



Gender of teachers as a predictor of instructional leadership model in public secondary school in Enugu state of Nigeria

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Abstract

The study determined gender of teachers as a predictor of instructional leadership models in public secondary schools in Enugu State, Nigeria. One research question was answered while one null hypothesis was tested at $p \leq 0.05$ level of probability. The design was a correlation design. The population of the study is 4,516 teachers consisting of 1,407 males and 3,109 females in the public junior secondary schools in Enugu State. The sample for the study was 903. Proportionate stratified random sampling technique was used for the study. One instrument: Teachers' Instructional Leadership Rating Scale (TILRS) was developed and used for the study. The TILRS, was face validated by three specialists in the field of study. Cronbach Alpha method was used to determine the internal consistency reliability of the items which yielded a reliability estimate of 0.81. The researcher administered the instrument with the help of six research assistants. Pearson Product Moment Correlation Coefficient (Pearson r) was used to answer the research questions one. Linear and multiple regressions analysis and t-test statistic were used to test the hypothesis at 0.05 level of probability. Results indicated that gender of teachers significantly predicted teachers' instructional leadership models. It was recommended that Male and female teachers should be exposed to training on the extent gender can predict instructional leadership without discrimination, since evidence is that there is significant gender difference in gender factor as a predictor of teachers' instructional leadership. Such exposure may also help both genders to adjust their emotional intelligence in instructional leadership.

Keywords: gender, teacher, instructional leadership, model, public secondary school

Introduction

Recently, the reports of poor academic achievement of students especially in secondary schools has raised more attention and greater concerns among stakeholders in Nigerian education. Academic achievement or academic performance is the outcome of education, that is the, extent to which a student, teacher or institution has achieved their educational goals (Ward, Stoker, & Murray-Ward, 2000) [33]. Academic achievement is commonly measured by continuous assessment or examination but there is no general agreement on how it is best tested or which aspects is most important, whether procedural knowledge such as skills or declarative knowledge such as facts (Stumm, Hell, & Chamorro-Premuzic, 2011) [21]. Irrespective of the method of academic measurement, Isangedighi (1999) observed that indiscipline, drug addiction, poor socio-economic background of the parents, inadequate motivation on the part of students, lack of information couple with teachers' nonchalant attitude to work and students' negative self-concept have often resulted into students' inconsistent and poor academic performances. Yoloeye (1999) [34] submitted that theories of educational disadvantages and social cultural pathology have been most prominent in the explanation of poor academic achievement of students in schools. On the contrary, a growing number of scholars, have rejected this latter view and have suggested that many of the problems of learning are the artifacts of discontinuities which are brought about by the separation of learning from real life functions and situations (Fagbemi, 2001) [8] and by the exclusion of the child's language, values

and mode of cognition from the school environment (Ugodulunwa, 2007). It seems that the causes of low academic achievement are diverse and cannot be associated with a single factor alone. For in-stance, Adamu (1998) observed that self-concept and its variables may be a paramount factor in academic failure. Tukur & Musa (2001) attributed the causes of fluctuating performances among students to teacher-student inter-actions, intrinsic and extrinsic motivations, classroom behavior and other extraneous variables. The above may be responsible for the academic achievement of students in the area of the study.

In Enugu State, the academic achievement of secondary school students has been observed to be generally poor. A look at the West African Senior Secondary School Certificate Examination results in the past eight years (2005-2012) shows clearly the declining state of secondary school students' achievements in external examinations in the state. The West African Certificate Examinations Councils' (WAEC) result analysis has it that in 2005, only 27.53% of candidates who sat for the senior secondary school certificate examination had five credit passes and above including English Language and Mathematics (WAEC, 2010). The same trend continued in 2006, 2007, 2008, 2009, 2010, 2011 and 2012 where only 15.56%, 25.54%, 13.76%, 25.99%, 24.94%, 30.99% and 25.76% of candidates respectively obtained five credit passes including English Language and Mathematics, which are the minimum entry requirement for admission into Nigerian Universities.

It is believed that many factors could be responsible for the

poor achievements of the students in external examinations in the State. Such factors may range from the nature of school administration, environment, to the qualification and teachers' characteristics such as emotional intelligence, locus of control and gender. Ali (2004) ^[2] observed that there was statistically significant relationship between teacher characteristics and students' academic achievement. The author further explained that teachers' characteristics are strong determinants of students' achievement in secondary schools. Teachers have a lot of influence on the classroom practices. Teachers are expected to apply specific abilities without which their influence may not be reflected on their students' achievement in the subject. These characteristics are very influential in students' learning experiences and critical in determining the extent of students' achievement. This means that teachers' emotional intelligence, locus of control and gender may predict teachers' instructional leadership model which in turn determines students' achievement since teachers provide the vital human connection between the content, environment and learner. It becomes necessary to examine such teacher characteristics as emotional intelligence and locus of control determine the extent they predict teachers' instructional leadership model in secondary schools.

Leadership is very vital in every organization for the effective management of human and material resources required for the achievement of organizational objectives. Railey (2000) ^[18] defined leadership as the act of guiding or directing others to a course of action through persuasion or influence. According to Bush (2003) ^[4], leadership is the process of influencing people so that they will strive willingly towards the achievement of group goals. It is a relational attribute which emphasizes the behaviour of the person leading in terms of the behaviour of the person being led. Leadership in the context of this study refers to the process whereby the teacher exercises authority over the students in the classroom and co-ordinates the students' activities toward achieving set educational goals. Leadership is not a mere exertion of brute power over those who are led. It demands qualities which make it possible for the leader to exercise authority beyond that guaranteed by virtue of the position.

Leadership is of fundamental importance in any system such as educational institutions. Arinze (2011) ^[3] postulated that a good leader manages resources efficiently to achieve goals; provides sense of direction towards attaining individual and collective goals; allocates and utilizes limited resources for the satisfaction of basic needs of the citizenry. Akume (2012) ^[1] asserted that a good leader mobilizes resources for the attainment of consensus goals of the collective interest; makes decisions for the attainment of societal goals; extracts, produces and distributes channels towards promoting the good life for all in the polity; disciplines and subjects individuals positively to the orderly demand and sacrifice necessary to attain set goals. Based on the importance of leadership in the society, teachers provide leadership in schools to achieve educational goals.

A teacher, according to Unachukwu (1990) ^[23], is a person who attempts to help someone acquire or change some knowledge, skills, attitude, idea or appreciation. Obanewa (1994) ^[17] stated that a teacher is someone who has undergone the necessary and recommended training in teacher preparatory programmes and is charged with the full responsibility of managing the classroom in such a way as

to enhance the learning behaviour of the students. Obanewa further stated that some human qualities that may enable a teacher achieve most educational goals in the school include the ability to master the subject; exercise self-control; take right decisions and demonstrate a good instructional leadership all the time.

Instructional leadership according to Heywood (2006) ^[12] is actions taken by an individual to promote students' learning. That is, the leadership that encourages educational achievement by making instructional quality the top priority of the school. In the view of Zepeda (2008) ^[35], instructional leadership is the dynamic delivery of the curriculum in the classroom through strategies based on different leadership models to ensure optimum delivery. Zepeda further explained that instructional leadership focuses on teaching and learning in order to realize the objectives. In the context of this study, instructional leadership means adoption of different leadership models in the dynamic delivery of the curriculum to ensure the realizations of its objectives. The forms of leadership demonstrated by teachers in schools, in this study, are referred to teachers' instructional leadership model. When instructional leadership model is effectively utilized, all stakeholders can move forward in the knowledge that whatever the current economic, political or social climate might be, optimum teaching and learning are being achieved for their students.

Teachers adopt different models of leadership in schools based on their varying background and experiences. Lewin, Lippit and White (1939) stated that the major models of leadership include authoritative, authoritarian, and permissive. According to the authors, a teacher with authoritative instructional leadership demonstrates respect for every student in the classroom while sharing responsibilities to every student. Decision-making and communication are based on consultation, deliberation and participation among the students. This permits self-expression, creativity and teacher-students interaction. Authoritarian model of instructional leadership according to the authors emphasizes achievement of the objective at the expense of human consideration. That is, the teacher takes decisions exclusively believing that students are weak, unwilling to study, incapable of self-determination and have limited reasoning. Therefore, they must be directed, pushed and forced to do work. With reference to permissive model of instructional leadership, the teacher allows complete freedom to the students and they behave as they wish in the class due to the teacher's tolerance. Students are usually left to study on their own instruction or supervision. These three models of instructional leadership are effective depending on the situation in the classroom. Though, each has its own strengths and weaknesses. For instance, an interaction between the researcher and 52 secondary school teachers in two external examination (WAEC) marking centers in the area of the study revealed that 43% of teachers are authoritarian, 19% of teachers are authoritative while 38% of teachers are permissive in their instructional leadership. For this study, how emotional intelligence and locus of control predict teachers' instructional leadership would be determined. Models of leadership by Lewin, Lippit and White are relevant to the present study. It explained the three leadership styles which teachers display in the process of imparting knowledge to students in the classroom. Teachers that display authoritative leadership model may bring about better academic achievement as the students are

allowed to freely express themselves in the class. This free expression creates a conducive environment for students to learn and often lead to creativity. Whereas teachers that display authoritarian or permissive leadership models in the class are likely to record poor academic achievement. This is because in authoritarian leadership model students study under pressure and fear which leads to anxiety that brings poor academic achievement, while in permissive leadership model too much freedom is allowed which students often abuse.

Gender is another factor which has been suggested to influence instructional leadership model. It is the role ascribed to males and females by the society. Richardson (2001) [19] argued that one's psychology, which may include one's model of leadership, could be influenced by one's gender. For instance, A study was carried out by Egny and Carli (2007) [5] on the instructional leadership of male and female secondary school students in Canada. Samples of 340 students (158 senior and 182 junior secondary students) were used for the study. The researchers used questionnaire for data collection. The data collected was analyzed using t-test statistic. The research finding on gender differences in leadership which is a behavioural measure of leadership indicates that women practice a better instructional leadership than men tend. In the study reviewed above, small sample size was used in relation to the present study. The same method of data collection data analysis used in the study above was employed in this study. Ezech (2013) [7] stated that men and women flourish educationally when given the same supportive environment. According to Ezech, it means that gender does not predict instructional leadership models. Therefore, one may wonder the extent teachers' instructional leadership models could be predicted by gender of teachers in Enugu State.

Statement of the Problem

The major role of a teacher in any school is to ensure effective teaching and learning. To this end, teachers adopt different models of leadership in secondary schools to direct and motivate students towards learning for the achievement of educational objectives. In the area of the study, it is worrisome that the achievements of students in external examinations are declining steadily. This situation has become a source of concern to teachers, parents, curriculum experts, evaluators and researchers. It is believed that if the achievements of students continue to decline unabated, it may affect both the economic and technological growth of Nigeria. However, many factors are believed to be responsible for the poor achievements of the students in external examinations one of which is gender.

In the area of study, the researcher observed that teachers' instructional leadership models contribute a lot to the academic achievements of students. This is because students in the class usually avoid the class and lessons of an authoritarian while they attend to the classes of a permissive instructional teacher to play away their time. Besides, studies on educational functions have shown that having qualified teachers in a school do not automatically translate to students' scores without good instructional leadership model. This is because, the success of students in a class to an extent depends on motivations and instructional leadership models of the teachers. Leithwood (2004) [15] found that schools making significant progress are often lead by teachers who adopt authoritative instructional

leadership model. Meanwhile, an interaction between the researcher and 52 secondary school teachers in two external examination (WAEC) marking centers in the area of the study revealed that 43% of teachers are authoritarian, 19% of teachers are authoritative while 38% of teachers are permissive in their instructional leadership models. On further enquiry on what could be responsible for adopting different instructional leadership models by teachers, they suggested that factors such as stress, job satisfaction, gender amongst others. Educational researchers and psychologists have carried out research to ascertain the possible influence of training needs, of teachers, teachers' reinforcement, job satisfaction and teachers' retention on the instructional leadership model of teachers in secondary schools in an attempt to encourage authoritative leadership model yet the variation in teachers' instructional leadership model and the poor results of students persists. This gap in instructional leadership model makes it necessary to determine the extent to which gender predict teachers' instructional leadership model with regards to improving the achievement of students in external examinations. Therefore, the problem of the study put in a question form is: To what extent does teachers' gender predict teachers' instructional leadership?

Purpose of the Study

The major purpose of this study was to determine the extent gender predict teachers' instructional leadership in secondary schools in Enugu State, Nigeria. Specifically, the study sought to:

1. Determine the extent gender of teachers predict teachers' instructional leadership model.

Research Questions

The following research questions guided the study

1. To what extent does gender of teachers influence teachers' instructional leadership model?

Hypotheses

The following null hypothesis (Ho) was tested at 0.05 level of significance:

HO₁: Gender of teachers do not significantly predict teachers' instructional leadership model.

Research Methods

This study adopted a correlational research design. According to Gall, Gall and Borg (2007) [10], a correlational design is a form of research design that involves collecting data on two or more variables for each individual in the sample and computing a correlation coefficient. Correlational research design is suitable for this study in that it enabled the researcher to determine the relationship between emotional intelligence and locus of control on teachers' instructional leadership models.

The study was carried out in Enugu State of Nigeria. Enugu State has six Education Zones namely: Nsukka, Agbani, Awgu, Enugu, Obollo- Afor and Udi with 285 public secondary schools (Planning, Research and Statistics (PRS) Units, Post Primary Schools Management Board, Enugu-2012). The state is dominated by uneducated farmers who are the parents of the students. The rationale for choosing this state is to find out the extent to which gender of teachers contribute to poor state of achievement of the students in order to suggest ways of enhancement.

The population of the study consisted of 4516 teachers in

the public junior secondary schools in Enugu State made up of (1,407 males and 3,109 females) and 285 secondary schools (Planning, Research and Statistics (PRS) Units, Post Primary Schools Management Board, Enugu-2013). The choice of junior secondary school teachers was guided by the fact that they form the educational foundations of secondary school students and their effectiveness and efficiency determine the academic achievement of the students in external examination.

The sample for the study was 903 teachers consisting of 281 males and 622 females that were purposively selected from the entire population 4516 of the study. The sample of the study 903 represents 20% of the entire population as recommended by Gall, Gall and Borg (2007) [10]. They recommended that if the population is between 2000 to 5000, 10% should be used. When the population is between 1000 to 2000, 20% should be used. If the population is in hundreds, it is 50% and in tens the whole population may be used. Therefore, when modified a population of 2000 to 5000 then 20% could be used. This study adopted the modified version and so 20% of the population was used.

Proportionate stratified random sampling technique was used in sampling 281 (20%) proportion from 1407 males and 622 (20%) proportion from 3109 females. This technique was possible because the researcher had the entire population of the teachers with their sex and schools when each teacher was employed. This figure represents more than 50% of the population of teachers in the schools sampled for the study.

Teachers' Instructional Leadership Rating Scale (TILRS). This was developed by the researcher for use in determining the instructional leadership of teachers in the classrooms. The items were developed by the researcher from the information acquired through the review of relevant literature. The instrument has one cluster with 21 items. It is a four-point rating scale in which respondents have to select Very Frequently (VF=4), frequently (F=3), rarely (R=2), and Never (N=1) on the behaviours as specified by each item. Negative item statements were reverse scored.

The instrument Teachers' Instructional Leadership Rating Scale was face validated by two specialists in Educational Psychology and one specialist in Educational Measurement and Evaluation. These specialists were asked to assess the instrument with regards to the suitability of the language and the extent to which the items represent the instructional leadership used in the study. They suggested that some of the items should be reframed or removed which the researcher adhered to. The questionnaire had 24 item statements in the initial draft which was reduced to 20 after effecting the corrections and suggestions of the experts. Therefore, their comments and suggestions were used in improving the instrument.

The Teachers' instructional Leadership Rating Scale was trial tested using 30 teachers taken from schools in Anambra State which is outside the study area. The data obtained through the trial testing were used to determine the internal consistency reliability of the items which yielded a reliability estimate of .81. This was achieved through the use of Cronbach's Alpha method, since the scores obtained were non-dichotomously scored.

The researcher administered the instruments with the help of six research assistants to facilitate the study and cover the scope. The instrument was administered to the sampled secondary school teachers in their various schools and

collection was made on the spot after their completion. The essence was to ensure that the entire questionnaire administered and completed were collected. This method helped in reducing loss of copies of questionnaire and removed undue influence from those not involved in the study.

The data collected for the study were analyzed using Pearson Product Moment Correlation Coefficient (Pearson r). T-test statistic was used to test the hypotheses at 0.05 level of significance. For research question, the value of r is +1.00, it shows a perfect positive correlation while -1.00 indicates a perfect negative correlation. The null hypothesis of no significant difference was accepted if the t-calculated value is less than the t-table value at 0.05 level of significance and appropriate degrees of freedom and rejected if otherwise.

Results and Discussion

The results of this study were presented in line with the research questions and hypotheses that guided the study.

Research Question 1: To what extent does gender predict teachers' instructional leadership model?

Data required for answering research question six are presented as in Table 1.

Table 1: The extent gender predicts teachers' instructional leadership model

| Model | r | R Squared | Adjusted R Squared |
|-------|------|-----------|--------------------|
| 1 | .393 | .154 | .153 |

Data in Table 1 indicated a positive relationship between gender and teachers' instructional leadership. This is shown by the calculated r of .393. The calculated R² of .154 indicated that 15% of the variance observed on the teachers' instructional leadership was accounted for by their gender. This further indicated that gender to this extent predicts teachers' instructional leadership in the classroom.

Table 2: Gender and Authoritative instructional leadership model

| Model | r | R Squared | Adjusted R Squared |
|-------|------|-----------|--------------------|
| 1 | .159 | .025 | .024 |

Data in the Table 2 showed a positive relationship between gender and authoritative instructional leadership model of teachers. The calculated r value of .159 indicated this. The descriptive analysis showed that female teachers were more authoritative in instructional leadership model than their male counterpart. The R square value of .025 showed that 3% of the variance observed on authoritative instructional leadership model occurred due teachers' gender. Thus, gender to this extent predicts authoritative instructional leadership.

Table 3: Gender and Authoritarian instructional leadership model

| Model | r | R Squared | Adjusted R Squared |
|-------|-------|-----------|--------------------|
| 1 | -.147 | .022 | .021 |

Data in the Table 3 showed a negative relationship between gender and authoritarian instructional leadership model of teachers. The calculated r value of -.147 showed this relationship. This suggested that male teachers are more authoritarian in their instructional leadership than female

teachers. The R square value of .22 showed that 2% of the variance observed on authoritarian instructional leadership model occurred due teachers' gender. Thus teachers' gender to this extent predicts authoritarian instructional leadership.

Table 4: Gender as a predictor of permissive instructional leadership model

| Model | r | R Squared | Adjusted R Squared |
|-------|------|-----------|--------------------|
| 1 | -.16 | .025 | .024 |

Data in the Table 4 indicated a negative relationship between gender and permissive instructional leadership model of teachers. The calculated r value of -.16 showed this relationship. The R square value of .025 showed that 3% of the variance observed on permissive instructional leadership model occurred due to gender of the teachers.

Hypothesis three

Gender of teachers does not significantly predict teachers' instructional leadership model.

Table 5: Linear and Multiple Regression Analysis on Gender of Teachers as a Predictor of Teachers' Instructional Leadership model

| Model | Sum of Squares | df | Mean Square | F | t-cal | Sig. |
|------------|----------------|-----|-------------|---------|--------|------|
| Regression | 54.003 | 1 | 54.003 | 164.193 | 12.814 | .000 |
| Residual | 296.338 | 901 | .329 | | | |
| Total | 350.341 | 902 | | | | |

Data presented in Table 5 revealed that gender of the teachers is a significant predictor of their instructional leadership model in the classroom. This is shown by the F-value of 164.193 that is significant difference at 0.000 level and also significant at 0.05 level of probability. The t-calculated value which is significant at 0.05 level further indicates that gender is a significant predictor of teachers' instructional leadership model. Therefore, the null hypothesis which states that gender does not significantly predict teachers' instructional leadership model is rejected. The findings of this study indicated that gender of teachers significantly predicts instructional leadership. The female teachers are more authoritative in their instructional leadership whereas male teachers were more authoritarian and less permissive in their instructional leadership.

The findings of the study were in support of the studies of Herdon (2002) [11], Ferguson (2004) [9], Egny and Carli (2007) [5] and Segar (2008) [20]. Herdon (2002) [11] carried out a study on the leadership behaviour of men and women using 600 college students as sample. It was found that women had a tendency to adopt a more participative or democratic model of leadership when compared with the more directive and autocratic leadership model of men. Ferguson (2004) [9] examined a single large class of 1143 United States military academy cadets over time; testing the power of gender and several cognitive and personality variables to predict leadership over four year period. The pattern of results within gender and across classes of subjects suggested that leadership for men is more related to authoritative but permissive for women in their leadership. Egny and Carli (2007) [6] investigated on the leadership of male and female secondary school students and found out that women practice more democratic leadership while men tend to demonstrate more autocratic leadership. The

findings were also in conformity with the findings of Segar (2008) [20] in a study on leadership of male and female workers, where the researcher found that gender differences existed in how women and men engage in leadership. Segar pointed out that research on leadership and capacities and gender suggest that women adopt more rational, democratic and transformational approaches to leadership than men.

However, the findings of this study disagreed with the findings of Johnson (2002) in a study that investigated on gender differences in the leadership of male and female students. The overall findings of the study showed that no statistical differences existed between male and female students' on leadership behavior as males and females could use any leadership model that suits them, provided they are effective in their leadership. The researcher tends to support the findings of this study as against the findings of Johnson because in real life situation women as mothers have soft and tender heart and so are naturally democratic. The view of the researcher in this direction could be based on Segar's (2008) belief that gender differences exist in leadership traits, leadership styles and overall approaches and perspectives of leadership. Men and women differ in personality traits that are predictors of leadership. Women personality traits tend to reflect agreeableness, warmth, positive emotions, extraversion and openness to feelings, while man's personality traits tend to reflect greater assertiveness.

Conclusion

From the findings of the study and discussion that followed, the following conclusions were made:

1. Female teachers adopt authoritative model of leadership which has a positive effect on the academic achievements of students.

Recommendations

Based on the findings of this study and their educational implications, the following recommendations are made:

1. Male and female teachers should be exposed to training on the extent gender can predict instructional leadership without discrimination, since evidence is that there is significant gender difference in gender factor as a predictor of teachers' instructional leadership. Such exposure may also help both genders to adjust their emotional intelligence in instructional leadership.
2. Relevant governmental agencies and professional bodies should sponsor further research on the extent to which gender predict instructional leadership in other content areas not covered by this study.

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