



**International Journal of Economics,
Environmental Development and Society
(IJEEDS)**

INSTITUTIONAL LEADERSHIP BEHAVIOUR AND SCHOOL EFFECTIVENESS

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ABSTRACT

This study investigated the institutional leadership behaviour and school effectiveness. Two research questions and two hypotheses guided the study. The theoretical framework was anchored on transactional leadership theory. The study adopted correlational research designed. The population of this study is 6,956 which is the total population of teachers in senior secondary schools in Rivers State. The simple Random sampling formula was used to draw a sample size of 378 teachers. A validated self-structured instrument titled: Leadership Behaviour and School Effectiveness Questionnaire (LBSEQ) with a reliability index of .710. The research questions were answered using mean and standard deviation while the hypotheses were tested at 0.05 level of confidences with Pearson's Product Moment Correlation Coefficient statistics. Finding revealed that the leadership behaviour influences and it is significantly related to schhol effectiveness. It was concluded that institutional leaders should ensure the application of rules and regulations in the institution to enhance school effectiveness also, institutions should discourage lackadaisical attitude among staff within the working environment. Amongst other things, the following recommendations were made that institutions should adopt leadership behaviour as the situation demands and should involve staff in decision making to enhance staff effectiveness in the organization.

Keyword: Leadership, Institutional leadership, Behaviour, Staff, Staff Performance, Secondary School.

Reference to this paper should be made as follows:

Samuel, J., & Umoh, U. E. (2023). Institutional Leadership behaviour and School effectiveness. *International Journal of Economics, Environmental Development and Society, 4(3), 274-285.*

INTRODUCTION

Leadership is a very critical element of school administration since running schools requires full cooperation of all stakeholders who need direction and coordination. The school is a social system, which means that individuals are in constant interaction in the process of accomplishing predetermined goals and objectives (Agi & Adiele, 2015). Leadership involves influencing, agreement, changing from initial position and accepting a current situation regardless of all odds. The process is also about social confidence in interaction rather than on the evidence of coercion. In the school system, strong leadership that help the capacity to influence the teachers has often included the perceived gap created by neglect of teacher's professional requirements and administrative demand for comprehensive professional responsibility and statutory mandate. Different levels of organizations require different leadership behaviours.

That notwithstanding, leaders are expected to purposefully choose behaviours of leadership that will maximize individual and group performance. This is important because in organizations, the concerted efforts of individuals are necessary for the realization of organizational pre-set goals. To a considerable degree, the actions of staff are determined by their association with formal organizations and the leadership behaviour adopted by those in leadership position. Formal organizations have leaders and purposes; they are established to achieve predetermined objectives. Achievements of objectives which have been set depend upon the cooperative efforts of the leader and individuals (Daniel, 2015).

There are various theories of leadership and each definition reflects the perception and understanding of the author. Hence the concept of leadership has endured the interests of students, of groups and organization behaviour. To some leadership is synonymous with given positions in the organization's structure or hierarchy. This gives leadership a prescribed set of behaviour assigned to the position within the organization and which requires the person who occupies the position to carry it out. Giving insight to leader behaviour identified three basic meanings of the concept of leadership namely: as an attribute of positive as a characteristic of a person as a category of actual behaviour.

Many at times, organizations have failed when either their leaders have been of low caliber, or there have been lack of cooperative efforts among members or the objectives have not been in conformity with the expectations of the organization. The greater the number of sources of powers to the manager, the greater the potential for effective leadership that would result to optimum performance by the organization (Ololube, 2018). In this study, leader's behaviour will be examined and their impact on worker's performance. This is because a leader's behaviour impacts either positivity as the case may be at workplace.

Statement of the Problem

Institution is an organisation that is deliberately established to pursue sole predetermined goals and objective, to this end, the realization of this goal will largely depend on how the leadership behaviour affects the performance of the workers proficiency of the organization. In the recent times, staffs are finding it increasingly difficult to meet their targets for the term or academic session and other corporate goals. This is probably as a result of wrong leaders' behaviour towards the faculty. As soon as the institutions perceive this poor behaviour of the leaders in the school system, they will have the problem of job satisfaction, and it will eventually threaten institutional effectiveness. The crux of the matter is that the inability of the institution to apply

the right leadership is still a threat to organizational effectiveness. In fact the problem is that most Institutional are not knowledgeable on the leadership behaviours, and often times they don't know the leadership behaviours that need to be applied at a particular time. The result of this poor leadership behaviour is the negative effects on institutional effectiveness.

Aim and Objectives of the Study

The aim of this study was to examine the leadership behaviour and school effectiveness. Specifically, the objectives examined the following:

- To determine how the autocratic leadership behaviour influences school effectiveness.
- To determine how the democratic leadership behaviour influences school effectiveness.

Research Questions

The following research questions were raised to guide the study:

- How does the autocratic leadership behaviour influence school effectiveness?
- How does the democratic leadership behaviour influence school effectiveness?

Hypotheses

The following hypotheses were postulated and tested at 0.05 level of significance to guide the study:

- **Ho1:** There is no significant relationship between the autocratic leadership behaviour and school effectiveness.
- **Ho2:** There is no significant relationship between the democratic leadership behaviour and school effectiveness.

Theoretical Review

This study adopted the Transactional Leadership Theory. The transactional behaviour of leadership was first described by Max Weber in 1947 and then by Bernard Bass in 1981 as cited by Ololube (2018). This behaviour is often focuses on the basic management process of controlling, organizing, and short-term planning in an institution. Therefore, according to the transactional theory, what is perceived is highly dependent on the knowledge gathered during interactions with the environment, and the perceived reality and its properties are built up via a series of interactions or transactions. Transactional leadership involves motivating and directing followers through appealing to their own self-interest. In transactional leadership, rewards and punishments are contingent upon the performance of the followers (Garcia et al., 2008). When subordinates perform well, they receive some type of reward. When they perform poorly, they will be punished in some way. The exchange between leader and follower takes place to achieve routine performance goals.

Transactional leadership is concerned with day to day operations and views the leader-follower relationship as a process of exchange. The transactional leaders overemphasize detailed

and short-term goals, and standard rules and procedures. They do not make an effort to enhance followers' creativity and generation of new ideas. This kind of leadership behaviour may work well where the institutional problems are simple and clearly defined. Such leaders tend to not reward or ignore ideas that do not fit with existing plans and goals (Jansen et al., 2009). The transactional leaders are found to be quite effective in guiding efficiency decisions which are aimed at cutting costs and improving productivity. The transactional leaders tend to be highly directive and action oriented and their relationship with the followers tends to be transitory and not based on emotional bonds. The theory assumes that subordinates can be motivated by simple rewards. The only 'transaction' between the leader and the followers is the money which the followers receive for their compliance and effort.

CONCEPTUAL REVIEW

Leadership

To many, leaders are not born, but made. It is increasingly accepted, however, that in order to be a good leader, one must have the experience, knowledge, commitment, patience, and most importantly the skill to negotiate and work with others to achieve goals. Good leaders are thus made, not born. Good leadership is developed through a never-ending process of self-study, education, training, and the accumulation of relevant experience (Bass & Avoli, 1994). According to Kenneth Boulding in "The Image: Knowledge in Life and Society," "The basis of a good leadership is strong character and selfless devotion to an institution." From the perspective of employees, leadership is comprised of everything a leader does that affects the achievement of objectives and the well-being of employees and the institution (Abbasialiya, 2010). Trustworthiness is often key to positions of leadership as trust is fundamental to all manner of organized human groups, whether in education, business, the military, religion, government, or international institutions (Ololube, 2018).

Kotter (2017) in Amanchukwu et al. (2015) designated leadership as a process whereby leaders influences a group of individuals to achieve a common goal. In the same vein, Stogdill in Okai (2019) asserted that leadership is the process of persuading group activities towards goal setting and achievement. Ololube (2013) perceived that leadership involves a type of responsibility aimed at achieving particular ends by applying the available resources (human and material) and ensuring a cohesive and coherent institution in the process. It is the process through which an individual consistently exerts more influence than others in pursuing group behaviour. Ololube (2018) stated that leadership is a process through which an individual consistently exerts more influence than others in pursuing group behaviour. Leadership is the process of influencing employees towards the achievement of educational goals and excellence. In the context of this study, leadership is the ability to predict the future through words and actions. Educational Leaders inspire the system by efficiently and effectively influencing the behaviour of employees, their thoughts and feeling.

Institutional Leadership Behaviour

Institutional leadership behavior refers to the actions, attitudes, and values of leaders within an institution that promote and shape the overall culture and effectiveness of the institution. Institutional leadership behavior is essential for achieving institutional goals and maintaining a

positive and productive work environment (Ololube, 2019). There are several key concepts associated with institutional leadership behavior, including strategic thinking, decision-making, communication, and change management. Strategic thinking involves the ability to envision and plan for the long-term success of the institution. Leaders who engage in strategic thinking are able to anticipate future challenges and opportunities and develop plans to address them (Ololube, 2018). They also have a clear understanding of the institution's mission and goals and are able to align the efforts of their teams with these objectives.

Effective democracy practice is another critical aspect of institutional leadership behavior. Leaders must be able to make informed and timely decisions that support the institution's goals and values (Bass & Riggio, 2006). They must also be able to assess risks and make decisions that balance short-term and long-term considerations. Communication is another important concept associated with institutional leadership behavior. Leaders must be able to communicate effectively with their teams, stakeholders, and other institutional members to ensure that everyone is aligned and working towards the same goals (Northouse, 2007). Effective communication involves not only clear and concise messaging but also active listening and empathy.

Leaders must be able to navigate and manage change effectively to ensure that the institution remains adaptable and responsive to changing external and internal factors (Ololube, 2019). This involves not only developing and implementing change initiatives but also engaging with stakeholders and managing resistance to change. Institutional leadership behavior is a critical aspect of institutional effectiveness. Key concepts associated with institutional leadership behavior include strategic thinking, decision-making, communication, and change management. Leaders who exhibit these behaviors are better equipped to achieve institutional goals, maintain a positive and productive work environment, and navigate challenges and opportunities effectively.

Autocratic Leadership and Institutional Effectiveness

The leaders in public secondary schools are the principals and they are the implementers of educational policies at the school level. In actualizing this, teachers, parents, students and all other stakeholders must collaborate and be committed. The leadership practices that they employ as leaders will reflect in teachers' quality service delivery and ultimately on student learning outcomes and success of the public secondary schools generally (Okoroma, 2007).

Leaders in the educational systems are the pivot on which the system revolves. In addition, they are individuals who shape the climate of institutions by influencing a group of individuals to initiate change to reach existing and new goal achievements (FRN, 2014). Public secondary schools require effective leaders to achieve the goals of secondary education as stated in the National Policy on Education, and these can be actualized by principals that adopt leadership practices that will propel quality service delivery of teachers which will metamorphose to high standards of education in public secondary schools.

In this case, the leader makes all decisions on behalf of the team without taking any input or suggestions from them. The opinions of team members are not considered while making any institutional decision. However, autocratic leadership can be an effective approach in cases where the leader is experienced and knowledgeable about the circumstances surrounding the decision in question and where the decision needs to be made swiftly (Robbins et al., 2017).

Democratic Leadership Behaviour and Institutional Effectiveness

In the educational process, teachers are essential components in determining the success of a school because they play a significant role as facilitators, leaders and activity managers. Democratic leadership is arguably one of the most observed, yet least understood phenomena on earth (Ananyi, 2022). Over time, researchers have proposed many different behaviours of leadership as there is no particular behaviour of leadership that can be considered universal. Despite the many diverse behaviours of leadership, a good or effective leader inspires, motivates, and directs activities to help achieve group or institutional goals. Conversely, an ineffective leader does not contribute to institutional progress and can, in fact, detract from institutional goal accomplishment.

A democratic leader makes decisions based on their team's opinion and feedback. In simpler words, they get everyone involved in the decision-making process. This type of leadership is task-oriented, which means team members who meet the leader's expectations will be rewarded, and others will be punished. It is a prevalent leadership behaviour based on the action-and-reward concept (Ololube, 2017). Democratic leadership behaviour motivates many team members to put their best foot forward, improving the organisation's efficiency and productivity. At the same time, it is important to keep such a type of leadership in check as chaos and confusion can quickly ensue if the team is not organized. The team can end up doing completely different things contrary to what the leader expects. However, this behaviour of leadership behaviour cannot be used in the long run because of drawbacks like losing the leader's authority, debates, and miscommunication between team members.

Institutional Effectiveness

Institutional Effectiveness is a concept that refers to the degree to which an institution is able to achieve its objectives, maintain its competitiveness, and meet the expectations of its stakeholders. It is a key aspect of institutional success and is influenced by a range of factors, including leadership, strategy, culture, and structure. This section will explore the concept of institutional effectiveness, the factors that influence it, and different approaches to achieving it. One of the key factors that influence institutional effectiveness is leadership. Effective leaders are able to create a clear vision and direction for their institution, motivate and inspire their employees, and make sound decisions that support the institution's goals (Bass & Riggio, 2006). They are also able to create a positive institutional culture that fosters collaboration, innovation, and continuous learning.

Another factor that influences institutional effectiveness is strategy. A well-defined and executed strategy is essential for achieving institutional success and maintaining competitiveness. An effective strategy should align with the institution's goals and objectives, be flexible enough to adapt to changing circumstances, and involve input from all stakeholders (Cameron & Quinn, 2011).

Culture is another important factor that influences institutional effectiveness. Institutional culture refers to the shared values, beliefs, and practices that shape the behavior of individuals and groups within an institution (Schein, 2010). A positive institutional culture can enhance employee satisfaction, engagement, and productivity, while a negative culture can lead to high turnover, low morale, and poor performance. Structure is also a critical factor in institutional effectiveness. The structure of an institution refers to the way in which it is organized, including

its hierarchy, departments, and reporting lines (Ololube, 2017). An effective structure should enable efficient communication and decision-making, promote collaboration and teamwork, and support the achievement of institutional goals.

Transformational leadership, in particular, has been found to be an effective leadership style for achieving institutional effectiveness. Transformational leaders are able to inspire and motivate their followers, create a positive institutional culture, and drive change and innovation (Bass & Riggio, 2006). Another important aspect of institutional effectiveness is strategic planning. Strategic planning involves setting goals, developing strategies to achieve those goals, and aligning resources and activities to support those strategies (Dutton & Jackson, 1987). Effective strategic planning helps to ensure that resources are used efficiently, stakeholders are engaged, and the institution is able to adapt to changing market conditions and new opportunities. In addition to leadership and strategic planning, institutional effectiveness is also influenced by other factors such as institutional structure, communication, and employee development (Cameron & Quinn, 2011).

Institutions with a clear and effective institutional structure are better able to coordinate activities and resources, while effective communication helps to ensure that information is shared and decisions are made efficiently. Employee development is also important, as it helps to ensure that employees have the skills and knowledge needed to perform their roles effectively and contribute to the institution's success.

Institutions with a clear and effective institutional structure are better able to coordinate activities and resources, while effective communication helps to ensure that information is shared and decisions are made efficiently. Employee development is also important, as it helps to ensure that employees have the skills and knowledge needed to perform their roles effectively and contribute to the institution's success. Overall, achieving institutional effectiveness requires a holistic approach that takes into account many different factors. Effective leadership, strategic planning, institutional structure, communication, and employee development are all important elements that contribute to institutional effectiveness. By focusing on these areas, institutions can improve their performance, achieve their goals, and remain competitive in their industry.

METHODS

This study adopted the correlational design study. This involved the collection of data and the description of it in a systematic manner, the characteristics features or fact about a given population. The population of this study is 6,956 which is the total population of teachers in senior secondary schools in Rivers State. The Taro Yamene's formula was used to draw a sample size of 378 teachers. The researcher made a self-structured survey questionnaire titled: Leadership Behaviour and School Effectiveness Questionnaire (LBSEQ). The instrument was structured on the modified 4 point Likert scale pattern; Strongly Agree = 4, Agree = 3, Disagree = 2, Strongly disagree = 1.

In determining the reliability of the instrument, Cronbach's Alpha approach was used to determine the reliability of the instrument, which revealed the accepted standard of reliability index of .710. Copies of the questionnaires were administered with the help of two (2) trained research assistants. The completed copies of the questionnaire were collected from the respondents immediately. The researcher ensured that all the copies of the questionnaire given out were completed and returned. Mean and standard deviation statistics were used to answer the

three research questions while Pearson's Product Moment Correlation PPMC was used to test hypotheses at 0.05 level of significant with the aid of SPSS version 23.

DATA ANALYSIS

Research Question One: How does the autocratic leadership behaviour influence institutional effectiveness?

Table 1: Mean and SD of autocratic leadership behaviour and institutional effectiveness

S/N	Items	Mean	S.D.	Remarks
1	Autocratic leadership behaviour ensures that staff performs their duties effectively in school at all cost	2.53	1.110	Agree
2	Autocratic leadership ensures staff compliance with the school rules and regulation in the performance of their duties	2.52	1.127	Agree
3	Autocratic leadership behaviour ensures that specific process govern all the activities of staff in school	2.56	1.124	Agree
Grand Mean		2.53		Agree

The table 1 above shows the mean and standard deviation of respondents in response to how the autocratic leadership behaviour influence institutional effectiveness. The mean values of all the items from the table above are greater than 2.5 criterion mean which indicated that majority of the respondents agreed to all the items presented. Having a grand mean of 2.53, the respondents have shown that they largely agree that autocratic leadership behaviour, as a institutional leadership behaviour influence institutional effectiveness.

Research Question Two: How does the democratic leadership behaviour influence institutional effectiveness?

Table 2: Mean and SD of democratic leadership behaviour and institutional effectiveness

S/N	Items	Mean	S.D.	Remarks
4	Democratic leadership behaviour gives staff an active voice in the decision making process of the school	2.52	1.10	Agree
5	Institutional effectiveness increases when mutual friendship and respect exist between leaders and staff amongst staff in the school	2.58	1.15	Agree
6	This leadership behaviour develops competent leadership staff who are willing to give their best	2.53	1.12	Agree
Grand Mean		2.54		Agree

The table 2 above shows the mean and standard deviation of respondents in response to how the democratic leadership behaviour influence institutional effectiveness. The mean values of all the items from the table above are greater than 2.5 criterion mean which indicated that majority of the respondents agreed to all the items presented. Having a grand mean of 2.54, the respondents have shown that they largely agree that democratic leadership as institutional leadership behaviour influence institutional effectiveness.

Testing of Hypotheses

Ho1: There is no significant relationship between the autocratic leadership behaviour and institutional effectiveness.

Table 3: Pearson Correlation Coefficient of Respondents' Answer Correlations

		Autocratic leadership	Institutional effectiveness
Autocratic leadership	Pearson Correlation	1	.011
	Sig. (2-tailed)		.040
	N	378	378
Institutional effectiveness	Pearson Correlation	.011	1
	Sig. (2-tailed)	.040	
	N	378	378

** . Correlation is significant at the 0.001 level (2-tailed)

The results from the table 3 of the analysis for hypothesis one stated above showed that there is a significant relationship between the autocratic leadership behaviour and institutional effectiveness, where (correlation value $r=.011$, $p<0.040$). The implication of this result is that the respondents agree that autocratic leadership behaviour, massively affects the institutional effectiveness. Thus, the hypothesis was rejected.

Ho2: There is no significant relationship between the democratic leadership behaviour and institutional effectiveness.

Table 4: Pearson Correlation Coefficient of Respondents' Answer Correlations

		Democratic leadership	Institutional effectiveness
Democratic leadership	Pearson Correlation	1	.069
	Sig. (2-tailed)		.032
	N	378	378
Institutional effectiveness	Pearson Correlation	.069	1
	Sig. (2-tailed)	.032	
	N	378	378

* . Correlation is significant at the 0.05 level (2-tailed)

The results from the table 4 of the analysis for hypothesis one stated above showed that there is a significant relationship between the democratic leadership behaviour and institutional effectiveness, where (correlation value $r=.069$, $p<0.032$). The implication of this result is that the respondents agreed that democratic leadership behaviour, massively affects the institutional effectiveness. Thus, the hypothesis was rejected.

DISCUSSION OF FINDINGS

Autocratic Leadership Behaviour and Institutional Effectiveness

The first research question investigated how autocratic leadership behaviour influences institutional effectiveness. The result shows that autocratic leadership behaviour ensures that institution perform their duties effectively, compliance with the school rules and regulations, ensures specific process govern all the activities of the school staff and ensures productivity and so on. The corresponding hypothesis showed that there is significant relationship between autocratic leadership behaviour and institutional effectiveness. Also, the hypothesis revealed that as institutional utilized more of autocratic leadership the likely the institutional effectiveness better. The study was contrary to the study of Eisenbei and Boerner (2013) whose study principals that utilized autocratic leadership behaviour are likely to loss teachers' cooperation. Although it may be true, that autocratic leadership behaviour may discourage staff cooperation with principal, however it depends on situation. A teacher, who found him/herself in a working environment where teachers are laissez and neglect to work, should expect nothing but an autocratic leadership behaviour that will stir and force them to carry out their primary assignment.

Autocratic Leadership Behaviour and institutional Effectiveness

The second research question investigated how Autocratic leadership behaviour influences institutional effectiveness. The result shows how democratic leadership behaviour influences institutional effectiveness. The hypothesis further shows that there is significant relationship between democratic leadership behaviour and institutional effectiveness. The study collaborated with the earlier findings of Robbins et al. (2017), who researched on institutional leadership behaviour. The result of his finding revealed that there is positive significant relationship between democratic leadership behaviour and employees job performance. The implication of the result is that, democratic leadership behaviour an indispensable result orientated organisation since it makes use of win-on-win-all approach.

CONCLUSION

The study examined how institutional leadership behaviour influences Institutional effectiveness. Based on the result of the study it was revealed that there is a significant relationship between institutional leadership behaviour and Institutional effectiveness. This research therefore concludes that staff should comply with the school rules and regulations. Staff should be allowed to partake in the decision making of the school. Lackadaisical attitude among staff should be discouraged. Staff should be rewarded when they met up with the schools goals and objectives. Leader should make staff feel relax working with them.

Recommendations

Based on the findings of this study, the followings are recommended:

- Institutional should allow staff to be involved in decision making in the school ensures that staff perform their duties effectively, compliance with the school rules and regulations.
- Institutional should encourage the staff to undergo development programmes so as to meet the needs of the students and supervise the staff so that they will not do whatever they feel like doing not minding whether it is right or wrong.
- Principals should ensure that staffs have sense of belongingness and harmony in the system. And also encourage unity and cooperation with both staff and leadership of the schools

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