: Laissez-faire leadership style has significant effect on nursery school teachers' performance.

H₀₄: Transformational leadership style has no significant effect on nursery school teachers' performance.

H_{a4}: Transformational leadership style has significant effect on nursery school teachers' performance.

1.6 Justification of the Study

The justification of this study was based on theoretical, practical and policy reasons as follows:

Theoretically, Leadership is widely recognized in educational management literature as a key determinant of organizational performance. Theories such as Path-Goal theory, Transformational Leadership theory, and Fiedler's Contingency Theory all emphasize that a leader's behaviour directly influences subordinate's motivation and productivity. However, most of these studies have been done in primary, secondary, and university contexts, with very limited research focusing on nursery/early childhood schools in Cameroon context. This study will therefore fill the gap in literature by providing empirical evidence on how head teachers' leadership styles affect nursery school teachers specifically.

Practically, Reports from some nursery schools in Buea Municipality show issues like irregular lesson preparation, poor classroom management, low teacher morale, and poor pupil outcomes. Understanding the role of head teacher leadership can help address these problems. Secondly, nursery teaching is demanding but often poorly recognized. The way a head teacher leads can either motivate teachers or lead to frustration and high turnover. This study will help identify leadership practices that keep teachers committed. Thirdly, for nursery schools to meet the goals of the Ministry of Basic Education in Early Childhood Education, teachers must perform optimally. The head teacher is the closest supervisor, so improving their leadership can directly improve classroom practices.

Policy Wise, the Cameroon National Education Law of 1998 and the Ministry of Basic Education guidelines emphasize quality education and effective school management from the nursery level. Yet, many head teachers are appointed based on seniority with little or no training in leadership. Findings from this study will therefore provide data that the Ministry of Basic Education and Teachers' Training Colleges can use to design leadership training and workshops for head teachers. It will also help school proprietors and PTA bodies in Buea Municipality to select and support head teachers with the right leadership qualities.

Socially, Nursery education is the foundation of child's learning. If teachers perform poorly due to poor leadership, it affects the entire education system. Improving head teachers leadership will therefore contribute to better learning outcomes, discipline, and child development in Buea Municipality.

1.7 Significance of the Study

This study will be significant to teachers, pupils, researchers, parents and the government.

To head teachers

This study will provide head teachers with evidence-based insights into effective leadership strategies that directly influence pupils academic achievements. By understanding the specific roles they play in shaping teaching practices and fostering a positive school environment, head teachers can refine their leadership approaches. This can empower them to implement targeted interventions that promote collaboration among teachers, enhance instructional quality, and ultimately improve student outcomes. The findings can

serve as a guide for head teachers to adopt best practices that are contextually relevant enhancing their effectiveness as educational leaders.

Also, the research will highlight the critical skills and competencies required for head teachers to effectively influence academic performance. By identifying successful leadership traits and practices, the study can inform the design of professional development programs tailored to the needs of head teachers in the region. Such training initiatives can equip head teachers with the necessary tools to better support their staff and students, fostering a culture of continuous improvement within their schools. This focus on professional growth not only benefits head teachers but also contributes to a more robust educational framework that enhances overall student learning experiences.

This study will illuminate the ways in which head teachers can influence and support teachers in their instructional practices. By understanding the head teachers' roles in fostering a collaborative and supportive environment, teachers can better appreciate the importance of leadership in enhancing their own teaching strategies.

To Teachers

The findings may encourage teachers to engage more actively with their head teachers, leading to improved communication and collaboration, which can ultimately enhance the quality of instruction delivered in the classroom and positively impact student learning outcomes.

The research will highlight the significance of professional development initiatives facilitated by head teachers. As the study identifies effective leadership practices that contribute to academic success, it can inform teachers about the types of training and support they can expect from their head teachers. This understanding can motivate teachers to participate in professional development opportunities, knowing that these initiatives are designed to enhance their skills and effectiveness in the classroom. Consequently, this alignment between head teacher support and teacher professional growth can lead to a more skilled teaching workforce, fostering a culture of continuous improvement that benefits students' academic achievements.

This study will underscore the critical role head teachers play in creating a conducive learning environment, which directly affects pupils' academic achievements. By emphasizing effective leadership practices, the research can lead to improvements in school culture, resource allocation, and overall support for students. As head teachers adopt strategies that foster a more inclusive and motivating atmosphere, pupils are likely to experience increased engagement, better emotional support, and enhanced learning opportunities, all of which contribute to improved academic performance.

To Pupils

Also, the study will highlight the direct link between head teachers' roles and pupils' academic achievements, the study can lead to targeted interventions that prioritize student success. As schools implement the findings to optimize head teachers' leadership practices, pupils may benefit from more effective teaching methods, personalized learning

experiences, and increased support services. This focus on enhancing educational quality can result in higher academic standards, better examination results, and a greater overall learning experience for pupils, ultimately equipping them with the skills and knowledge necessary for future success.

This study will provide valuable insights into the critical role that head teachers play in influencing pupils' academic achievements, which can inform the development of targeted educational policies. By understanding the specific leadership practices that contribute to student success, policymakers can design initiatives that support effective school leadership. This may include creating frameworks for head teacher training, resource allocation, and performance evaluation. Ultimately, informed policies that prioritize strong leadership in schools can enhance the overall quality of education, leading to improved academic outcomes.

To researchers

This study is also significant as it bridges the gap between theory and practice by bringing major theoretical approaches to understanding head teachers' roles and nursery school teachers performance.

Lastly, this study may help other researchers in this area of studies in identifying areas that require further research so as to fill information gap as well as add to the pool of existing knowledge.

To the Government

This study will provide valuable insights into the critical role that head teachers play in influencing pupils' academic achievements, which can inform the development of targeted educational policies. By understanding the specific leadership practices that contribute to student success, policymakers can design initiatives that support effective school leadership. This may include creating frameworks for head teacher training, resource allocation, and performance evaluation. Ultimately, informed policies that prioritize strong leadership in schools can enhance the overall quality of education, leading to improved academic outcomes.

Lastly, this study may help other researchers in this area of studies in identifying areas that require further research so as to fill information gap as well as add to the pool of existing knowledge.

1.8 Scope of the Study

Geographically, this study is limited to nursery primary schools in Buea municipality, South West Region Cameroon. Content wise, dependent variable is teachers' performance while the independent variable involves, leadership styles with indicators as; democratic leadership style, autocratic, laissez-faire leadership and transformational leadership style.

Theoretically, this study will be delimited to three theories: Transformational Theory by Burns (1978), Maslow theory of hierarchy of Needs (1943) and Frederick Herzberg- Two factor theory.

Methodologically, the mixed research method will be used specifically, the exploratory research design. The instruments for data collection will be a Questionnaire and a semi-structured interview guide. The qualitative and

quantitative methods will be used in analyzing the data for the study. The hypotheses of study will be tested using the correlation test.

1.9 Operational Definition of Key Terms

Leadership Style

Leadership style is the patterns of behaviors, which a leaders (principals) adopts to influence the behaviors of their teachers (Northouse, 2021). It refers to the mannerism at which the school administrators or leaders manage relationships with subordinates, teachers (Dasho, 2012). Adeyemi (2006) ^[3] viewed leadership as a process through which persons or group influence on the attainment of goals. Omolayo (2000) in his own view describe leadership as the ability to get things done with the assistance and corporation of other people within the school system. According to this study it means the manner in which a head teacher guides, motivates, and manages teachers.

Teachers' Performance

The effectiveness of teachers in instructional delivery, classroom management, and professional conduct (Mbua, 2022). According to Lim (2013) it has to do with the extent to which the teacher has the capacity to affect learners' performance in school. Obilade (1999) defines it as the duties performed by a teacher at a particular period in the school system in achieving educational goals. Meindl (2009) argued that teachers' performance is determined by the worker's level of participation in the day to day running of the organization. In this study, it is seen as efficient when teacher always comes to her class (and leave) on time, with well-prepared lesson plan, instructional materials, engaged time on task, and everything is organized regardless of output or result produced in the teaching-learning process.

Nursery school

It is a childhood education program for children aged 2-5years that prepares them for formal schooling by focusing on play-based learning and the development of social, cognitive and physical skills. It provides a structured yet nurturing environment where children learn through activities like storytelling, singing and games, fostering important life skills, communication and independence before they enter primary schools (Kliur, 2012).

Democratic Leadership

Leadership involving teacher participation in decision-making (Lewin, 2012). It is a style that leaders regularly communicate with teaching staff (Glaim, 2013). It is a type of leadership style in which members of the group take a more participative role in the decision-making process. In this style of leadership, a high degree of staff morale is always enhanced (Mba, 2004). It refers to a situation where there is equal work among leaders and followers (Golfman). In this study, it is a leadership style where the head teacher communicates with the teachers in decision making.

Transformational Leadership

Leadership that inspires teachers through vision and motivation (Bass & Riggio, 2019). It is a style where leaders inspire and motivate their teams to achieve extraordinary outcomes and make positive, meaningful change within themselves and the organization (Luis, 2014). Transformational leaders are described as holding positive

expectations for followers and believing that they can do their best (Losar, 2013). Transformational leaders also care about their followers' needs and development (Operay, 2014). In this study, head teachers act as role models and build a sense of purpose by engaging with teachers on a deeper, more intrinsic.

Autocratic Leadership

Leadership with centralized control and limited autonomy (Okeke & Mtyuda, 2017). This leadership style is marked with the leader having complete authority and the followers obeying the instructions of the leader without questioning and without receiving an explanation or rationale for such instructions (Kluit, 2017). It is a leadership style where the leader insists things done his own way without the goal of the organization (Diase, 2013). Autocratic leadership refers to a system that gives full empowerment to the leader with minimal participation from the followers (Yukl (1994). In this study, it is a style that leaders communicate irregularly to teaching staff with limited involvement in decision-making and less delegation.

Laissez-faire Leadership

Leadership with minimal supervision and extensive autonomy (Skogstad, 2015). Laissez-faire leadership style allows complete freedom to group decision without the leader participation (Hluai, 2016). Here the leader waives responsibility and allows subordinates to work as they choose with minimum interference (MacDonald, 2007). Eagly (2003) believes laissez fare leadership style is one which manager provides little or no direction and gives employees as much freedom as possible. In this study, it is a style that leaders allow staff to teach with freedom in decision-making and supervision.

Head teacher

University of Leicester (1994), defines a head teacher as an individual who supervises the school activities and occupies the position of the school leader and he/she is perceived as the significant figure in initiating and realizing of the innovations that take place in the schools. This definition is applicable in this study.

2. Review of Related Literature

2.1 Introduction

This chapter is concerned with the review of related literature which guided the study. The issues reviewed are divided into three sections. Section one deals with the conceptual review, which highlights issues related to the independent variables and dependent variables. Section two embodies major theories that provide perspectives related to the study. The third section critically reviews empirical works which enable an in-depth understanding of the objectives of the study. It reviews literature by objectives.

2.2 Conceptual Review

The conceptual section reviews the different concepts used in this work and how they are related to this study and this includes; concept of leadership, leadership styles, and teachers' performance.

2.2.1 Concept of Teachers' Performance

Obilade (1999) defines it as the duties performed by a teacher at a particular period in the school system in achieving educational goals Whereas, (Akinyemi 1993;

Okeniyi, 1995) defined it as the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes. However, Meindl (2009) argued that teachers' performance is synonymous to efficiency which is determined by the worker's level of participation in the day to day running of the organization. Supporting this argument (Adepoju, 1999) asserted that, variables of teachers performance such as effective teaching, lesson note preparation, effective use of scheme of work, effective supervision, monitoring of students work and disciplinary ability are virtues which teachers should uphold effectively in the school system. In this regard, the teacher's efficiency could be measured through annual report of his/her activities in terms of performance in teaching, lesson preparation, and lesson presentation, mastery of subject matter, competence, teachers' commitment to job and extra-curricular activities (Ekamwa, 2009).

Hayward (2005, pp. 25-30) defines the term "performance" as the product of both ability and motivation. He agrees with the notion that performance is ultimately an individual phenomenon with environmental factors influencing performance primarily through their effect on the individual determinants of performance. This supported by Ricketts (2009), who stated that human characteristics impacting on performance can be grouped into four categories, namely, personality, values, abilities and skills, which are explained below.

Personality: Refers to a constant set of psychological characteristics that may change gradually over time.

Values: Life-long preferences that are inherited earlier in life and are considered worthwhile, desirable, and right or wrong, can play a key role to make decisions and solve problems.

Abilities and skills: According to Ricketts (2009, p. 4), a leader that has certain talents, such as abilities or skills, can perform different tasks or jobs. Abilities are natural, and skills are acquired. This means that a leader can have a natural and stable ability to do something, while his/her skill can be acquired or changed through training and experience. Furthermore, this shows that a leader can be recruited with specific abilities, but later he/she exhibits the desired skills through training as stated by (Ricketts, 2009).

Other areas of teachers' efficiency include effective leadership, supervision of students work; motivation, class control and discipline of the students are the virtues that teachers should uphold effectively in general secondary schools. The assessment of efficiency is based on several criteria: consistency, quantity, timeliness, productivity and interpersonal interaction (Bernardin & Russel, 1993). While this is the case (Mathis & Jackson, 2002), there are many elements to teachers' efficiency, including; quantity, consistency, precision, engagement, co-operation and loyalties. Robbins (2006) notes that, there are six metrics of teachers' efficiency, namely; the quality of work is assessed by teachers perceived work quality and the perfection of work on their skills and abilities. Quantity is the sum generated in terms of the number of units, the number of completed operation cycles, timeliness: the activity level at the beginning of the given period, seen from the point where the outcomes are coordinated, and time allowed for other acts is maximized (Ankowah, 2009).

According to Swanson and Holton (2014) teachers' performance is seen in terms of whether the task and the goals are compatible with the institution's mission, whether

they face job challenges and achieve results, whether employees are mental, physical, emotional and motivated, competent and experienced Performance can be measured by (1) work quantity, (2) quality of work, (3) cooperation, (4) knowledge of work, (5) work independence, (6) attendance and timeliness, (7) knowledge of policies and objectives of organization, (8) healthy initiatives and ideas, (9) supervisory skills and techniques (Keban, 2004). To measure performance individually, McKenna and Beech (1995) have several indicators, indicators of performance that are often used to assess individual employee performance according to McKenna and Beech are Knowledge, abilities and skills at work/competence, work attitudes, expressed as enthusiasm, commitment and motivation. Interaction, for example communication skills and the ability to relate to other people in a team.

2.2.2 Concept of Leadership

Bass (1990) states that, the appearance of the word "leader" in the English language goes as far back as the year 1300, and the word "leadership" did not appear until the first half of the 19th century. Furthermore, he claims that it did not reveal itself in the most other modern languages until recent times. In fact, leadership has been a complex phenomenon about which many theories have been developed. There are numerous definitions about what it is and under what conditions it reveals itself. Tead (1999) describes leadership an "activity of influencing people to cooperate towards the same goal which they come to find desirable" as it can be understood from that statement it necessitates an interaction between the two constituents: those who lead and those who follow. Leaders cannot exist without followers and vice versa (Slater, 2009).

Leadership, according to Levine and Crom (1994), is about listening to people, supporting and encouraging them and involving them in the decision-making and problem-solving processing. It is about building teams and developing their ability to make skillful decisions. Leadership refers to the manner by which principal exerts influence over his/her followers and motivates, inspires and directs their activities to achieve group or institutional goals. For the purpose of this study, leadership is the process of persuading others either individually or collectively so as to achieve the set organizational goals.

Adeyemi (2006)^[3] viewed leadership as a process through which persons or group influence on the attainment of goals. Boss (1990) described leadership as one of the world oldest preoccupation, In support of the above Burns (2003) states that, leadership is not only a descriptive terms but a prescriptive one embracing a moral, even passionate dimension. Omolayo (2000) in his own view describe leadership as the ability to get things done with the assistance and corporation of other people within the school system. Every leader in every organization performs certain roles/tasks for the smooth running of the organization and improvement of organizational performance. As a result, Ezeuwa (2005) sees it as the act of influencing people so that they strive willingly and enthusiastically towards the accomplishment of goals. In the same manner, Ukeje (1999) observes that, leadership means influencing people to work willingly with zeal towards the achievement of the corporate goals. A leader cannot work alone; he must have people to influence, direct, carry along, sensitize and mobilize towards the achievement of the corporate goal. The manner that leader performs these roles and directs the affairs of the

organization is referred to as his/her leadership style.

Armstrong (2004) ^[7] defines leadership as influence, power and the legitimate authority acquired by a leader to be able to effectively transform the organization through the direction of the human resources that are the most important organizational asset, leading to the achievement of desired purpose. Moreover, Cole (2002) defines leadership as inspiring people to perform. Even if an institution has all the financial resources to excel, it may fail dismally if the leadership does not motivate others to accomplish their tasks effectively. The quality of the school in any given nation is affected by how the internal processes work to constantly improve its performance thus head teachers are faced with the task of increasing student achievement while maintaining order through acceptable student behavior which may require changing school performance (Tableman, 2004). According to the Oxford Dictionary (2006) to lead means: “to cause to go with one, especially by guiding or showing the way, or by going in front and taking a person’s hand, to guide by persuasion or example”. However, for the purposes of this study, “leadership” will refer to a process of inspiring individuals to give off their best in the pursuit of desired results (Armstrong, 2001). Leadership focuses on getting people to move in the right direction, gaining their commitment and motivating them to achieve their goals.

Leadership is a process whereby interpersonal influence is exerted by one person over others in order to guide structure and facilitate organization activities and relationship (Yukl, 2002). Leadership involves interpersonal influence exercised on others through communication process towards the attainment of certain goals (Akerlele, 2007). Armstrong (2004) ^[7] argues that leadership focuses on getting people to move in the right direction, gaining their commitment and motivating them to achieve their goals. School leaders (i.e., head teachers and school board) are therefore supposed to possess ability of influencing teachers, parents and other stakeholders of education to make sure that their schools are successfully attaining its intended objectives by making sure that teachers perform well their responsibilities and learners perform well in their academics as anticipated.

Leadership involves the process of getting employees in an organization to work effectively towards the achievement or attainment of organizational goal. It is the activities of influencing, motivating and directing people in an organization to work according to expectation or beyond so as to realize organizational set goals. Therefore, in doing so leaders have to make use of one or a combination of styles and these styles are known as leadership styles. Jovindan and House (2001) describe leadership as the capability of person to influence other people to work towards the effectiveness of the organization. Cuban (1999) asserted that the influence is done for a specific purpose; by motivating and inspiring others to achieve organizational goals and objectives.

Nanjundeswaras & Swamy (2014) discuss that the influence exercised by leader who is effective, is in a manner which is desirable in achieving goals. Therefore, different styles of leadership do affect the effectiveness of an organization. Adeyemi (2003) described leadership as the activities where one person (the leader) influences other people towards achievement of goals. It is a process of influencing group of people towards achieving a common goal. Kiboss (2014) defined leadership as the ability to have work done with

assistance of other people within the same organization, institution or a system. Therefore, leadership is an activity by which the leader leads others by influence and inspiration as well as motivation in other to have things done according to the set guidelines and as such enables goals achievement of the organization.

Leadership has evolved over time and has taken different forms over the years, from the traditional approach to the modern perspective. Trait, behavioral and situational styles have been categorized under the traditional leadership approach, while transformational and charismatic approaches are under the new perspective (Hoy & Miskel, 2013). Leadership is a daunting concept. The concept ‘leadership’ has many definitions, but there is no universally accepted definition (Yukl, 2006). However, there are three common definitions: Firstly, leadership is based on organizational improvement (Leithwood & Jantzi, 2006; Marzano, Walters & McNulty, 2005); secondly, leaders are within a particular organization to improve the organization; and thirdly, leadership is about setting a direction (Jacobs & Jaques, 1990). Similarly, it can be defined as a process of directing, organizing and weaving relationships (Kotter, 1990). It involves a number of followers’ interactions in different types of organizations and environments.

2.2.2.1 Leadership styles

According to Sergon (2005), leadership style is the manner and approach of providing direction, implementing plans and motivating people. As seen by the employees, it includes the total pattern of explicit and implicit actions performed by their leader. Mirkamal, (2005) identified different styles of leadership; autocratic, democratic and laissez-faire. Fan (2009) reveals that achievements in schools are dependent on four identifiable leadership styles namely; autocratic, democratic, transformational and laissez-faire.

Leadership style however refers to the pattern or the collection of leadership behavior that characterize a given leader. Leadership style represents a range of behavior of a leader, a leader adopt a particular leadership style in order to succeed. It’s also involves those variables that a leader will do in an organization such as planning, structuring of tasks, controlling and his relationship with staff under his jurisdiction. Leadership is the key to progress and survival of any organization. Ezenwa (2005) see it as an act of influencing people so that they strive willingly and enthusiastically towards the accomplishment of goals and objectives. In the same vein ukeje (1999) observe that leadership means influencing people to work willingly with the zeal towards the achievement of the cooperate goals. A leader cannot work alone he must have people to influence, direct, carry alone towards the achievement of the organizational goals. Kayoed Ajayi (1991) summarized leadership style as follows;

Autocratic-self-defense, is a leader who insists things done his own way without the goal of the organization or without recourse to the organization pattern laid down. Autocratic-nomothetic style is a leaders who stress the attainment of goal of the organization to the neglect or the expense of the individual needs of the members of the group.

Democratic-nomothetic style, stress the organizational goal more and accept the views of staff, makes the best of them for organizational goal more and accept the views of staff. Democratic-idiographic style is the type of leader that emphasis individual needs of the group. While meeting few

organizational demands. A leadership in this category seeks personal relationship with his staff and is very concern with their convenience and general well-being to the detrimental of the goal of the organization. Democratic transactional styles, emphasis on both organizational and individual needs of his staff; in this situation the system maintain a dynamic equilibrium and momentum (Dasnk, 2001).

Laissez-fair style: is a leader that has no clear goal and also give no professional leadership to his group, he has no pattern of working, supervising and initiating notions. Laissez faire leadership refers to the type that allow free contribution of ideas and opinions without interference by the leader. Obi (2003) argues that such style pre dispose to unproductive activities very often and could be detrimental to school welfare.

Chandan (1999) defines leadership style as the ingredient of personality embodied in leaders that causes subordinates to follow them. Okumbe (1998) on the other hand defines leadership styles as particular behaviors applied by a leader to motivate subordinates to achieve the objectives of the organization. The school principal is in a unique position as the manager or administrator who controls schools resources for the purpose of achievements educational goals and can accelerate the process of schools development or can demolish the progress of education (Oyedemi, 1998 & Adeyemi, 2004 ^[2]). As such, a leadership style occupies an important position in school management. Leaders express leadership in many roles. These, among others, are: formulating aims and objectives, establishing structures, managing and motivating personnel and providing leadership (Daresh, 2002) ^[13]. The leadership style leaders choose to perform the above mentioned roles will determine whether they will accomplish the task at hand and long-term organizational goals or not, and whether they will be able to achieve and maintain positive relationships with staff (Mazzarella & Smith, 2008).

Leadership style is the way in which the functions of leadership are carried out, the way in which the manager typically behaves towards members of the group (Mullins, 2006). Leadership styles can be categorized in to three groups, which are; authoritative style, democratic style and Laissez-faire style. According to Bass (2000), democratic leadership style is a form of leadership that occur when leaders broaden and elevate the interests of their employees, when they generate awareness and acceptance of the purposes and the mission of the group, and when they stir their employees to look beyond their own self-interest for the good of the group.

According to Yuhu (2001) autocratic leadership style is a style in which the leader dictates policies and procedures, decides what goals are to be achieved, and directs and controls all activities without any meaningful participation by the subordinates. The leader has a vision in mind and must be able to effectively motivate their group to finish the task. The group is expected to complete the tasks under very close supervision while unlimited authority is granted to the leader. Subordinate's responses to the orders given are either punished or rewarded. Laissez-Faire leadership style is sometimes described as a "hands off" leadership style because the leader provides little or no direction to the followers. Laissez-faire style of leadership has the following characteristics; it allows followers to have absolute freedom to make decisions concerning the completion of their work or ask the leader questions and provides the followers with

the materials they need to accomplish their goals and answers the followers question (Hackman & Johnson, 2009).

Different experts have identified different leadership styles with distinctive characteristics. For example Avolio and Bass (2002) presented full range leadership theory according to which three leadership styles known as transactional, transformational, laissez-fair were identified while Omolayo (2009) identified three more head teacher leadership styles includes; autocratic, democratic, and laissez-faire. Mwalala (2008) observes that authoritarian is a harsh climate leads to poor performance of students. Laissez-faire leadership style may result in indiscipline due to non-enforcement of rules and regulations in a school leading to poor performance. A democratic style is characterized by co-ordination, co-operation and by collaboration. Yulk (2005) discovered that autocratic leadership style allows no participation in decision and laissez-faire which is also known as free-rein leadership style empowers subordinate to work with freedom and free-will (Wakman, 2009).

The concept of leadership has been defined in different ways by researchers, and has been analyzed using various approaches. Of course, these concepts have differed according to the characteristics of the current century and the social, political and cultural characteristics of society at various points in time. The leadership styles classification developed by Lewin, Lippit and White (1999) which is one of the behavioral approaches. This classification has been explained in the literature as democratic, autocratic, and full-freedom leadership styles. In the democratic leadership style, the organization manager includes all stakeholders in the management and decision-making mechanism. In regard to democratic leadership, which is a participatory leadership type, researchers state that this is one of the most effective methods. Group members have high productivity and leaders are effective in the motivation of employees (Ekam, 2001).

Democratic leaders always communicate with group members and find their views valuable in determining the organization's goals, plans and policies, and in dividing up work. In the autocratic leadership style, managers derive their "management power" from laws. All decisions in the organization are taken by the manager and subordinates are expected to implement the decisions. Managers do not consult with stakeholders in decisions regarding the organization, and simply want them to follow orders without waiting for an explanation (Tumae, 2009). Autocratic leaders closely monitor employees' performance; they encourage competition among employees, reward success and punish poor performance. Autocratic leaders are often directive and task-oriented (Yuk & Gosh, 2009).

In a leadership style that allows full freedom, the employees of the organization are free to work as they please and there is no intervention in decision making and intra-organizational conflicts. This is the least preferred leadership style by managers and is based on an "avoidant" approach. There is no hierarchy of authority in the organization. Leaders leave group members independent in many aspects, encourage them, and do not worry about the needs or well-being of employees (Dank, 2009). This is a leadership style that allows employees to allocate resources to achieve their goals, plans and programs independently.

Leadership styles are the behavioural approach a leader adopts to influence subordinates in the pursuit of

organizational goals. Oboegbulem and Onwurah (2011) describe leadership styles as the underlining needs and structure of an individual that determines his behavior in various leadership situation. Adeyemi and Bolarinwa (2013) define leadership as the act or process of influencing people so that they will strive willingly towards the achievement of objectives. A number of basic characteristics are associated with effective leadership such as expertise, interpersonal styles, ability to manage and time management. Choi (2007) identified vision, courage, symbolism, and sacrifice and citizen participation as vital characteristics of democratic leadership.

Leadership style is the way in which the functions of leadership are carried out, the way in which the manager typically behaves towards members of the group (Mullins, 2006). There are many dimensions way of describing leadership styles. According to Mullins (2006) there are three basic leadership styles which are autocratic, laissez-fair and democratic. The main difference among these styles is where the decision-making function rests. The Autocratic leadership style is where the focus of power is within the group more than move towards the manager. The manager alone exercises decision-making and authority for determining policy, procedures for achieving goals, work tasks and relationships, control of rewards or punishment.

The democratic leadership style is where the focus of power is more within the group as a whole and there is greater interaction within the group. The leadership functions are shared with members of the group and the manager is more part of a team. The group members have a greater say in decision-making, determination of policy, implementation of systems and procedures. A Laissez-faire leadership style is where the manager observes the members of the group working well on their own. The manager consciously makes decisions to pass the focus of power to members, to allow them freedom of action to do as they think best; and not to interfere, but is readily available if help is needed (Tank & Answerm, 2009).

2.2.2.2 Democratic leadership style and teachers' performance

Democratic leadership refers to a situation where there is equal work among leaders and followers. According to Goldman (2002) ^[21], democratic organizations typically have the following six characteristics: policies are determined by a group of organizations, technical and job performance measures are discussed so they are understood by all, leaders provide advice to members in regards to implementing tasks, members are free to choose with whom they work, the group determines the distribution of tasks, and leaders try to be objective in giving praise and criticism. Goldman (2000) states that leaders using a democratic style of leadership build consensus through participation, but these leaders also expect a higher level of excellence and self-direction. They also tend to be more flexible and are responsive to one's needs. They are able to motivate teachers to participate in decision-making and are respectful. The democratic style of leadership emphasizes group and leader participation in the making of policies. Decisions about organizational matters are arrived at after consultation and communication with various people in the organization. The leader attempts as much as possible to make each individual feel that he is an important member of the organization. Communication is multidirectional while ideas are exchanged between employees and the leader (Heenan

and Bennis 1999). In this style of leadership, a high degree of staff morale is always enhanced (Mba, 2004). In other words, consultation, teamwork and participation are the common key characteristics of successful schools. House and Mitchell (2006) suggest that a leader can behave in different ways in different situations. The following are the four kinds of leaders' behavior:

Directive Style: Directive leadership style is similar to the task-oriented style. The leader who uses this type of leadership style provides teachers with specific guidelines, rules and regulations with regard to planning, organizing and performing activities. This style is deemed to be appropriate when the subordinate's ability is low and or the task to be performed is complex or ambiguous. Job efficiency is increased when the leader gives more directives (Hoy & Miskel, 2001). **Supportive Style** Supportive leadership style is more of a relationship-oriented style. It requires the leader to be approachable and friendly. He/she displays concern for the wellbeing and personal needs of the subordinates, he/she creates an emotionally supportive climate. This style is effective when subordinates lack self-confidence; work on dissatisfying or stressful tasks and when work does not provide job satisfaction (Hoy & Miskel, 2001).

Participative Style: The leader who employs this style consults with subordinates for ideas and takes their ideas seriously when making decisions. This style is effective when subordinates are well motivated and competent (Lussier & Achua, 2001).

Consultative Styles: The leader has substantial but not complete confidence and trust in the employees. Although general decisions are made by the leader, he/she seeks the opinions of the employees, but he makes the final decision. The employees have positive attitudes toward the organization, the leader and their work. When the employees feel that enough consultation has not taken place, they publicly accept orders from the manager, but sometimes covertly resist the order by insubordination, especially when the manager decides on majority rules principle (Owen, 2007). Communication flows from and to the hierarchy. The manager consults through relevant channels, with subordinates. They in turn consult with him/her on matters they would like to bring to his/her attention (Brownwell, 1999). Middle management usually delegates tasks to control subordinates at lower levels. This is done in terms of appraisal, evaluation and supervision. Subordinates perceive control as a way of maintaining the set standard (Ukeje, 1999).

Achievement-Oriented Style: In this style, the leader sets challenging but achievable goals for the subordinates. He/she pushes work improvement sets high expectations for subordinates and rewards them when the expectations are met. That is, the leader provides both high directive (structure) and high supportive (consideration) behavior. This style works well with achievement-oriented subordinates (Lussier & Achua, 2001). According to Okumbe (1998), the democratic leadership, also known as participative or consulted leadership decentralizes power and authority. Gastil (1994) defines democratic leadership as distributing responsibility among the membership, empowering group members, and aiding the group's decision-making process.

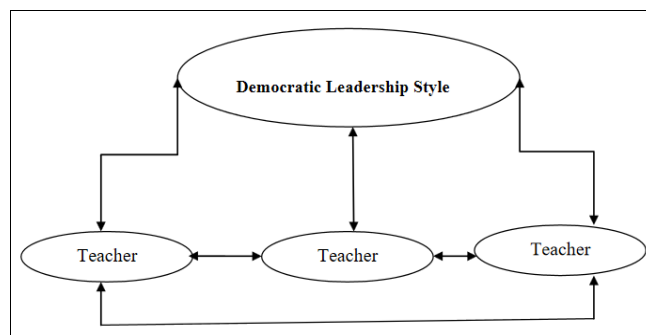
Democratic leadership in an organization involves the redistribution of power and authority between employees

and managers to provide employee involvement in decision-making. The democratic leader makes decisions by consulting a team, whilst still maintaining control of the group. The democratic leader allows the team to decide how the task will be tackled and who will perform which task. A good democratic leader encourages participation but never loses sight of the fact that they bear the accountability of leadership. The democratic leader values group discussion and input from the team. The democratic leader motivates the team by empowering them to direct themselves.

The leader and group jointly analyze the problem, and decide together on a course of action. The leader does some things, but not everything, helps the group get its way, pulls with the group and respects others. Disadvantages which are slower decision making, less initial production, leader can be unsure and makes everything a matter for group discussion. Advantages of democratic leadership style are more individual responsibility, more friendliness, better implementation, more personal growth, more motivation and ultimate production. Head teachers are advised to use democratic leadership style on important issues, incidents, problems, introducing new ideas, initiating new projects and programmes setting up policies and procedures.

Louis & Kruse (1995) have shown the important role of school-level leadership in the development of a professional community. Teacher morale, efficacy, conditions of work, and professional autonomy have all been shown to be crucial to the emotional lives of teachers. (Hargreaves, 2000). There is no doubt that teachers themselves prefer principals who are honest, communicative, participatory and collegial informal, supportive and demanding and reasonable in their expectations with a clear vision for the school principals who work with rather than through. Democratic leadership offers a great deal of flexibility to adapt to better ways of doing things. Democratic leadership style can bring the best out of an experienced and professional team. It capitalizes on their skills and talents by letting them share their views, rather than simply expecting them to conform. If a decision is very complex and broad, it is important to have the different areas of expertise represented and contributing input-this is where democratic leader shines.

According to Clark (2009) democratic leadership style involves subordinates in the decision-making process. Mullins (2005) Consulting democratic leadership style with subordinates and evaluating their opinions and suggestions before making decisions. Lewis (1999) sees democratic leadership style acting to reward input and commitment through participation, listening to bad news and good news. According to Anderson (1991) democratic leadership style share decision making with other members. Daft (2014) democratically delegates authority to others to encourage decision making. Mullins (2007) democratic leadership style group members have greater rights in decision making, policy making, systems and implementation procedures.



Source: Modified from Wehrich & Koontz (1993)

Fig 1: Flow of influence under Democratic leadership style

2.2.2.3 Autocratic leadership style and teachers' performance

Autocratic leadership refers to a system that gives full empowerment to the leader with minimal participation from the followers. Yukl (1994) found that, autocratic leaders tend to have the following five characteristics: they do not consult members of the organization in the decision-making process, the leaders set all policies, the leader predetermines the methods of work, the leader determines the duties of followers, and the leader specifies technical and performance evaluation standards. Since this style of leadership usually only involves one person deciding, it permits quick decision-making. Although the autocratic style is relatively unpopular, in certain circumstances it can be an effective strategy, especially when the leader is short on time and when followers are not productive.

The autocratic leadership style is also known as the authoritarian style of leadership. Power and decision-making reside in the autocratic leader. The leader directs group members on the way things should be done and does not maintain clear channel of communication between himself or herself and the subordinates. He or she does not delegate authority nor permit subordinates to participate in policy-making (Hoy & Miskel, 1992; John, 2002). An autocratic style is also known as authoritative leadership. This leadership style centralizes power authority and decision making (Okumbe, 1998). It involves issuing detailed instructions and close supervision of subordinates work. Relationships between managers and their subordinates are highly formal and sanctions are imposed if subordinates underperform. Workers are not expected to exercise initiative. Leaders dictate to their employees what they want done and how they want it accomplished without getting the advice of their followers.

The autocratic leadership style referred to directive or dictatorial leadership style where by teachers using this style to determine activities to be done, dictate methods and techniques of accomplishing the activities, closely supervise the way things are done; does not involve teachers in decision making. (Mantep, 1995). A leader dominates team members and makes decisions on their own without seeking

or allowing input from group members. Autocrats set timelines, tasks and then asks for suggestions/objections. They are quick to both praise and punish and this results in passive resistance from team members and requires continual pressure in order to get things done. Some instances call for urgent action and the autocratic style may be best. Most people are familiar with autocratic leadership and accept it.

Organization with many autocratic head teachers, teachers have high turnover and absenteeism than other organizations because they are not being satisfied in their job (Vugt, 2003). This leadership style have its advantages such as more group productivity while leader watches, group makes quicker decisions, often does the task themselves as it is quicker and pushes the group. On the part of disadvantages, more group hostility, more dependence on leader, more apathy in group as well as slower execution of decisions. This style should be used only where is necessary as Kaitila (2011) stated that however a head teacher may use this style for activity that must be done in the way they should be done.

Leader escape accountability, pay no attention to followers' needs, provide no input and delay in decision-making as reported by Bass & Riggio (2006). The autocratic leadership style of Swarup (2013) is the most potent force and leading policymaker. Dur (2006) notes that, monitoring and exercising power with little trust in supporters. Jooste & Fourie (2009) due to this mindset, system supporters dislike their leader and mistrust them. The authoritarian styles of leadership is a situation where the word of control is domineering. The leader alone determines policies and procedures with little or no group participation, task and methods are imposed on members. There is little or no effective communication flow between leader and his group. The manager or principal who adopts this style will find it difficult to have good vapour with his staff/subordinates because he would be forcing them to do things. Under this style, there will be no free and sense of belonging to the staff where the mood of control is domineering by leader. In view of this, the staff would not perform to the expectation and will tell on the student academic performance.

Autocratic leadership concentrates decision making on the leader, with minimal involvement of the workers. According to Lyle and James (2003) autocratic leadership style is characterized by the following denial of group members respect, welfare of group members accorded little or no consideration, little participation in decision making process by group members, leader exercising control in decision making process, and imposition of task to subordinates without due consideration of their aptitude. The leader uses command to give directives and exert compliance in group members with constant suspicion and distrust on members. According to Onyini (2007) autocratic leadership style is a direct opposite of the democratic leadership style and signifies a self-centered leader whose administration is centered on him. The leader adopting this style may be feared but not respected (Dididjon, 2002). Dididjon, (2002) noted that autocratic leaders have the advantage of taking speedy decisions since they do not consult others most times. The implication of this is that a leader (for example the librarian) who adopts autocratic leadership style may not achieve much result through the cooperation of lecturers, library usage and significant others may resort to eye service and sycophantic behaviours, when this happens work is

affected and in the overall goal attainment is affected because task is left non-accomplished when the leader is not present.

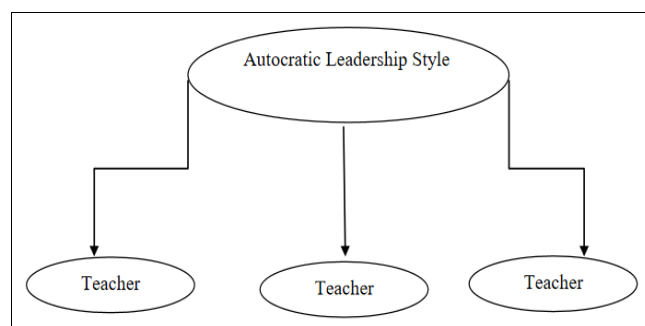


Fig 2: Flow of influence under Autocratic leadership style

2.2.2.4 Effects of Laissez-Faire leadership style on teachers' performance

Laissez-Faire leadership is when leaders are hands-off and allow group members to make the decisions. With this style, freedoms are fully determined by group goals, techniques, and working methods. Laissez-faire style is described by Hackman and Johnson (2009) as the most effective style, especially where followers are mature and highly motivated. Laissez-faire leadership style allows complete freedom to group decision without the leader participation. Thus, subordinates are free to do what they like. The role of the leader is just to supply materials and the leader does not interfere with or participate in the course of events determined by the group (Talbert and Milbrey, 1994).

In laissez-faire leadership, the leader tends to avoid power and authority; the leader depends largely on the group to establish goals and means for achieving progress and success (Okumbe, 1998). In this leadership style, the leader waives responsibility and allows subordinates to work as they choose with minimum interference. MacDonald's (2007) study on laissez-faire leadership indicated that, it is associated with the highest rates of truancy and delinquency and with the slowest modification in performance which lead to unproductive attitudes and disempowerment of subordinates.

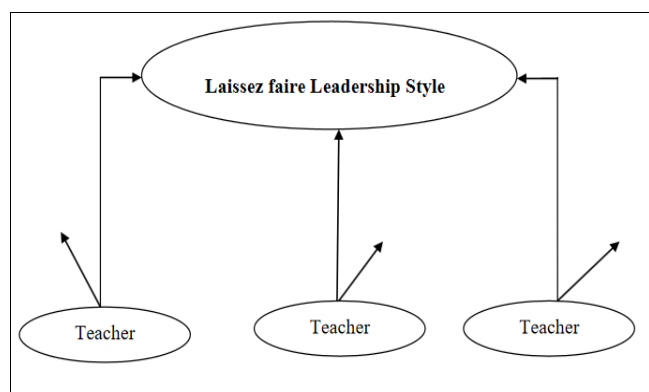
Eagly (2003) believes laissez fare leadership style is one which manager provides little or no direction and gives employees as much freedom as possible. All authority or power is given to employees and take action on their own. A laissez fare leader performs a minimum of leadership functions and lets the group sort out their own roles and tackles their own work in their own way without his participation. The laissez-fare technique is usually only appropriate when leading a team of highly motivated and skilled people who have produced excellent work in the past. Once a leader has established that, his team is confident, capable and motivated it is often best to step back and let them get on with the task since interfering can generate resentment and detract from their effectiveness.

On the part of advantages, no work for the leader, frustration may force others into leadership roles, allows the visionary worker the opportunity to do what they want, free from interference and the last is empowers the group. Its Disadvantages are less group satisfaction, less group productivity, poorer quality of work, less personal growth, jobs fall back on someone else or are not completed and who takes credit or blame as Hoy & Miskel, (2008) maintain

that, the Laissez-Faire leaders avoid expressing their views or taking action on important issues and they fail to make at least delay decision, ignore responsibilities provide no feedback and allow authority to remain dormant.

This is leadership in which each group member sets goals independently. He does not actually lead but withdraws to the background. It is the least efficient of the three types of leadership styles and exists either in rebellion against autocratic leadership or because no leader assumes the role. It exists when a leader is too weak or too threatened to exercise the function of leadership or when lack of trust within the group prevents unity. This kind of leadership style affects the staff negatively, and their attitude to work. Attainment of the organizational goals becomes an uphill task as people work towards different directions. It offers room for malpractices, example; embezzlement, inappropriate records and forgery. Lack of co-ordination of efforts as a result of "I don't care" attitude, this leads to apathy (Shuka, 2009).

Laissez-faire leadership style also known as free rein is the pattern of leadership behavior distinctly marked by indecision, vacillation and indifference towards group members and activities, goal setting and goal achievement of both the group and organization (Osuku, 2003). According to Fowers (2008) this type of leadership behavior does not make any meaningful progress in an organization rather would lead to a state of organizational anarchy since every member acts independently. This style has no concern for either the organization or the staff as a result their behavior can be described as passive or political. Passively is expressed in acts of laziness, apathy and resistance to change. Their political nature is expressed in concern about status, quick to criticism, drawing attention to others fault and their inconsistency in decision making. Oboegbulem and Onwurah (2011) noted that, decision making is vital in such managerial functions as planning, organizing, influencing and controlling. Participatory decision making in a collaborative form with stakeholders in school usually improves the quality of decisions since diverse organizational experience is drawn and this increases the understanding of the group assured as their commitment to the decisions. This team spirit motivates workers to work toward the achievement of organizational goal. Mullis (2005) opined that many people believed that staff participation in decision making leads to higher performance and this is necessary for survival in an increasingly competitive world.



Source: Modified from Wehrich & Koontz (1993)

Fig 3: Flow of influence under Laissez Faire leadership style

2.2.2.5 Transformational Leadership Style and Teachers' performance

Norris, *et al.* (2002), state that transformational leadership focuses on a different kind of leaders' influence that encourages followers to emerge as leaders. They create organizational conditions in which followers can develop their own leadership capabilities. This idea is supported by Wilmore and Thomas (2001) who holds that transformational leaders share power with followers rather than exercise power over followers. Thus, transformational leadership is meant to empower followers. The leaders are concerned with how to use their power to help followers to accomplish what they think are important, become successful and experience a greater sense of efficiency. Therefore, transformational leaders are aware that teachers need to be empowered to be able to function effectively. As a result, followers are exposed to responsibilities that release their potential.

In the transformative leadership styles, leaders are more concerned with what followers are accomplishing rather than what they are doing. However, Owens (1998) observes that conventionally, schools have ever been places where adults have difficulty in sharing collegiality link which is important to leadership and teachers' empowerment. According to Owens (1998), empowering teachers to establish a system for shaping the vision/mission of the school and indicating the importance of its accomplishment is the core of aspects of the headteachers' leadership. As a result, the headteachers should exhibit unequivocal interest in fostering collegiality and collective leadership.

According to Cheng and Chan (2000), transformational leadership is a pivotal force for activating self-management in schools. In addition, Wilmore and Thomas (2001) stated that the quality of school leadership can be assessed by the ability of the headteacher to create a climate that fosters staff and pupil productivity and creativity. They add that transformational leaders are value driven and committed to the creation of learning communities. To support them, Cunningham and Cordeiro (2000) describe transformational leaders as visionary, change agent and skillful in dealing with complex issues, such as developing staff, mapping new directions, mobilizing resources, supporting employees, and responding to work-related challenges.

If transformational leadership style is appropriately practiced, then there is the potential to transform the prevailing negative climate to a positive one in most of our primary schools in Cameroon and to improve the existing positive climate in schools. This assumption is supported by Sagor's (1992, p. 13) research findings, which indicate that transformational leadership skills are sufficient to bring about constant improvement needed in schools. He observes that the provision of a right mixture of pressure to improve and a worthwhile support for improvement initiatives themselves are effective to maintain a constant improvement in the organization.

Cunningham and Cordeiro (2000), stated that that transformational leaders create incentives for followers to continuously improve their work practices. In view of this, a climate that is conducive to effective teaching and learning is created. Wilmore and Thomas (2001) argue that transformational leadership provides direction for the school because transformational leaders are perceived to be educational reformers or agents of positive change in

schools. Cunningham and Cordeiro (2000) hold that the key goal of transformational leadership is to help teachers build and sustain a collaborative and work-oriented culture, to foster staff development and to help teachers to tackle problems together more effectively. Thus, it appears that transformational leaders give direction to staff and coordinate the work performed by different units in the school, develop a work-oriented school climate, and are given to the desire to continuously improve their work processes.

Wilmore and Thomas (2001), state that there are three elements of transformational leadership, which are:

- A collaborative shared decision-making. This underscores the importance of involving other members of staff in decision-making.
- An emphasis on teacher professionalism and empowerment. As a result, transformational leaders emphasize a high professional standard and code of practice to teachers. In order to achieve this, leaders could empower teachers through skills development and delegation of authority.
- Clear understanding of change and how to inspire others to work towards it.

The main task of the headteachers is to be clear about the nature of change their school should embark on. Once this is achieved, mobilizing the support and commitment of staff becomes easier.

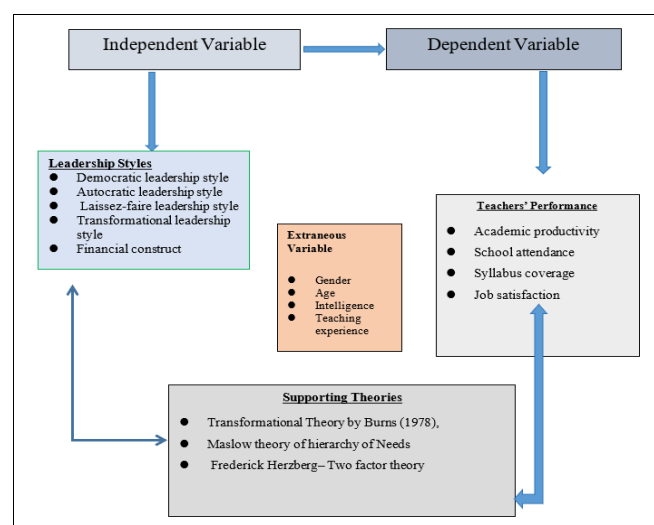


Fig 4: Self-convicted Conceptual Framework

2.3 Theoretical Review

Theoretical review provides the basis for research and inspires scholars to go further in the social sciences. This section delineates 4 major theories related to the topic under investigation. These theories includes; Transformational Theory by Burns (1978), Maslow theory of hierarchy of Needs, and Frederick Herzberg- Two factor theory.

2.3.1 Transformational Theory by Burns (1978)

Transformational leadership is the buzz word in educational leadership today. This leadership style evolved from Burns (1978) who proposed a theory of transformational leadership in his book, *Leadership*. Transformational leadership is a process in which leaders and followers raise one another to higher levels of morality and motivation. According to Bass (1985) and Burns (1978) transformational leadership is the favored style of leadership given that, it is assumed to produce results beyond expectations. Transformational

leaders form a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents. In addition, the transformational leader articulates the vision in a clear and appealing manner, explains how to attain the vision, acts confidently and optimistically, expresses confidence in his followers, emphasizes values with symbolic actions, leads by example, and empowers followers to achieve the vision.

Bass (1985) gives four factors, also referred as the four I's of leadership, which characterize the behavior of transformational leaders: individual consideration, intellectual stimulation, inspirational motivation, and idealized influence. Individual consideration is characterized by giving personal attention to members who seem neglected. Intellectual stimulation is characterized by enabling followers to think of old problems in new ways. Inspirational motivation is characterized by communicating high performance expectations. Lastly, idealized influence is characterized by modeling behavior through exemplary personal achievements, character, and behavior.

Regarding transformational leadership in education, he developed the transformational model of school leadership. He found that the four I's of transformational leadership identified are necessary for school principals if they are to meet the challenges of today's schools. Each of the four-I's of leadership, individual consideration, intellectual stimulation, inspirational motivation, and idealized influence, might greatly impact a principal in building the foundation for a positive school climate. Bass believes that, transformational leaders achieve superior results from followers by engaging in one or more of the four I's. Bass suggest that, it is important for transformational leaders to allow subordinates to become an integral component of the decision-making process in schools. Under this type of leadership, teachers assume greater leadership roles and expanded authority, engage more in collegial relationships to share information and advice more frequently, and are involved in increased teamwork that serves as an integrative device for the school.

He also developed seven major themes that define a profile of transformational leadership which are identified as:

Creating a Vision. Transformational leaders paint an imaginary picture of the organization's potential future and share it with their followers, encouraging them to make it their own. When the vision is elevated to the level of the common good, both leader and led raise one another to higher levels of motivation and morality. Characteristics of shared vision include the ability to provide meaning, to inspire and excite, to inspire individuals to extra effort, to create a common sense of community and to view change as opportunity.

Communicating the Vision. To be effective, vision must be shared with everyone in the organization through repeated communication. The transformational leader must clearly articulate the shared vision and must do so repeatedly. The vision is clarified and driven home through stories, analogies, symbols, ceremonies, rituals and traditions. Inspirational appeals are effective in persuading people of the importance of the vision. Transformational leaders give life to the spoken word by living the vision. Their actions are examined by followers who demand consistency with the spoken or written word.

Building Relationships. Transformational leaders are approachable, friendly and informal. They are sincere in

their invitation to engage in meaningful dialogue and two-way communication. These leaders frequently act as mentors, coaches and teachers to those with whom they share the vision. They emphasize recognition and reward, both formal and informal. They encourage social functions and professional development opportunities. All of these actions contribute to the development of trust between leader and follower.

Developing a Supportive Organizational Culture. In order for leadership to thrive, a supportive organizational environment must be cultivated. Transformational leaders do this by treating people of diverse backgrounds with respect, distributing justice, correcting injustice, and acting with unfailing honesty and integrity. This is accomplished with constant communication and is institutionalized when others in the organization respond in the same way.

Guiding Implementation. Transformational leaders shape the organization through their own actions and by personally guiding the implementation of the shared vision. They do this through leading strategic planning efforts, team building, innovating and setting high expectations for excellence with continuous quality improvement. They embrace the role of "servant leader" and enrich themselves by serving their own followers.

Exhibiting Character. Transformational leaders exhibit character of the highest order, demonstrating honesty, integrity and unquestioned nobility of heart and mind. They exude self-confidence, passion, commitment and native intelligence. While they have many characteristics in common with charismatic leaders, they use their leadership more to advance the shared vision than to attract followers for their own sake. These leaders have a broad perspective that they demonstrate with a high degree of tolerance for ambiguity, and a healthy respect for organizational history and cultural sensitivity.

Achieving Results. Transformational leaders are successful in achieving the shared vision. Those with whom they share the vision are moved to the highest levels of accomplishment and satisfaction. Leader and led are mutually perceived as increased in effectiveness and a higher level of performance.

This theory is relevant to this study in that, transformational leaders impact a school climate through their concern for subordinates. The leader considers the needs of others over his own, shares risk with followers, is consistent rather than arbitrary, demonstrates high standards of ethical and moral conduct, possesses and uses referent powers, and sets challenging goals for followers. Through this theory, the principal can get individuals team spirit and enthusiasm aroused. The leader clearly communicates expectations and personally demonstrates commitment to goals and the shared vision with his subordinates. This form of leadership motivates teachers to feel belonging and will like share organizational goals as a team.

2.3.2 Maslow theory of hierarchy of Needs

Maslow (1943) proposed that healthy human beings have a certain number of needs, and that these needs are arranged in a hierarchy, with some needs (such as physiological and safety needs) being more primitive or basic than others (such as social and ego needs). Maslow's so-called hierarchy of needs is often presented as a five-level pyramid, with higher needs coming into focus only once lower, more basic needs are met.

Maslow's so-called hierarchy of needs is often presented as

a five-level pyramid, with higher needs coming into focus only once lower, more basic needs are met. Maslow called the bottom four levels of the pyramid 'deficiency needs' because a person does not feel anything if they are met, but becomes anxious if they are not. Thus, physiological needs such as eating, drinking, and sleeping are deficiency needs, as are safety needs, social needs such as friendship and sexual intimacy, and ego needs such as self-esteem and recognition. In contrast, Maslow called the fifth level of the pyramid a growth need because it enables a person to self-actualize or reach his fullest potential as a human being.

According to Maslow, the first four needs (physiological, security, belonging, esteem) are often referred to as deficiency needs because they motivate people to act only when they are unmet to some degree. The physiological needs include: pay, food, shelter, clothing, education and comfortable work conditions. Maslow's opinion is that until these needs are satisfied to a degree to maintain life, no other motivating factors can work. Security needs are those needs such as, need to be free from physical danger and of the fear of losing a job, property, food and shelter. It also includes protection against any emotional harm. Belonging or social needs include: need for attention, acceptance and friendship. Esteem needs include the need for recognition, respect, achievement, autonomy, independence etc. Self-actualization, by contrast, is often called a growth need, because people constantly strive to satisfy it. Basically, self-actualization refers to the need for self-fulfillment – the need to develop all of one's potential talents and capabilities. It is the highest in the level of Maslow's need theory and includes: realizing one's full potential of self-development.

According to Maslow, once a need is fulfilled, it is no longer a need. It ceases to motivate employees' behaviour and they are motivated by the need at the next level up the hierarchy. Self-actualization needs would automatically be activated as soon as esteem needs were met, but he changed his mind when he encountered individuals whose behaviour did not fit this pattern. He concluded that individuals whose self-actualization needs become activated held his high regard such values as truth, goodness, beauty, justice, autonomy, and humour.

According to Eke (2003), he stated that Maslow believes that, once a person has met his deficiency needs, he can turn his attention to self-actualization; however, only small minorities of people are able to self-actualize because self-actualization requires uncommon qualities such as honesty, independence, awareness, objectivity, creativity, and originality. However, these needs can be arranged as follows.

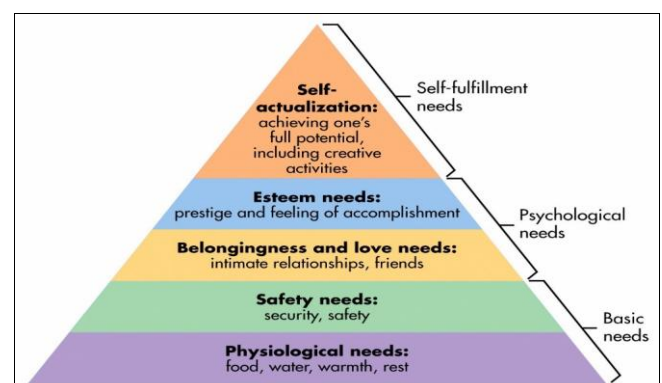


Fig 5: Malsow's Hierarchy of Needs

Physiological needs

Physiological needs are the physical requirements for human survival. If these requirements are not met, the human body cannot function properly and will ultimately fail. Physiological needs are thought to be the most important; they should be met first. Air, water, and food are metabolic requirements for survival in all animals, including humans.

Safety needs

With their physical needs relatively satisfied, the individual's safety needs take precedence and dominate behavior. In the absence of physical safety due to war, natural disaster, family violence, childhood abuse, etc. people may experience post-traumatic stress disorder or trans generational trauma. In the absence of economic safety—due to economic crisis and lack of work opportunities—these safety needs manifest themselves in ways such as a preference for job security, grievance procedures for protecting the individual from unilateral authority, savings accounts, insurance policies, reasonable disability accommodations, etc. This level is more likely to be found in children because they generally have a greater need to feel safe. Safety and Security needs include: Personal security, financial security, Health and well-being, Safety net against accidents/illness and their adverse impacts.

Love and belonging

After physiological and safety needs are fulfilled, the third level of human needs is interpersonal and involves feelings of belongingness. This need is especially strong in childhood and can override the need for safety as witnessed in children who cling to abusive parents. Deficiencies within this level of Maslow's hierarchy—due to hospitalize, neglect, shunning, ostracism, etc.—can impact the individual's ability to form and maintain emotionally significant relationships in general, such as, friendship, Intimacy Family.

According to Maslow, humans need to feel a sense of belonging and acceptance among their social groups, regardless whether these groups are large or small. For example, some large social groups may include clubs, co-workers, religious groups, professional organizations, sports teams, and gangs. Some examples of small social connections include family members, intimate partners, mentors, colleagues, and confidants. Humans need to love and be loved—both sexually and non-sexually—by others. Many people become susceptible to loneliness, social anxiety, and clinical depression in the absence of this love or belonging element. This need for belonging may overcome the physiological and security needs, depending on the strength of the peer pressure (Shawn & Dag, 2000).

Self esteem

According Mikua (2012) Maslow believes that humans have a need to feel respected; this includes the need to have self-esteem and self-respect. Esteem presents the typical human desire to be accepted and valued by others. People often engage in a profession or hobby to gain recognition. These activities give the person a sense of contribution or value. Low self-esteem or an inferiority complex may result from imbalances during this level in the hierarchy. People with

low self-esteem often need respect from others; they may feel the need to seek fame or glory. However, fame or glory will not help the person to build their self-esteem until they accept who they are internally. Psychological imbalances such as depression can hinder the person from obtaining a higher level of self-esteem or self-respect.

Most people have a need for stable self-respect and self-esteem. Maslow noted two versions of esteem needs: a "lower" version and a "higher" version. The "lower" version of esteem is the need for respect from others. This may include a need for status, recognition, fame, prestige, and attention. The "higher" version manifests itself as the need for self-respect. For example, the person may have a need for strength, competence, mastery, self-confidence, independence, and freedom. This "higher" version takes precedence over the "lower" version because it relies on an inner competence established through experience. Deprivation of these needs may lead to an inferiority complex, weakness, and helplessness (Falk, 2001).

Self-actualization

"What a man can be, he must be." This quotation forms the basis of the perceived need for self-actualization. This level of need refers to what a person's full potential is and the realization of that potential. Maslow describes this level as the desire to accomplish everything that one can, to become the most that one can be. Individuals may perceive or focus on this need very specifically. For example, one individual may have the strong desire to become an ideal parent. In another, the desire may be expressed athletically. For others, it may be expressed in paintings, pictures, or inventions.

Applying these concepts to the current study, it means that, highly motivated and satisfied teachers can create a good social, psychological and physical climate in the classroom. Exemplary teachers appear able to integrate professional knowledge (being approachable, happy and punctual), and intrapersonal knowledge when he or she is satisfied with the job. Addressing basic physiological needs is still a key concern in today's classroom. Lack of proper nutrition, personal hygiene and even sleep affect many of today's staff efficiency.

2.3.3 Frederick Herzberg – Two factor theory

Frederick has tried to modify Maslow's need Hierarchy theory. This theory says that there are some factors (motivation factors) that cause job satisfaction, and motivation and some other also separated factors (hygiene factors) cause dissatisfaction. That means that their feelings are not opposite of each other, as it has always previously been believed. According to him, there are certain satisfiers and dissatisfiers for employees at work. Intrinsic factors are related to job satisfaction, while extrinsic factors are associated with dissatisfaction. He devised his theory on the questions: "what do people want from their jobs?" He asked people to describe in details, such situations when they felt exceptionally good or exceptionally bad. From the responses that he received, he concluded that opposite of satisfaction is not dissatisfaction. Removing dissatisfying characteristics from a job does not necessarily make the job satisfying. He states that presence of certain factors in the organisation is natural and the presence of the same not lead to motivation. However, their non-presence leads to demotivation. In

similar manner there are certain factors, the absence of which causes no dissatisfaction, but their presence has motivational impact.

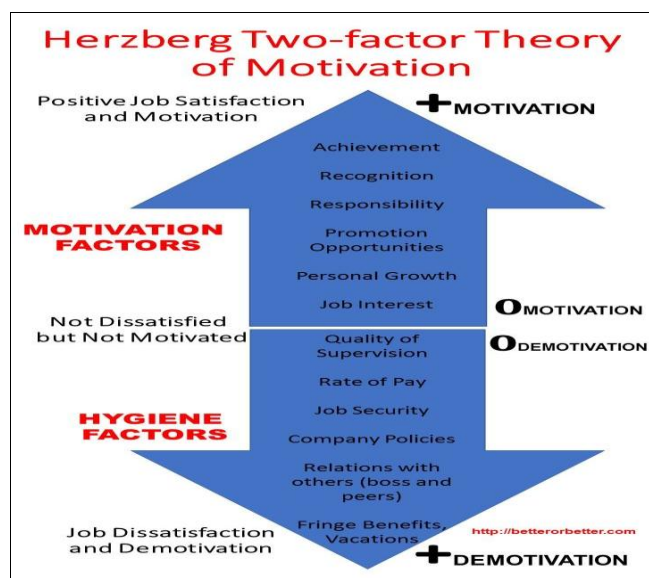


Fig 6: Herzberg two-Factor Theory of Motivation

Examples of Hygiene factors are: security, status, relationship with subordinates, personal life, salary, work conditions, company policy and administration. Examples of motivational factors are: growth prospectus job advancement, responsibility, challenges, recognition and achievement. Therefore, principals and administrators must be able to effectively manage factors leading to satisfaction and dissatisfaction to successfully motivate teachers in their respective schools. They must look for ways to provide job enrichment for workers.

2.4 Empirical Review

An empirical review is an appraisal of what other people have done, in relation to the topic under investigation. This section looks at what other researchers have done, which is related to this study. The review is done in relation to the objectives of the study:

2.4.1 Effects of Democratic leadership style on nursery school teachers' performance

According to a study by Shamaki (2015) main aim of the study was to find out the appropriate leadership style that could make teachers to be effective in their job productivity, one hundred and sixty five teachers were used in the study, frequency counts, percentage and chi-square test were used in data analysis, research survey was used as a method of research and stratified proportionate random sampling as sampling techniques was used for the selection of respondents, questionnaires comprising twenty items were developed and administered to samples staff in some selected public secondary schools in Taraba state. It was found out that, among the leadership style, democratic style contribute more to teachers job productivity than autocratic style as can be seen in rated items. Base on the findings, the following recommendations were made, that democratic leadership style should be emphasize by principals in the administration of schools, seminars and workshops should be conducted for teachers to update their knowledge.

Also, another study by Ekam (2001) main objective of this study was to investigate the influence of leadership styles on

teachers performance in general secondary schools of Gambella region, Ethiopia. To accomplish this purpose, the study employed a descriptive design. The study was carried in ten general secondary schools of Gambella region. A total of 190 individuals have participated in the study. Among them 170 teachers were included as a sample through simple random sampling technique especially lottery method. Additionally, 20 general secondary school principals were included through available sampling technique. Questionnaire and interview were the main instruments of data collection. The instrument for the study was a five-point likert type questionnaire. Principal leadership styles and teachers performance were identified as the independent variables and as the dependent variable. The questionnaires on communication, decision-making and delegation of duties were used to describe the principal leadership styles. While lesson plan, assessing students and involve in co-curricular activities were to determine the teachers performance with in the schools. The analysis of the quantitative data was carried out by using frequency, percentages, mean, standard deviation, one-way ANOVA, Post Hoc Test and Pearson correlation. The finding indicates that, there is a positive relationship between leadership styles and teachers performance ($r=0.980$) the relationship is significance ($\text{Sign}=0.000$ at 0.05 level). The findings revealed that, the independent variable (democratic was the most practiced leadership styles in general secondary schools of Gambella region. Furthermore, the teachers' performance was found to be moderate in general secondary schools. In general the findings supposed to conclude that, principals leadership style of general secondary schools in Gambella region had significance effects on decision-making, communication and delegation to improve the level of teachers performance and thus teachers have not been performing to the expectation. Based on the findings, it was recommended that, the principals of general secondary schools should neat a mixture of autocratic and democratic styles of leadership. While teachers ideas should be considered in decision-making about the training criteria in their administration in order to enhance better performance amongst teachers.

A study by Athumani (2015) the purpose of the study was to investigate effectiveness of democratic leadership style and primary school teachers' work morale in Tanzania. The study conducted in Manyara region in Kiteto district. Cross section design with a mixed approach was used. Interviews, questionnaires, focus group discussion and documentary are tools used to gather information. Also simple random sampling and purposive sampling were used. The sample comprised of 70 respondents from five categories. The data was analyzed in frequency and in percentage. The data analyzed according to specific themes from the research questions and research objectives as well as perceptions obtained from the respondents. The findings revealed that, among factors that compel head teachers to use democratic leadership includes to promote peace and harmony in school, would help teachers to cope with environment and challenges, to solve conflict arising at school, to build hope of work to teachers and to create positive community perception about school.

Influence of the democratic leadership styles on teachers' work morale includes create respect, promote peace and harmony and creates good relationship. Ways that can improve teacher's work morale in primary schools include,

respecting each other among all stakeholders, involvement of all staffs in setting school goals, the use of rules and regulation, ensure effective supply of school materials, fair delegation of powers and transparency. The study recommended that the government should take in to consideration the issue of school infrastructure, rational distribution of teachers in regions and districts especially in remote areas, delegation of power is the most important in institutions, to build trust between and among the staff members and to encourage the team work.

2.4.2 Effects of Autocratic leadership style on nursery school teachers' performance

A study by Adeyemi (2010) investigated principals' leadership styles and teachers' job performance in senior secondary schools in Ondo State, Nigeria. The study population comprised all the 281 secondary schools in the State. Out of this population, a sample of 240 senior secondary schools was taken and selected through the stratified random sampling technique. Out of 7460 teachers (including principals) in the schools, a sample of 2040 teachers was selected through the stratified random sampling technique. This sample was made up of 240 principals and 1800 teachers. Two instruments were used to collect data for the study. These were the principals' leadership style questionnaire and the teachers' job performance questionnaire. The data collected were analyzed using frequency counts, percentages, correlation matrix and the t-test. It was found that the autocratic leadership style was the most commonly used leadership style among principals of senior secondary schools in the State. Teachers' job performance was also found to be at a moderate level in the schools. Teachers' job performance was found to be better. It was recommended that, school principals should imbibe a mixture of autocratic and democratic styles of leadership in their school administration in order to enhance better job performance among teachers. The use of the Laissez-faire leadership style should be discouraged among school principals as it could not bring a better job performance among teachers.

A formal education institution achieving success one of the factors is the leadership style of the Headmaster. One that wants to be improved through leadership style is work discipline for teachers. A study by Ulam (2009) this study has several objectives, namely (1) To determine the influence of democratic leadership style on the work discipline of kindergarten teachers in Southeast Pontianak Subdistrict; (2) To find out the influence of autocratic leadership style on the work discipline of Kindergarten teachers in Southeast Pontianak District; (3) To determine the effect of laissez-faire (free) leadership style on the work discipline of kindergarten teachers in Southeast Pontianak Sub-district; (4) Describe the simultaneous influence of leadership styles (democratic, autocratic, and laissez-faire (free) TK headmasters on the work discipline of kindergarten teachers in Southeast Pontianak Sub-district. The research approach used in this study is a quantitative approach. The data source referred to in this study is the Headmaster of Kindergarten and Kindergarten teachers in the Southeast Pontianak Sub district of Pontianak City which amounts to a total of 83 people from 7 public and private kindergartens. In this study using a non-random sample is a purposive sampling method with a total sample of 34 teachers.

The results showed that (1) the leadership style of the

kindergarten headmasters in Southeast Pontianak sub-district varied, which can be seen from the results of the percentage of democratic leadership style of 39.8%, autocratic leadership style of 26.5%, and laissez-faire leadership style of 33, 7%; (2) The discipline of the performance of kindergarten teachers in the Southeast Pontianak sub-district has been good, which can be seen from the results of the percentage of discipline of teacher performance of 85.01% in the high / good category; (3) There is a significant influence between the leadership style of the Kindergarten Headmaster and the discipline of performance of Kindergarten teachers in the Southeast Pontianak District; (4) There is a significant influence between the democratic leadership style of the Headmaster of Kindergarten on the discipline of performance of Kindergarten teachers in Southeast Pontianak Sub-district; (5) There is a no significant influence between the autocratic leadership style of the Headmaster of Kindergarten on the discipline of the performance of Kindergarten teachers in Southeast Pontianak District; (6) There is a no significant influence between the autocratic leadership style of the headmaster of kindergarten on the discipline of performance of kindergarten teachers in the Southeast Pontianak sub-district.

Another study by Adeyemi (2010) was to investigate the influence of principals' leadership styles and teachers' job performance in senior secondary schools. The study adopted the descriptive survey design, four research questions were posed and four hypotheses formulated and tested in the study. The population of the study was 7460 teachers and principals of all 281 government owned secondary schools in Ondo State. A sample of 2040 respondents from the population comprises of 240 principals and 1800 teachers was drawn through a stratified random sampling technique. The instrument for data collection were the principals' leadership style questionnaire (PLSQQ), and the Teachers' Job Performance Questionnaire (TJPQ), with reliability coefficient of 0.72 and 0.67 respectively. The data collected were analyzed using frequency counts, percentages, correlation matrix and t-test. It was found that the democratic leadership style was the commonly used leadership style among principals of senior secondary schools in the state. Teachers' Job Performance was also found to be at a moderate level in schools having principals with democratic leadership tendencies such as open communication, shared decision-making, delegation of duties, support and trust, working with teams, empathy, focus on improved human relations, and teaching and learning. Teachers' job performance was found to be better in schools having principals using autocratic leadership style than schools using laissez-faire and democratic leadership style. The researchers recommended that school principals should imbibe a mixture of autocratic and democratic styles of leadership in their school administration in order to enhance better job performance among teachers. The use of laissez-faire style should be discouraged among school principals as it could not bring a better job performance among teachers. The study relates to the present study since both examined leadership styles of administrators.

2.4.3 Effects of Laissez-faire leadership style on nursery school teachers' performance

Ngirwa (2006) reported in her research work that there are correlation between leadership styles employed by the heads of schools and the academic performance by students in

primary education. Teachers work performance both in classrooms and schools was pointed out as the most plausible factor influencing general outcome of schools. The prevalent leadership style exhibited by head teachers in primary schools was democratic. Teachers revealed some elements of autocratic and laissez-faire leadership styles. Half number of teachers was highly satisfied and only few teachers were dissatisfied.

A study on the influence of leadership styles on secondary school teachers' job satisfaction was carried out by Omeke and Onah (2012). The study was to examine the influence of principals' leadership styles on secondary school teachers job satisfaction in Nsukka Education zone of Enugu State, Nigeria. The design of the study was a descriptive survey design. Three research questions were posed and one null hypothesis was formulated and tested. The population of the study comprised all teachers in the twenty-eight government owned secondary schools in Nsukka Educational zone. Using a stratified random sampling technique, a total of 280 teachers (10 per school) was drawn from the population. The instrument for data collection was a four-point type questionnaire of 0.54. Data collected were analyzed using mean and standard deviation while t-test was used to test the null hypotheses at 0.05 level of significance. The results revealed that there was significant difference in the mean rating of the leadership style of the principals on the job satisfaction of male and female teachers. It was also revealed that principals adopted three Leadership styles in their administration namely; autocratic, laissez-faire and democratic according to their dominance. Teachers irrespective of gender agreed that only democratic and laissez-faire leadership enhance their job satisfaction. The study relates to the present study since both examined Leadership styles of administrators. However, the study differs in focus design, population and research area.

2.4.4 Effects of Transformational Leadership Style on Teacher Performance

Ibrahim *et al.*, (2017) ^[26], conducted a study to examine the effect of transformational principal leadership style on teachers' commitments and school achievement in Terengganu, Malaysia. The main aim of the study was to determine the level of school principal transformational leadership with the Religious Secondary School and Teachers Commitment on School Organizational. This research used a survey research design to answer the research questions. The population in this study was made up of all the teachers in six schools in Terengganu, out of which a total of 217 respondents were selected as the sample using the sampling schedule according to population by Krejcie & Morgan, (1970). Data was collected using a closed ended questionnaires circulation. Data was analyzed using both descriptive statistics and statistical inference. The findings of the study that there were positive and significant relationship between transformational leadership of principals and teachers' commitment to the organization SMKAs schools in Terengganu. Based on the findings of this study it was concluded that that transformational leadership is the best way to make changes to the school environment. This is because the leadership has the knowledge and skills to adapt continuously to changing circumstances and therefore, should be used to enhance teachers' commitment and loyalty to the school.

Despite the finding of this study on how transformational leadership styles influence teachers' performance, the study

was conducted in a secondary school setting in Malaysia. This study will therefore, examine the effects of transformational leadership style on teachers' performance in nursery school settings in Buea municipality in Cameroon, using a different research design to ascertain whether similar results will be gotten.

Similarly, Kim (2017) ^[29], investigated the effect of transformational leadership on middle school students' intrinsic motivation and expectancy-value in Physical Education in San Bernardino, USA. The study was conducted as quantitative research where the survey research design was used. The population for the study was in a large school district (District-5) in Albuquerque, New Mexico in the United States, where a total of 295 middle school students were selected and sampled using the convenience sampling technique. Data were collected with the use of questionnaires and analyzed by descriptive, and multiple regression. The findings reviewed that transformational leadership had a positive impact on students' expectancy-value and intrinsic motivation. From the findings, the researcher, therefore, recommended that physical education teachers be able to understand and display appropriate leadership, in particular transformational leadership.

Despite this finding, the researcher decided to conduct similar study to examine the impacts of transformational leadership on teachers' performance in nursery schools in Buea municipality in the south west region of Cameroon, using a different research design to see if similar results will be obtained. This will contribute in strengthening the research finding on the area of transformational leadership styles on organizational performance.

2.5 Chapter Summary

Summarily, this chapter gave an in-depth review of related literature, which guided the study. This chapter was divided into three main parts, namely the conceptual, theoretical and empirical review respectively. The conceptual review defined and described the various concepts in the study from the point of view of other scholars. The theoretical review discussed theories related to the study in order to broaden the understanding of the study. Finally, the empirical review talked on other studies that had been done in relation to leadership styles and teachers efficiency.

An appraisal of chapter two is seen in the summary. The researcher had an in-depth examination of concepts that throw light on the dependent and independent variables. Most of the literature found was from the developed world, and a few from Africa specifically Cameroon. 3 theories were used. Again, empirical literature was done following the different variables (democratic leadership style, autocratic leadership style and laissez-faire leadership style). Where the study, had different methodologies, the design, sample and sampling technique were used to make for the difference. Empirical cases were carried out in different countries especially Europe and America. The findings were in relation to the present study.

3. Research Methodology

3.1 Introduction

This study seeks to find out the Effect of Head teachers' Leadership Styles on Nursery School Teachers' Performance in Buea Municipality of the South West Region of Cameroon. This chapter consists of the following

sub-headings; research design, area of study, population of the study, sampling and sampling techniques, research instruments, validity and reliability of research instrument, procedure for data collection, application of research instruments, method of data analysis and ethical consideration.

3.2 Research Design

The research method adopted for this study will be a mixed research method. This method is adopted because it easily extracts both qualitative and quantitative data from the participants; and analyzed simultaneously to help the researcher better understand the research problem. Specifically, the sequential explanatory research design was be adopted which gives room for the researcher to exploit participants' opinions/views in greater detail which would not have been possible when using just the quantitative approach.

This design was therefore found very convenient for the study as it targeted and collected data from many teachers and head teachers. At the same time, it helped the researcher to gain an in-depth understanding and knowledge of the study that was investigated by studying it from different perspectives. This method was also suitable for the study because it allowed the researcher to offset weaknesses by using strength from one type of data to compensate for the weaknesses of the other.

In adopting the approach, the researcher started with the quantitative data collection which were the questionnaire. In return, the interview were administered as well by complementing the information gotten from the questionnaire. Undertaking the study sequentially was found to be a sensible and practical way of undertaking the research, where the quantitative approach was undertaken first followed by the qualitative approach. It allowed for clarity of collection of data, analysis and evaluation.

3.3 Area of the Study

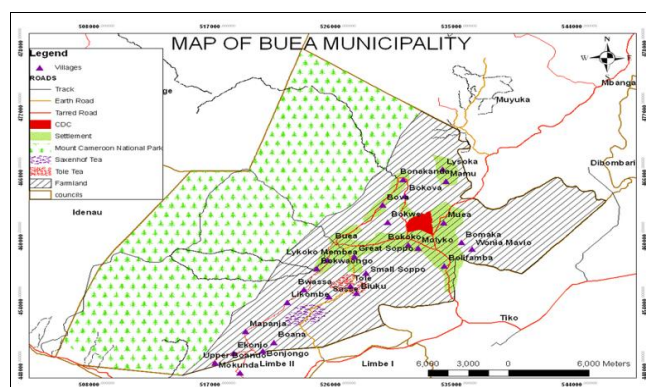
This study was carried out in the Buea Municipality of Fako Division of the South West Region of Cameroon. Buea serves as the Sub Divisional headquarter of Buea and the capital of the South West Region of Cameroon. It is the nearest urban settlement to Mount Cameroon. Created on the 29th June 1977, by a presidential decree N° 77/203, the Buea Municipality has a surface area of 870sq km, 67 villages and an urban rim which include the Government Residential Area (GRA), Clerk's and Federal Quarters, Buea Station, Great Soppo, Molyko, Likoko Membea, Bokwaongo, Bonduma, Mile 16, and Muea. The Buea Municipality is bounded to the North by Mount Cameroon (4100m above sea level), the city of Limbe to the South

West, Tiko Municipality to the South East, Muyuka Municipality to the East and Idenau District to the West.

Buea municipality has a distinct bio-physical environment surrounded by an evergreen tropical ecosystem with high variety of biodiversity including birds and animals' species. The bio-physical environment has been greatly tempered with and exploited for habitation and settlement, agriculture (plantations, small holders and local farmers), due to its rich volcanic soils. Plantations include Cameroon Tea Estate, Cameroon Development Corporation, banana as well as small holders' palms and tea farms.

Buea has an equatorial climate with two major seasons-rainy season and dry season. The rainy season runs from March to October and the dry season from November to February. Temperature ranges between 20°C to 28°C while, annual rainfall ranges between 3000mm to 5000mm.

The area is composed of undulating high and low lands with many rocks and gravels due to volcanic eruptions. The soil type consists of basalts and is as a result of the first volcanic activity in the Fako Mountain area. These soils have been weathered and partly covered by more recent deposits, thus the soils are black and in these areas are well drained due to the generally hilly nature of the terrain and the fact that they are free-draining. The soil is very rich in nutrients and allows the cultivation of various crops such as tomatoes, cabbage, okra, pepper, corn, cocoyam, yams, cassava, plantains, beans, vegetables and even some cash crops such as palm trees, cocoa and bananas. Fig 7 below shows the map of Buea and its boundaries.



Source: Buea council (2016)

Fig 7: The Map of Buea Municipality

3.4 Population of the Study

The population of this study comprises of all the teachers in all the nursery schools in Buea municipality. These include teachers from all the public, confessional and lay educational nursery institutions in Buea municipality.

Table 1: Population of the Study

N°	Area	Number of pupils			Number of schools	Number of head teachers	Number of Teachers		
		Female	Male	Total			Female	Male	Total
1	Government Schools	376	359	735	17	17	97	0	97
2	Confessional Schools	327	315	642	16	16	37	0	37
3	Lay Private	2701	2600	5301	115	115	398	2	400
	Total	3404	3274	6678	148	148	532	2	534

The table indicates that, within the municipality, there are 148 schools, 6678 pupils, 148 head teachers, and 534 teachers. This is scheduled as follows; 17; government nursery schools with 735 pupils, 17 head teachers and 97 teachers; confessional schools with 642 pupils, 16 schools, 16 head teachers and 37 teachers; lay private with 5301

pupils, 115 schools, 115 head teachers and 400 teachers.

Target Population

The target population of this study constitutes of teachers and head teachers from nursery schools in Buea municipality as shown on the table below.

Table 2: Target Population

N°	Area	Number of schools	Number of head teachers	Number of Teachers		
	Name of School	Schools	HM	Female	Male	Total
1	Government Schools	17	17	97	0	97
2	Confessional Schools	16	16	37	0	37
3	Lay Private	115	115	398	2	400
	Total	148	148	532	2	534

The table indicates that, the study targets 148 schools, 148 head teachers, and 534 teachers. This is scheduled as follows; 17; government nursery schools with 735 pupils, 17 head teachers and 97 teachers; confessional schools with 642 pupils, 16 schools, 16 head teachers and 37 teachers; lay private with 5301 pupils, 115 schools, 115 head teachers and 400 teachers.

3.5 Accessible Population

The researcher made use of all 13 nursery schools that will be accessible in Buea municipality. The researcher had access to all the 100 teachers from 13 targeted nursery school in Buea municipality.

Table 3: Accessible population

N°	Area	Number of School head	Number of Teachers
	Name of School	H/M	Teachers
1	GNS Great Soppo	1	12
2	GPNS Buea Station	1	11
3	GBPNS Muea	1	13
4	GPNS Bomaka	1	9
5	G NS Bolifamba	1	9
6	St Theresa	1	12
7	Princess Diana	1	9
8	Kingston Memorial	1	5
9	Cradle	1	6
10	Manga Memorial	1	4
11	CNS Geat Soppo	1	6
12	P NS Great Soppo	1	2
13	PNS Bomaka	1	2
	Total	13	100

The table indicates that, 13 schools, 13 head teachers and 100 teachers will be accessed by the researcher. Which includes; 5 government schools (GNS Bolifamba, GPNS Buea Station GNS Great Soppo and GNS Buea Town); 3 confessional schools (PNS Bomaka, CNS Great Soppo and PNS Great Soppo) and 5 lay private schools (Manga Memorial, Kingston Memorial, St Theresia, Cradle and Princess Diana).

3.6 Sample and Sampling Technique

The researcher sampled all the 13 schools accessible with all the teachers and head teachers as indicated below:

Table 4: Sample Population

N°	Area	Number of School head	Number of Teachers
	Name of School	H/M	Teachers
1	GNS Great Soppo	1	12
2	GPNS Buea Station	1	11
3	GBPNS Muea	1	13
4	GPNS Bomaka	1	9
5	G NS Bolifamba	1	9
6	St Theresa	1	12
7	Princess Diana	1	9
8	Kingston Memorial	1	5
9	Cradle	1	6
10	Manga Memorial	1	4
11	CNS Great Soppo	1	6
12	P NS Great Soppo	1	2
13	PNS Bomaka	1	2
	TOTAL	13	100

The table indicates that 13 schools, 13 head teachers and 100 teachers that will be sampled by the researcher. Which includes; 5 government schools (GNS Bolifamba, GPNS Buea Station GNS Great Soppo and GNS Buea Town); 3 confessional schools (PNS Bomaka, CNS Great Soppo, and PNS Great Soppo) and 5 lay private schools (Manga Memorial, Kingston Memorial, St Theresia, Cradle and Princess Diana).

Sampling Techniques

The study employed a non-probability sampling technique specifically a convenience sampling technique. The convenience sampling technique was used by the researcher because the respondents were readily available and easily accessible to the researcher.

3.7 Instruments for Data Collection

The researcher used the closed ended structured questionnaire as an instrument to collect the data. The questionnaire was likert-scale type, consisting of four scale response options: Strongly Agreed (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The score for the options was 4(SA), 3(A), 2(D), 1(SD) respectively. The questionnaire was arranged so as to make them fit well the specific objectives of this study. It contained items on all the

specific research objectives. The questionnaire consisted of the cover letter (stating the objective and purpose of the research and other issues related to the ethics of research). Demographic information was elicited in the first section of the questionnaire and the information needed to answer the research questions under each specific research objective on the other sections of the questionnaire. Each specific research objective will have six items developed to answer that specific research question or objective.

Equally, there was an interview guide for Head teachers with four (4) open-ended questions each addressing the objectives of the study. The interviews were conducted by means of note taking, because this was the means in which the respondents were comfortable. The average duration of the interview was 15 minutes per interviewee. The interview guide consisted of a cover letter and demographic information was put in the first section of the interview guide.

3.8 Validation of the Instrument

Validity of the questionnaire was assured by given sample copies to the supervisor and other experts to review them for face, content, construct, and criterion validity. Their recommendations were used to finally modify questions and the format of the tool so that it will have the ability to solicit the expected data. Once the questionnaires were designed and corrected, the content validity index (CVI) will then be computed as follows;

$$CVI = \frac{\text{Agreed items by judges as suitable}}{\text{Total number of items being judged}}$$

3.9 Reliability of the Instrument

To ensure reliability of the questionnaire the instrument was taken for pilot testing. The pilot testing was done on the teachers of Bambino nursery School, GNS Bunduma Buea. The objective of piloting was to allow for modifications of various questions in order to rephrase and clarify any ambiguity in the instrument. Their responses were subjected to a Cronbach's Alpha Coefficient reliability test.

3.10 Administration of the Instruments

The researcher personally administered the questionnaire to teachers. The researcher first of all informs the head teachers of the respective schools about the intention to carry out a study with teachers of the schools. A suitable time for administering the instruments was negotiated with the head teachers. The researcher administered the questionnaire on face-to-face bases and collected one day after the teachers had finished answering them. To ensure anonymity and honest responses, the teachers were asked not to write their names or anything that can identify them on the questionnaire sheet.

3.11 Procedure for Data Analysis

Data collected from the field was analyzed using descriptive statistics. Percentages were used to analyze data collected from the field. This was done by employing the formula:

$$\text{Percentages} = \frac{\text{Frequency of each responds}}{\text{Total number of responds}} \times 100$$

Frequency tables, bar-chart and pie-charts were used to present other important data.

3.12 Ethical Considerations

In studies that involve collecting data from participants, researchers should consider protecting research participants from possible harm and to secure privacy and confidentiality (Gall, *et al.*, 2007). The researcher obtained permission from the head teachers of the various schools before collecting data. There was voluntary participation as no teacher was forced to answer the questionnaire. Confidentiality of the result obtained was ensured in that the respondents did not write their names or disclosed their identity in any part on the questionnaire. Personal information that was revealed to the researcher was kept confidentially. Lastly, there was respect for rights, dignity, diversity and worth of all persons who participated in the study especially those who held values, attitudes, and opinions that differs from that of the researcher.

4. Presentation of Findings

4.1 Introduction

This chapter focused on the presentation of findings. The analysis was done under various sections and systematically followed the various research objectives and hypotheses. The findings were presented by various research objectives and hypotheses.

4.2 Presentation of Findings According Objectives

Research Specific Objective One: To examine relationship between democratic leadership style and nursery school teachers' performance

The findings here revealed the effect of democratic leadership style on nursery schools teachers' performance as presented below.

Table 5: Distribution of Teacher's According to Influence of Democratic Leadership Style

Indicators	Agreed		Disagreed	
	N	%	n	%
The head teacher often consults us how to deliver lessons	158	72.8	59	27.2
The working atmosphere is friendly	195	89.9	22	10.1
We often have refresher courses	179	82.5	38	17.5
The school supervisors are flexible	194	89.4	23	10.6
We often set collective goals	178	82.0	39	18.0
We have directive guide lines in delivering our content	163	75.1	54	24.9
Multiple response set (MRS)	1067	81.9	235	18.1

From the table, majority (72.8%) of the teachers agreed that the head teacher consulted them on how to deliver lessons, while a minority (27.2%) disagreed. Also, majority (89.9%) of teachers agreed that the working atmosphere in the school was friendly, while a minority (10.1%) disagreed on the friendliness of the school atmosphere. Still, majority (82.5%) of teachers agreed that they usually had refresher courses, while, minority (17.5%) disagreed. Moreover, majority (89.4%) of teachers agreed that the supervisors were flexible, while a minority (10.6%) disagreed. More so, a majority (82.0%) of teachers agreed that they often set collective goals, while a minority (18.0%) disagreed. Furthermore, majority (75.1%) of teacher agree that they have directive lines they follow in delivering their content while a minority (24.9%) disagreed. In addition, the findings on the multiple response set indicate that majority (81.9%) teachers agreed that there was the use of democratic

leadership style in their schools which influence the school efficiency while few (18.1%) disagreed.

Furthermore, asking some of the head teachers how they manage their staffs in a democratic way to enhance their performance, many of them said it enhanced their motivation to teach when they are democratic with them as depicted in the statements *"I often involve my staffs in decisions making"* *"I equally engage them to bring up suggestions which pushes them to work harder"* *"Most of my staffs take personal initiatives"*. Also, some stated that, *"most of my staffs are so happy working in the school"* *"my teachers are always presents in school"*.

Research Hypothesis One: Democratic leadership style has no relationship with nursery school teachers' performance

To further determine the effect of the democratic leadership style on the teachers' performance, Pearson product moment correlation coefficient was calculated to ascertain the relationship as indicated on table below.

Table 6: Teachers Perceived Relationship between Democratic Leadership Style and School Efficiency

		Democratic leadership style	Teachers' performance
Democratic leadership style	Pearson Correlation	1	.427 **
	Sig. (2-tailed)		.000
	N	100	100
Teachers' performance	Pearson Correlation	.427 **	1
	Sig. (2-tailed)	.000	
	N	100	100

**. Correlation is significant at the 0.01 level (2-tailed).

From table above the Pearson correlation coefficient ($R_T = 0.427$, $P=0.05$) indicates that there is a strong positive correlation between democratic leadership style and teachers' performance. Hence the null hypothesis was rejected, and the alternate hypothesis accepted which states that democratic leadership style has an effect on the teachers' performance.

Research Specific Objective Two: To examine relationship between Autocratic Leadership Style and nursery school teachers' performance

The findings here brought out the effect of autocratic leadership style on teachers' performance in selected nursery schools in the Buea municipality as presented in the section below.

Table 7: Distribution of Teacher's According to Influence of Autocratic Leadership Style

Indicators	Agreed		Disagreed	
	n	%	n	%
The head teacher don't involve us school decision making	128	59.0	89	41.0
The working atmosphere is so tense	154	71.0	63	29.0
We have poor communication link with the head teacher	63	29.0	154	71.0
The head teacher usually urge teachers to meet set targets	152	70.0	65	30.0
He often ensure we respect all school rules	175	80.6	42	19.4
I lack job satisfaction	92	42.4	125	57.6
Multiple response set (MRS)	764	58.7	538	41.3

From table, majority (59%) of the teachers agreed on the fact that the head teachers doesn't involves them in decision making while some (41%) disagreed. Also, majority (71.9%) teachers agreed that the working atmosphere in school is so tense, while few (29%) disagree. Moreover, few (29%) teachers agree that they have poor communication link with the principal in schools, while majority (71%) disagree. More so, majority (70%) of teachers agree that the head teacher usually urges them to meet set targets, few (30%) disagree. Still, majority (80.6%) of teachers agree on the fact that the head teacher often ensures they respect all school rules, while a minority (29.4%) disagree. Lastly, few (42%) teachers agreed that they lack job satisfaction, while majority (57%) disagree. In addition, the findings on the multiple response set indicate that majority (58.7%) teachers agreed that there is the use of autocratic leadership style in their schools which influence the teachers' performance, while few (41.3%) disagreed.

Furthermore, asking some of the head teachers how they manage their staffs in an autocratic way to enhance their performance, many of them said it enhanced their motivation to teach when they are autocratic sometimes with their staffs as depicted in their statements *"I often take harsh decisions to push them achieve stated goals"* *"At times, I make decisions in school without engaging them."* Also, some of them equally stated that, *"I set strict rules when I want work to be done"* *"my staffs work at times under pressure"* *"I often sanctions those that violate school rules and regulations"*.

Research Hypothesis Two: Autocratic leadership style has no relationship on nursery school teachers' performance

To further determine the effect of the autocratic leadership style on nursery schools teachers' performance of some selected nursery schools, the Pearson product moment correlation coefficient was calculated to ascertain the

relationship between autocratic leadership style and teachers' performance as presented in the sections as indicated below.

Table 8: Teachers Perceived Relationship between Autocratic Leadership Style and Teachers' Performance

		Autocratic leadership style	Teachers' performance
Autocratic leadership style	Pearson Correlation	1	.351**
	Sig. (2-tailed)		.000
	N	100	100
Teachers' performance	Pearson Correlation	.351**	1
	Sig. (2-tailed)	.000	
	N	100	100
**. Correlation is significant at the 0.01 level (2-tailed).			

From table, the Pearson correlation coefficient ($R_T = 0.351$, $P=0.05$) indicates that there is a moderate positive correlation from the teacher's perspective between autocratic leadership style and performance. Hence the null hypothesis was rejected, and the alternate hypothesis was accepted which states that autocratic leadership style has an effect on the teachers' performance.

Research Specific Objective Three: To explore the relationship between laissez-faire

The findings here bring out the effect of laissez-faire leadership style on school efficiency as presented in the section below.

Table 9: Distribution of Teacher's According to Influence of Laissez-Faire Leadership Style

Indicators	Disagreed		Agreed	
	N	%	n	%
The head teacher is friendly	145	66.8	72	33.2
He often allows staff the freedom to work their own way	54	24.9	163	75.1
He often allows staff to work as they deem fit	49	22.6	168	77.4
He often leaves teachers to make all necessary decisions	33	15.2	184	84.8
He often let teachers establish their own rules	83	38.3	134	61.8
He often works without a planned objective	20	9.2	197	90.8
Multiple response set (MRS)	384	29.5	918	70.5

From table above, majority (66.8%) of teachers disagreed that their head teacher is friendly, while minority (33.2%) agreed. Also, few (24.9%) of teachers disagreed that the head teacher allows staff free to work on their own, while majority (75.9%) agreed. Still, few (22.6%) teachers disagreed that the head teacher allows staff to work as they deem fit, while majority (77.4%) agreed. Moreover, very few (15.2%) disagreed that the head teacher often allowed them to make all necessary decisions, while majority (84.8%) agreed. More still, few (38.3%) teachers disagreed that the head teacher often allowed them to establish their own rules, while majority (61.8%) disagreed. Lastly, very few (9.2%) teachers disagreed that they worked without planned objectives, while majority (90.8%) agreed. In addition, the findings on the multiple response set indicate that few (29.5%) teachers disagreed that there is the use of laissez-faire leadership style in their schools which influence the school efficiency, while majority (70.5%) agreed. Furthermore, asking some of the head teachers how they

manage their staffs in a laissez-faire way to enhance their performance, many of them said it enhanced their motivation to teach when they are laissez-faire with them as depicted in the statements "I often allow my staffs to work without supervision" "I give my staffs the opportunity to do things on their own". Some stated that, "my staffs at times came to school on their own time" "some stay back when they are not comfortable". Some equally stated that, "my staffs take initiative on their own".

Research Hypothesis Three: Laissez-faire leadership style has no effect on teacher's performance

To further determine the effect of the laissez-faire leadership style on the nursery school teachers' performance, the Pearson product moment correlation coefficient was calculated to ascertain the relationship as indicated on the table below.

Table 10: Teachers Perceived Relationship between Laissez-Faire Leadership Style and Teachers' Performance

		Laissez-Faire leadership style	Teachers' performance
Laissez-Faire leadership style	Pearson Correlation	1	.084
	Sig. (2-tailed)		.220
	N	100	100
Teachers' performance	Pearson Correlation	.084	.084
	Sig. (2-tailed)	.220	
	N	100	100

From table above the computed Pearson correlation coefficient ($R_T = 0.084$, $P=0.220$) indicates that there is a correlation between laissez-faire leadership style and teachers' performance. Hence the alternate hypothesis was accepted, and the null hypothesis rejected which states that laissez-faire leadership style has a significant effect on teachers' performance.

Research Specific Objective Four: To explore the relationship between Transformational leadership style and nursery school teachers' performance

The findings here brought out the effect of transformational leadership style on nursery schools teachers' performance as presented below.

Table 11: Distribution of Teacher's According to Influence of Transformational Leadership Style

Indicators	Agreed		Disagreed	
	n	%	n	%
My head teacher shares responsibility with teachers in school	380	89.2	46	10.8
My head teacher delegates teachers to be able to function effectively without him/her	397	93.2	29	6.8
My head teacher mobilizes resources for effective work performance	386	90.6	40	9.4
My head teacher creates a good climate that is conducive to effective teaching	368	86.4	58	13.6
When head teachers share responsibilities, it helps to bring out the potentials in teachers	341	80.0	85	20.0
Multiple response set (MRS)	1872	87.8	258	12.1

The findings on table above revealed that majority (89.2%) teachers agreed that their head teacher shares responsibility with teachers in school while few (10.8%) disagreed.

Majority (93.2%) teachers agreed that their head teacher delegates teachers to be able to function effectively without him/her while very few (6.8%) disagreed. Also, majority (90.6%) teachers agreed that their head teacher mobilizes resources for effective work performance while very few (9.4%) disagreed. Again majority (86.4%) students agreed that their head teacher creates a good climate that is conducive to effective teaching while few (13.6%) disagreed. Furthermore, majority (80%) teachers agreed that their head teachers share responsibilities, it helps to bring out the potentials in teachers while some (20%) disagreed. Additionally, the findings on the multiple responses set indicate that majority (87.8%) teachers agreed that transformational leadership style influence the teachers' performance, while few (12.1%) disagreed.

Furthermore, asking some of the head teachers how they manage their staffs in a transformational way to enhance their performance, many of them said it enhanced their staffs' motivation to teach when they are transformational in their leadership style as this can be depicted in their statements *"I often involve my staffs in decisions making"* *"I equally engage them to bring up suggestions which pushes them to work harder"* *"Most of my staffs take personal initiatives"*. Also, some stated that, *"most of my staffs are so happy working in the school"* *"my teachers are always presents in school"*. Some equally stated that, *"I often organise seminars to enhance their capacity"* *"I often give them opportunity to further their education"* *"I am flexible with my staffs in decision making"*.

Research Hypothesis Four: Transformational leadership style has no nursery school teachers' performance

To further determine the effect of the transformational leadership style on nursery school teachers' performance of some selected nursery schools, the Pearson product moment correlation coefficient was calculated to ascertain the relationship between transformational leadership style and teachers' performance as presented in the sections as indicated below.

Table 12: Teachers Perceived Relationship between Transformational Leadership Style and Teachers' Performance

		Transformational Leadership style	Teachers' Performance
Transformational leadership Style	Pearson Correlation	1	.351**
	Sig. (2-tailed)		.000
	N	100	100
Teachers' performance	Pearson Correlation	.351**	1
	Sig. (2-tailed)	.000	
	N	100	100

**. Correlation is significant at the 0.01 level (2-tailed).

From table, the Pearson correlation coefficient ($R_T = 0.351$, $P=0.05$) indicates that there is a moderate positive correlation from the teacher's perspective between transformational leadership style and performance. Hence the null hypothesis was rejected, and the alternate hypothesis was accepted which states that transformational leadership style has an effect on the teachers' performance.

Table 13: Distribution of Teacher's According to Teachers' performance

Indicators	Agreed		Disagreed	
	n	%	n	%
I am often present in school	208	95.9	09	04.1
I have job satisfaction	170	78.3	47	21.7
I often make sure all my assignments are done	193	88.9	24	11.1
I often like cooperating with other staff	180	82.9	37	17.1
I often cover my content appropriately	197	90.8	20	09.2
Multiple response set (MRS)	948	87.4	137	12.6

The findings on table revealed that majority (95.9%) teachers agreed that they are often present in school, while few (04.1%) disagreed. Majority (78.3%) of teachers agreed that they have job satisfaction, while few (21.7%) disagreed. Also, majority (88.9%) teachers agreed that they often made sure all their assignments are done, while very few (11.1%) disagreed. Again majority (82.9 %) teachers agreed that they often like cooperating with their fellow colleagues while few (17.1%) disagreed. Furthermore, majority (90.8%) of teachers agreed that they often cover their academic content appropriately, while some (09.2%) disagreed. Additionally, the findings on the multiple responses set indicate that majority (87.4%) teachers agreed that they perform well in their job while few (12.6%) disagreed.

Summary of Findings

This gives a summary of all the findings of the study as indicated on table below.

Table 14: Summary of Findings

Research hypotheses	Tests statistic	Comment
Research hypothesis one: There is no effect of democratic leadership style on teachers' performance	Pearson product moment correlation ($R_T = 0.427$, $P=0.05$)	The findings here reveal that democratic leadership style has a strong positive effect on the teachers' performance.
Research hypothesis two: Autocratic leadership style has no effect on teachers' performance	($R_T = 0.351$, $P=0.05$)	The findings revealed that there is a moderate positive effect between autocratic leadership style and teachers' performance.
Research hypothesis three: Laissez-faire leadership style has no effect on teachers' performance.	($R_T = 0.084$, $P=0.220$)	Findings revealed that there is a relationship between laissez faire leadership style and teachers' performance.
Research hypothesis Four: Transformational leadership style has no nursery schools teachers' performance	.351**	The findings here reveal that transformational leadership style has a strong positive effect on the teachers' performance.

5. Discussion, Conclusion and Recommendations

Introduction

This part of the study deals with the discussion on the major findings, general conclusion drawn on the bases of the findings and recommendations which are assumed to be useful to enhance the school efficiency among nursery school teachers performance, suggestions for further research, and limitations of the study.

Discussion of the Findings

Leadership style seems to be one of the most important tools of human resource management. Schools are often expected to be efficient, be it from the point of view of teachers or from students. The head teacher's leadership styles in school play a great role in the efficiency for schools. With this, we understand that the key to create the efficient leadership styles is an answer to the question what type of leadership style really enhances school efficiency. Thus, this research seeks to provide the current head teachers' leadership styles as determinant of nursery school teachers' performance. Therefore, the study is aimed on assessing head teacher' leadership styles on teachers' performance. In order to meet this purpose, the following basic research objectives were designed, and the following findings were gotten.

Democratic leadership style and teachers' performance

From the teachers' perspective, the research proved that democratic leadership style had a strong positive effect on the performance of teacher, there is a strong and significant correlation between these two variables. These finding showed that efficiency in the schools could be more reinforced if there was a reinforcement in democratic type leadership. Furthermore, asking some of the head teachers how they manage their staffs in a democratic way to enhance their performance, many of them said it enhanced their motivation to teach when they are democratic with them as depicted in the statements *"I often involve my staffs in decisions making"* *"I equally engage them to bring up suggestions which pushes them to work harder"* *"Most of my staffs take personal initiatives"*. Also, some stated that, *"most of my staffs are so happy working in the school"* *"my teachers are always presents in school"*.

This finding aligns with study by Shamakhi (2015) on the most effective leadership style on job productivity of teachers. It was found out that, among the different leadership styles, democratic style contributes more to teacher's job productivity than autocratic style as can be seen in rated items. These findings are in support of by Akida (2015), who conducted a study to examine the effectiveness of democratic leadership style on primary school teachers' work morale in Tanzania the case of Kiteto District and found out that democratic leadership styles influence teachers' work morale as it creates respect, promote peace and harmony and creates good relationship. The findings are equally in support to by Raupu (2021) who investigated on the impact of the principal's democratic leadership style on teacher performance in junior high schools in Palopo City's Bara District and found out that democratic leadership style displayed by the principal has a strong influence and significance on the performance of teachers in SMP/MTs in Bara District, Palopo City.

Looking at the findings, it showed that democratic leadership style is an effective leadership style to enhance teachers' performance in nursery schools. This is because leaders using a democratic style of leadership build consensus through participation, but these leaders also expect a higher level of excellence and self-direction. The leaders have time to listen and share ideas with their followers. They also tend to be more flexible and are responsive to one's needs. They are able to motivate teachers to participate in decision-making and are respectful.

Autocratic leadership style and teachers' performance

From the teacher's perspective, there is a moderate positive effect between autocratic leadership style and teachers' performance. Furthermore, asking some of the head teachers how they manage their staffs in an autocratic way to enhance their performance, many of them said it enhanced their motivation to teach when they are autocratic sometimes with their staffs as depicted in their statements *"I often take harsh decisions to push them achieve stated goals"* *"At times, I make decisions in school without engaging them. Also, some of them equally stated that, "I set strict rules when I want work to be done"* *"my staffs work at times under pressure"* *"I often sanctions those that violate school rules and regulations"*.

This finding is in line with Adeyemi (2010) in his study on principals' leadership styles and teachers' job performance in senior secondary schools in Ondo State, Nigeria found out that Teachers' job performance was also found to be at a moderate level in the schools with autocratic leadership style. This proves that there can be efficiency in schools if the autocratic leadership style is used moderately. However, teachers strongly commend democratic leadership style as compared to autocratic leadership style for nursery school efficiency in Buea municipality. According to Onyini (2007) autocratic leadership style is a direct opposite of the democratic leadership style and signifies a self-centered leader whose administration is centered on him. The leader adopting this style may be feared but not respected (Dididjon, 2002). Dididjon, (2002) noted that autocratic leaders have the advantage of taking speedy decisions since they do not consult others most times. To Kaitila (2011), this style should be used only where is necessary, as a head teacher may use this style for activity that must be done in the way they should be done.

This finding is in line with that of Inecky and Ushe (2020) who conducted a similar study on the effects of autocratic and authentic leadership styles on teacher motivation in selected primary schools in Botswana and concluded that there is a significant relationship between autocratic and authentic leadership styles (independent variables) and teacher motivation (the dependent variable). Looking at the results, it showed that autocratic leadership style can be sued to enhance teachers' effectiveness, just like the transformational and the democratic leadership styles. Despite the fact that autocratic leadership style is characterized by individual control over all decisions and little input from group members, it provides clear expectations for what needs to be done, when it should be done, and how it should be done. This can lead to teachers' effectiveness.

Laissez-faire leadership style and teachers' performance

From the teacher's perspective, findings revealed that there is a moderate effect between laissez faire leadership style and teachers' performance. Furthermore, asking some of the head teachers how they manage their staffs in a laissez-faire way to enhance their performance, many of them said it enhanced their motivation to teach when they are laissez-faire with them as depicted in the statements *"I often allow my staffs to work without supervision"* *"I give my staffs the opportunity to do things on their own"*. Some stated that, *"my staffs at times came to school on their own time"*

“some stay back when they are not comfortable”. Some equally stated that, “my staffs take initiative on their own”. This means that, despite the negative connotation of this leadership style, many teachers still believe it pushes them to work when their head teacher gives them that freewill. This finding is in line with Onogon (2014) who believes that the part of advantages of this leadership style means, no work for the leader, frustration may force others into leadership roles, allows the visionary worker the opportunity to do what they want, free from interference and this will empower the group. However, despite the advantages witnessed by some of the teachers in these schools, there still exist some disadvantages that are contrary to the study. This kind of leadership style affects the staff negatively, and their attitude to work. Attainment of the organizational goals becomes an uphill task as people work towards different directions. It offers room for malpractices, example; embezzlement, inappropriate records and forgery. Lack of co-ordination of efforts as a result of “I don’t care” attitude, this leads to apathy (Shuka, 2009). According to Flowers (2008) this type of leadership behaviour doesn’t make any meaningful progress in an organization rather would lead to a state of organizational anarchy since every member acts independently. This style has no concern for either the organization or the staff as a result their behaviour can be described as passive or political.

Transformational leadership style and nursery school teachers’ performance

The findings here reveal that transformational leadership style has a strong positive effect on the teachers’ performance. Furthermore, asking some of the head teachers how they manage their staffs in a transformational way to enhance their performance, many of them said it enhanced their staffs’ motivation to teach when they are transformational in their leadership style as this can be depicted in their statements *“I often involve my staffs in decisions making” “I equally engage them to bring up suggestions which pushes them to work harder” “Most of my staffs take personal initiatives”.* Also, some stated that, *“most of my staffs are so happy working in the school” “my teachers are always presents in school”.* Some equally stated that, *“I often organise seminars to enhance their capacity” “I often give them opportunity to further their education” “I am flexible with my staffs in decision making”.* This means that, when school heads are transformed leaders, this pushes the teachers to do their job with diligence.

These findings were in support of that of Ibrahim (2017) who conducted a study to examine the effect of transformational principal leadership style on teachers’ commitments and school achievement in Terengganu, Malaysia and concluded that there were positive and significant relationship between transformational leadership of principals and teachers' commitment to the organization SMKAs schools in Terengganu. The finding is also in support to that of Kim (2017) ^[29] who investigated the effect of transformational leadership on middle school students’ intrinsic motivation and expectancy-value in Physical Education in San Bernardino, USA and concluded that transformational leadership had a positive impact on students’ expectancy-value and intrinsic motivation. Looking at the finding, it shows that transformational leadership is the best way to make changes in the school

environment. This is because the leaders have the knowledge and skills to adapt continuously to changing circumstances and therefore, should be used to enhance teachers' commitment and loyalty to the school thus, improving their performances.

Conclusion

Based on the findings of the study the following conclusions were drawn: Firstly, results from the findings prove that a significant relationship exists between the two variables (leadership styles and teachers’ performance). Results show that the type of leadership style (democratic, autocratic, laissez-faire and transformational) used have an effect on teachers’ performance, either positively or negatively, or even null. Also, the findings show that democratic leadership style applied in schools has a stronger effect on teachers’ performance. Shamaki (2015) from his study in Taraba state Nigeria proved that democratic and transformational leadership style was the best form of leadership style to increase productivity in a school. Moreover, findings show that autocratic leadership style could be a substitute to democratic leadership style in bringing in efficiency in schools. Some teachers also believe that autocratic leadership style could be the best, however, majority believes in democratic leadership s a source for teachers’ performance. Adeyemi (2010), in his study on principals’ leadership styles and teachers’ job performance in senior secondary schools in Ondo State, Nigeria found out that teachers’ job performance was also found to be at a moderate level in the schools was autocratic leadership style. It was recommended that; school principals should imbibe a mixture of autocratic and democratic styles of leadership in their school administration in order to enhance better job performance among teachers.

Findings revealed that there is a moderate effect between laissez faire leadership style and teachers’ performance. Furthermore, asking some of the head teachers how they manage their staffs in a laissez-faire way to enhance their performance, many of them said it enhanced their motivation to teach when they are laissez-faire. This means that, despite the negative connotation of this leadership style, many teachers still believe it pushes them to work when their head teacher gives them that freewill. This finding is in line with Onogon (2014) who believes that the part of advantages of this leadership style means, no work for the leader, frustration may force others into leadership roles, allows the visionary worker the opportunity to do what they want, free from interference and this will empower the group.

Recommendations

Based on the above conclusions, the following recommendations were made:

The educational stakeholders, including the Regional Delegation for Basic education, the divisional delegation, others are advised to influence democratic leadership style in schools to ensure school efficiency. Including NGOs through this should support continues training for the school heads on democratic leadership style and influence them to use this style in their daily management of schools as it has a strong correlation with teachers’ performance.

The school heads can also be advised in times of extreme need to use the autocratic leadership in the place of the democratic leadership style because all the leadership styles

are complementary. From the point of view of the respondents, autocratic leadership style could be an alternative that could still however bring about teachers' performance as it is believed to have a moderate relationship with teachers' performance. This could be used in cases where there is an urgent action to be taken that doesn't need time wastage.

Suggestion for Further Study

Form the results of the study, the researcher proposes further research in the following domains. This study suggests that there should be further studies on other factors that contribute in school efficiency apart from leadership styles. Also, the researcher also suggest that this study should be carried out in the whole region so as to see the perspective from other subdivisions and compare the results whether the results will bring the same findings.

Limitation of the Study

This study carried out in the Buea municipality had a series of challenges such as area of coverage for the Study which was limited only to teachers in nursery schools. Results got from there might not reflect the situation in the whole region. The study might have made more sense if it was carried out in either the whole region or in a whole division. This could influence the results of the study.

Contextually, this study was limited to the, teachers and school head teachers. It could have made much more sense if it was extended to the parents and the educational authorities.

6. Dedication

This work is dedicated to God Almighty for strength, guidance and protection.

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