

## **Leadership Strategies and Quality Education Service Delivery in Bayelsa Education Development Trust Fund (EDTF)**

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doi: <https://doi.org/10.37745/ejbir.2013/vol11n32449>

Published May 14, 2023

**Citation:** Ekankumo B. and Dawaye E.O. (2023) Leadership Strategies and Quality Education Service Delivery in Bayelsa Education Development Trust Fund (EDTF), *European Journal of Business and Innovation Research*, Vol.11, No.3, pp.,24-49

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**ABSTRACT:** *The study investigated the influence of leadership strategies on quality education service delivery in the Bayelsa Education Development Trust Fund. Five specific objectives were formulated, five research questions were raised, and five null hypotheses were stated to guide the study. The study was anchored on contingency theory of leadership. A descriptive design was used to carry out the study. The population of the study consisted of 3,797 respondents, comprised 2,893 teachers and 904 lecturers from Bayelsa State. A stratified simple random sampling technique was used to select the respondents. Leadership Strategies and Quality Education Service Delivery Questionnaire was used for data collection. The instrument was validated and tested for reliability, with a reliability index of 0.863 derived through Cronbach Alpha reliability statistic. Out of the total copies of 346 questionnaires distributed, 335 copies of the questionnaire retrieved were used for further analysis to achieve the specific objectives of the study. Mean and standard deviation was used to answer the research questions, while the null hypotheses were tested using independent t-test at the 0.05 significance level. The findings of the study revealed, among other things, that democratic and charismatic leadership strategy will influence the quality of education service delivery by the Bayelsa EDTF to a very high extent. The study concluded that there is a need for the Bayelsa EDTF to adopt a more participatory leadership style that involves staff in decision-making processes and encourages their input in the implementation of education service delivery policies to improve the quality of education in public secondary and tertiary institutions. The study, therefore, recommended, among others, that the Bayelsa education development trust fund should adopt a democratic leadership style to improve the quality of education service delivery and ensure that all stakeholders are involved in decision-making processes.*

**KEYWORDS:** democratic leadership, autocratic leadership, laissez-faire leadership, transactional leadership, charismatic leadership.

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## INTRODUCTION

Leadership in today's society means different things to different people. Some may view it as the ability to inspire and motivate others, while others may see it as the skill to make tough decisions and navigate complex situations. However, in a board setting comprised of members with different perspectives and backgrounds, effective leadership requires the ability to listen actively, communicate clearly, and build consensus among diverse stakeholders. Furthermore, the board, irrespective of the leadership strategy it chooses to adopt, ought to aim at achieving the organisation's goals and objectives while upholding ethical standards and ensuring accountability to stakeholders. Arguably, one way this can be achieved is through having a good knowledge of the different leadership strategies that can be employed in different situations and being able to switch between them as needed to ensure the best outcomes for the organisation and its stakeholders.

Leadership strategies are not one-size-fits-all and can vary depending on the context, so it's important for leaders to have a flexible approach and be willing to adapt their style to suit the needs of their team and the situation at hand. According to Memon (2014), a leadership strategy is defined as a leader's approach to setting goals, inspiring followers, and carrying them out. As simple as this may sound, developing an effective leadership strategy requires a deep understanding of the organisation's culture, values, and goals. No wonder, Hoy and Miskel (2008) suggest that effective leadership is a complex process that involves not only the leader's traits and behaviours but also the followers' perceptions of and reactions to them. Consequent to the foregoing, this study defined leadership strategies as the actions and approaches that a leader uses to achieve their goals and objectives, which can vary depending on the situation, the team, and the desired outcome.

However, this study focused on democratic, autocratic, charismatic, transactional, and laissez-faire leadership strategies, which are briefly discussed in the next paragraph. The quality of education is a crucial factor in the development of any society, and it is essential to understand how leadership strategies can impact it positively or negatively. This is acknowledged by the Nigeria policy on education, which was quick to declare that education is an instrument “par-excellence” for effective national development (FRN, 2014). Thus, education can be defined as the process of acquiring knowledge, skills, values, and attitudes that enable individuals to function effectively in society and contribute to the development of their nation. To buttress the foregoing, Korikiye (2017) noted that countries that respond astutely in providing functional education would experience progress, while others who do not respond will face the risk of being stagnated and even slipping backward. It is in acknowledgement of this fact that the government of Bayelsa State opted to deliver quality education service delivery by investing heavily in the education sector through the provision of learning materials and the training of teachers to ensure that students have

access to quality education that will prepare them for the challenges of the future through the Bayelsa Education Development Trust Fund (EDTF).

The Bayelsa Education Development Trust Fund is a special fund set up by the government of Bayelsa State to support the development of education in the state, and it is aimed at providing financial assistance to schools and students in need, as well as promoting research and innovation in the education sector. With a core mandate to contribute to the establishment of a functional and competitive education system in the state, the Bayelsa State EDTF, according to Etekpe and Dan-Woniowei (2021), has already made significant strides in improving access to quality education in Bayelsa State, particularly through the provision of scholarships and grants to indigent students, as well as the renovation and construction of school facilities across the state. With these laudable initiatives, the Bayelsa State EDTF is not only helping to bridge the education gap in the state but also creating a pathway for sustainable development and economic growth in the region. It is on this basis that the study examined the influence of leadership strategies on quality education service delivery in the Bayelsa EDTF.

### **Statement of The Problem**

Leadership has continued to be one of the major problems that organisations face in achieving their goals and objectives, and the education sector is not an exception. In Bayelsa State, one of the sectors, in dire need of effective leadership is the educational sector, which has been plagued with issues such as poor funding, inadequate infrastructure, and low teacher morale, all of which have contributed to the declining quality of education in the state. However, to find lasting solutions to these challenges, the Sariake led administration on March 29th, 2017, established the Bayelsa Education Development Trust Fund to, among other things, mobilise resources from the public and private sectors as well as development partners to provide the much-needed funding for the education sector in the state. The trust fund has since then been instrumental in improving infrastructure, providing scholarships and training for teachers, and enhancing the quality of education in Bayelsa State.

Years after the enactment of the EDTF, educational delivery in Bayelsa State at all levels has seen a lot of leadership misfortunes characterised by a series of labour concerns (strikes by ASUU, ASUP, and NUT), agitations, and confrontations with student bodies over fees and accommodations, among others. These issues, which have negatively impacted the quality of education in the state, have led to a decline in how stakeholders rate the quality of service delivery among the institutions of learning, whether at the secondary or tertiary level. More worrisome about these issues is the fact that even with the support EDTF has enjoyed from the government and other partners, there seems to be little improvement in the situation, indicating a need for a more comprehensive approach to address the root causes of these challenges.

Interestingly, educational practitioners have recognised leadership as vitally important for education institutions since it is the engine of their survival. This recognition has come at a time when the challenges of educational development worldwide are more demanding than ever before (Opuda, 2022). The rapid growth of educational institutions and the ever-increasing enrolment in the state will require administration that is garnished with the appropriate skills and knowledge to navigate these challenges and ensure the delivery of quality education for all. Given the high hopes that an effective leadership strategy, if adopted to administer the EDTF, will lead to a significant improvement in the educational system and likely yield positive results and sustainable educational development, considering the critical mandate of the EDTF, this study becomes imperative. To this end, this study investigated the leadership strategies and quality educational service delivery of the Bayelsa Education Development Trust Fund.

### **Objectives of The Study**

The aim of this study was to investigate the influence of leadership strategies on quality education service delivery in the Bayelsa Education Development Trust Fund. Specifically, the objectives of the study were to:

1. Examine the extent to which democratic leadership strategy influence the quality of education service delivery by the Bayelsa EDTF.
2. Determine the extent to which autocratic leadership strategy influence quality education service delivery by the Bayelsa EDTF.
3. Ascertain the extent to which charismatic leadership strategy influence the quality of education service delivery by the Bayelsa EDTF.
4. Examine the extent to which transactional leadership strategy influence the quality of education service delivery by the Bayelsa EDTF.
5. Ascertain the extent to which laissez-faire leadership strategy influence the quality of education service delivery by the Bayelsa EDTF.

### **Research Questions**

The study was guided by the following research questions:

1. What extent does democratic leadership strategy influence the quality of education service delivery by the Bayelsa EDTF?
2. What extent does an autocratic leadership strategy influence the quality of education service delivery by the Bayelsa EDTF?
3. What extent does charismatic leadership strategy influence the quality of education service delivery by the Bayelsa EDTF?
4. What extent does transactional leadership strategy influence the quality of education service delivery by the Bayelsa EDTF?
5. What extent does laissez-faire leadership strategy influence the quality of education service delivery by the Bayelsa EDTF?

### **Hypotheses**

The following hypotheses were formulated and were tested at the 0.05 level of significance.

**H<sub>01</sub>:** There is no significant difference in the extent to which public secondary and tertiary institutions' staff perceives democratic leadership strategy as influencing the quality of education service delivery by the Bayelsa EDTF.

**H<sub>02</sub>:** There is no significant difference in the extent to which public secondary and tertiary institutions' staff perceives autocratic leadership strategy as influencing the quality of education service delivery by the Bayelsa EDTF.

**H<sub>03</sub>:** There is no significant difference in the extent to which public secondary and tertiary institutions' staff perceives charismatic leadership strategy as influencing the quality of education service delivery by the Bayelsa EDTF.

**H<sub>04</sub>:** There is no significant difference in the extent to which public secondary and tertiary institutions' staff perceives transactional leadership strategy as influencing the quality of education service delivery by the Bayelsa EDTF.

**H<sub>05</sub>:** There is no significant difference in the extent to which public secondary and tertiary institutions' staff perceives laissez-faire leadership strategy as influencing the quality of education service delivery by the Bayelsa EDTF.

## **LITERATURE REVIEW**

### **Concept of Leadership Strategies**

Leadership strategies are essential for any organisation to achieve its goals and objectives. Effective leaders must be able to inspire, motivate, and guide their teams towards success. Through this, leadership strategies like democratic, autocratic, charismatic, transactional, laissez-faire, and transformational can be employed depending on the situation and the needs of the team. Therefore, it can be said that leadership is not a one-size-fits-all approach and effective leaders must be adaptable and flexible in their approach to leading their teams. In an organisation or on a board comprised of diverse individuals with different backgrounds, skills, and experiences, a leader who can tailor their leadership style to fit the needs of each individual will be more successful in achieving their goals and objectives. However, the strategy that works for one person may not work for another, so it's important for the leader to be flexible and adaptable in their approach to leadership.

Leadership strategies, according to Kiboss and Jemiryott (2014), are the behavioural patterns used by leaders to persuade group members to support an organisation's mission, strategy, and daily operations. To put it another way, leadership strategies are intentional actions taken by leaders to make sure that followers are inspired to carry out their individual visions within an organisation. A key factor in determining whether an organisation succeeds or fails is its leadership strategy. According to Odetayo, Ojokuku, and Sajuyigbe (2012), a leader is someone who influences, directs, and motivates others to carry out specific tasks and also inspires his subordinates for

effective performance towards the achievement of the stated corporate objectives. The method and approach a leader uses to give direction, carry out plans, and inspire followers can have a significant impact on the success of the organization, as well as the satisfaction and productivity of employees. The influence may be positive or negative, depending on the leader's style and how well it aligns with the needs and goals of the organization and its members. When there is a positive influence, it can lead to increased productivity, job satisfaction, and employee engagement, while a negative influence can result in decreased morale, high turnover rates, and poor performance.

### **Dimensions of Leadership Strategies**

According to the literature, there are many different kinds of leadership strategies, but this study will concentrate on democratic, autocratic, charismatic, transactional, and laissez-faire leadership strategies.

#### **Democratic Leadership Strategy**

According to Mullins (2002) and Crislip and Larson (2015), a democratic leadership strategy is characterised by open communication, collaboration, and inclusivity, where decision-making is shared among team members and everyone's opinions are valued. This approach fosters a sense of empowerment and ownership among team members, leading to increased motivation and productivity. A contribution-style leadership style is one like this. Here, when making decisions, the leaders take into account the work of their subordinates. The employees are well informed about the activities in which they are involved and the issues that concern them. Staff members are involved in all aspects of the project, including planning, design, and execution. This enables the staff to deal with any issues that arise during the execution. Democratic leaders act as coaches, motivating employees and instilling a team culture in organisations. Teamwork produces large volumes of work in a short period of time. Staff members provide assistance to democratic leaders and value their contributions. The democratic leader places trust in their staff, allowing them to make decisions and achieve their objectives.

#### **Autocratic Leadership Strategy**

According to Segun-Adeniran (2015) and Omeke & Onah (2012), the autocratic leadership strategy is characterised by a leader who has complete control over decision-making and little to no input from subordinates. This style can be effective in certain situations, such as during times of crisis or when quick decisions need to be made, but can also lead to low morale and a lack of creativity among team members. This is not to say that autocratic leadership should never be used, but rather that it should be balanced with other leadership styles and adapted to fit the specific needs of the situation and team. A leader who can flexibly adjust their style to fit different circumstances is more likely to be successful in motivating and guiding their team towards success. Therefore, autocratic leadership is defined as a rigid leadership style that may not be effective in all situations, as it involves the leader making decisions without input from their team members.



### **Charismatic Leadership Strategies**

Charismatic leadership is defined as a style of leadership where a leader uses their charm, persuasion, and personality to inspire and motivate their followers towards a common goal or vision (Spahr, 2016 and Camm, 2016). According to Jeremy, Melinde, and Ciller (2012) and Ojokuku, Odetayo, and Sajuyigbe (2012), a charismatic leader is very energetic and infuses his team with huge amounts of enthusiasm. Imagine, empathy, and empowerment is the three (3) elements of charismatic leadership. The need for achievement is influenced by a charismatic leader's envisioning behaviour; the need for affiliation is sparked by the leader's empathic behaviour; and the need for power is heightened by the leader's empowerment practises (Jaepil, 2006). In other words, leaders who display a clear vision and inspire their followers to achieve it while also showing empathy and creating a sense of belonging can increase their followers' motivation for achievement and affiliation. Additionally, leaders who empower their followers by delegating authority and providing opportunities for growth can increase their followers' desire for power.

### **Transactional Leadership Strategies**

Transactional leadership is a style of leadership where the leader focuses on supervision, organisation, and performance. This approach is often used in settings where tasks are clearly defined structure and the goal is to meet specific targets or objectives. Transactional leadership, as defined by Odumeru and Ogbonna (2013), is a leadership style in which the leader encourages the compliance of his followers through both rewards and punishments. According to Madu (2014), the word 'transaction' means rewards will be given for actions taken (positive or negative). This implies that the transactional leadership style, also known as managerial leadership, focuses on the role of oversight and group performance, in which the leader promotes his followers' compliance through rewards and punishments, unlike the transformational leadership style Transactional leadership is more suitable for routine and structured work environments where employees need clear guidance and direction. (Nwokocha & Iheriohanma, 2015).

### **Laissez-faire Leadership Strategies**

Goodnight (2011) opined that Laissez-faire leadership style does not influence the subordinate by guiding and directing. These leaders allow their subordinates to make decisions without restrictions, and the followers, or subordinates, make their decisions. Laissez-faire leadership styles can be effective with highly skilled and experienced teams. However, it can also lead to confusion and a lack of direction if the subordinates are not clear about their roles and responsibilities. Also, Chaudhry & Javed, 2012 elaborated that the leader assumes that the staff is trained enough, intelligent, and qualified. In an institutional setting where every member of the administrative board is expected to contribute to the decision-making process, it is important for the leader to foster a culture of open communication and collaboration to ensure that all voices are heard and considered. Additionally, ongoing professional development opportunities can help staff

members continue to grow and enhance their skills. This type of leadership can also occur when leaders do not have sufficient control over their staff (Ololube, 2013).

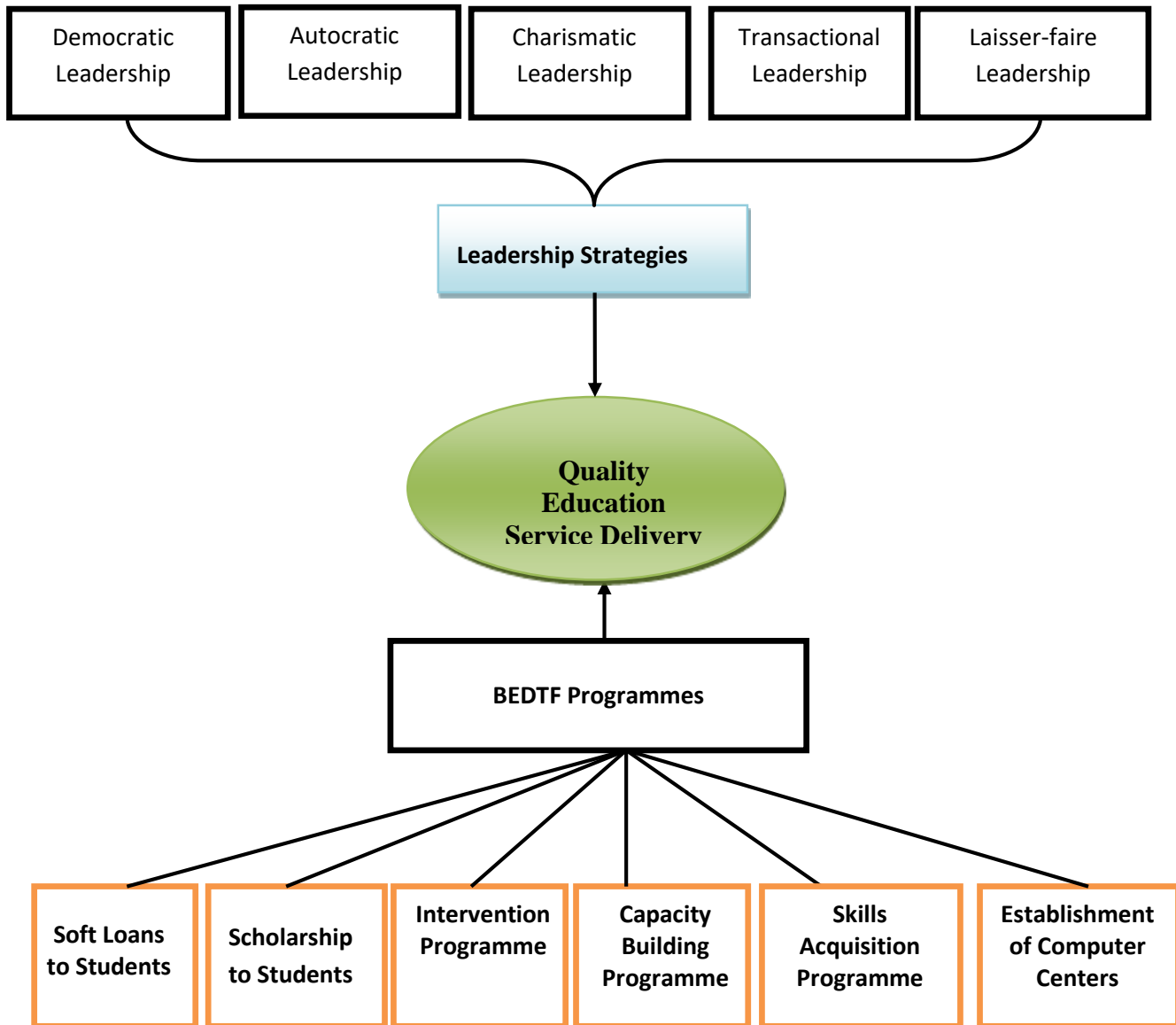
### **Quality Education**

Quality education is a dynamic concept whose indices may vary according to the needs of the country. Pigozzi (2008) wrote that a quality education is one that welcomes the learner and can adapt to meet learning needs; it is inclusive. A quality education strives to ensure that all learners, regardless of sex, age, language, religion, or ethnicity, are reached and have the possibility of participating in and learning from organised learning activities.

According to UNESCO (2012), quality education is characterised by (i) Learners who are healthy, well-fed, and prepared to participate and learn, and who are supported in by their families and communities (ii) Environments that are healthy, safe, protective, and gender-sensitive, and that offer adequate resources and facilities; and (iii) Content that is reflected in pertinent curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy, and reasoning. (iv) Results that include knowledge and attitudes related to national goals for education and productive participation in society; (iv) Processes by which trained teachers use child-centered teaching approaches in classrooms, schools, and skillful assessment to facilitate learning and reduce disparities.



**Conceptual Framework.**



**Figure 2.1:** Conceptual framework showing the relationship among variables  
**Source:** Researcher’s Design, (2023).

## **THEORETICAL REVIEW**

### **Contingency Theory of Leadership**

The contingency theory of leadership was propounded by Fred Fiedler in 1967. Fred Edward Fiedler was one of the leading researchers in industrial and organisational psychology in the 20th century. He helped shape psychology and was a leading psychologist. The contingency theory suggests that there is no one-size-fits-all approach to leadership and that the effectiveness of a leader depends on various situational factors (Fiedler, 1967, cited in Hemmer & Elliff, 2019). Fiedler's theory proposes that a leader's style must match the situation at hand to be effective. The three situational factors include leader-member relations, task structure, and the power of the leader's position.

The theory is related to the study in light of the fact that together, the three factors postulated by the theory determine how favourable the situation is for high task structure and strong position power, which constitute the most favourable situation. Poor relations, good leader-member relations, a high leader, a low degree of structure, and weak positional power represent the least favourable positional situation. In the case of the leadership of the Bayelsa State Education Development Trust Fund, to achieve quality education service delivery, the leader should focus on building strong relationships with the team members, providing clear direction and structure, and enhancing their positional power through effective communication and collaboration. Additionally, investing in training and development programmes for the team can also help improve the overall performance and productivity of the organisation.

### **Path Goal Theory**

The path-goal theory was developed by Robert J. House in 1971 and revised by House and Mitchell in 1974 (Cote, 2017). According to the theory, followers consciously consider courses of action and assess the likelihood that each course of action will yield desirable and undesirable outcomes; the followers then act in a way that they consider to maximise the achievement of what is positive and minimise what is negative (Knight, Gary, & Hanges, 2004). In other words, followers are not passive recipients of orders but active decision-makers who weigh the consequences of their actions and make choices accordingly, based on their own values and goals. This approach is known as the "follower-centred perspective" and emphasises the importance of followers in the leadership process.

This theory is relevant to the study as it provides a good basis for understanding the relationship between leadership and service delivery. According to path goal theory, leaders should provide guidance and support to their subordinates in order to help them achieve their goals, and this can ultimately lead to improved performance and service delivery. Additionally, the theory emphasises the importance of adapting leadership styles to fit the needs of individual team members and situations. This will help leaders build stronger relationships with their team members and

ultimately improve team performance. It also highlights the need for leaders to have a deep understanding of their teams' strengths and weaknesses in order to effectively delegate tasks and responsibilities.

### **Empirical Review**

Aduwari and Abadom (2022) assessed the roles of the Bayelsa State Education Development Trust Fund in promoting non-formal education in Bayelsa State. A descriptive survey research design was adopted for the study. Three research questions were formulated to guide the study. The population of the study consisted of all teachers and officials of the EDTF in Bayelsa State. A sample of 153 respondents, purposively selected from the three LGAs, was used for the study. The instrument for data collection was a structured questionnaire developed by the researchers and validated by experts. The reliability coefficient of the instrument was established using the Cronbach Alpha formula, and a value of 0.80 was obtained. The research questions were answered using mean and standard deviation, and the hypotheses were tested using the t-test statistic. The findings revealed that the extent to which the BSEDTF contributes to the promotion of adult and non-formal education is low.

Offem (2021) investigated the impact of leadership styles on the administrative effectiveness of librarians in federal university libraries in south-south Nigeria. The study adopted the ex-post facto research design, which utilised the non-probability sampling technique, involving both purposeful and accidental sampling. A total of 231 respondents were drawn from the six federal university libraries, including 107 professional librarians and 124 non-professionals. The data was generated through a questionnaire. Data was analysed using both descriptive and inferential statistics (independent t-test, one-way analysis of variance, and multiple regression analysis). The research question was answered, and the hypotheses were tested at the 0.05 level of significance. The result of the research question shows that the leadership styles of librarians in south-south universities in Nigeria influence their administrative effectiveness.

Ihuah (2021) analysed the problems of leadership and productivity improvement in the Nigerian public service using the Rivers State Civil Service as a case study. Productivity and good service delivery cannot be achieved where the administrators' leadership style does not encourage staff morale and job satisfaction, since it is the quality of the administrator's leadership that differentiates an effective organisation from an ineffective one. To achieve the aims of this study, we raised the following questions: in what ways do leadership styles influence civil servant productivity in Rivers State? In what ways does human relations influence civil servant productivity in Rivers State? In what ways do rewards influence civil servant productivity in Rivers State? In what ways do staff training and development influence civil servant productivity in Rivers State? To authenticate the hypothesis that was raised based on the above, the analysis of variance (ANOVA) was used to support the mean standard statistics that analysed the research questions. The study found that there can only be high productivity and good service delivery in

the Rivers State civil service through an effective leader who practises effective communication, motivation, and human relations to avoid systemic collapse.

Okoye and Emeghebo (2020) investigated the relationship between leadership styles and productivity of vocational and technical lecturers in tertiary institutions in Anambra State, Nigeria. Four research questions were raised, and four hypotheses were tested for the study at the 0.05 level of significance. The study adopted a correlational research design. The entire population of 132 vocational and technical educators in public tertiary institutions in Anambra State, Nigeria, was studied without sampling. The Leadership Style Questionnaire (LSQ) and the Lecturers' Productivity Questionnaire (LPQ) were used for data collection. The Cronbach Alpha method was used to establish the reliability of the instrument, which yielded a coefficient of 0.89 for LSQ and 0.76 for LPQ. The researchers administered the instrument with the help of four research assistants, using the direct method, to the respondents. The collected data were analysed using Pearson product-moment correlation statistics with SPSS version 23.0. Findings of the study revealed that there is a negative and significant relationship between an autocratic leadership style and VTE lecturers' productivity. Findings also revealed that there is a positive and significant relationship between democratic, transactional, and transformational leadership styles and VTE lecturers' productivity. The null hypotheses raised for the study were rejected. The study concluded that deans and heads of department must switch from one leadership style to another in order to monitor the academic leadership function of lecturers in line with the academic performance of students in vocational and technical education.

## **METHODOLOGY**

A descriptive design was adopted for the study. The design is considered for the study because of its high degree of representativeness and the ease with which a researcher could obtain the participants' opinions (Polit & Beck 2019). The population of this study consisted of 3,797 respondents. This comprised 2,893 teachers in 147 public secondary schools and 904 lecturers from 5 tertiary institutions, all in Bayelsa State (Source: Bayelsa State, PPSB, Yenagoa; Personnel (Academic) Unit of the five tertiary institutions, 2023). A break-down of the population was presented in Appendix A.

The sample of the study consisted of 346 respondents, comprising 264 teachers and 82 lecturers drawn from 15 out of 147 public secondary schools and the 5 tertiary institutions in Bayelsa State, respectively. The sample size selection is informed by the recommendation of the Krejcie and Morgan sample table, which recommended that for a population within 3,500–3,999, a minimum of 346 respondents, should be, adopted.

A stratified simple random sampling technique was used to select the respondents. This ensures that the sample size is representative of the population and that each member of the population has

an equal chance of being selected. To ensure equal distribution to the institutions, the Bowley's proportional allocation formula was adopted to allocated sample distribution to the institutions used for the data collection; shown below:

$$n_h = \frac{nN_h}{N}$$

Where:

$n_h$  = Number of units allocated to each institution

$N_h$  = Number of student in each institution

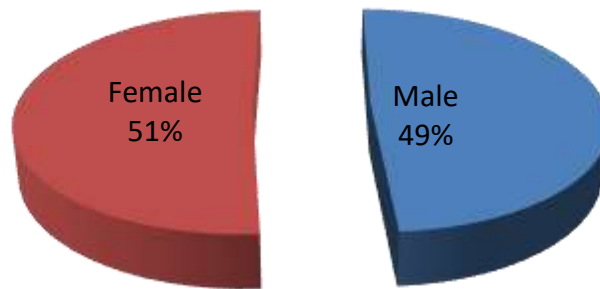
$n$  = Total sample size

$N$  = The total population size under study

**Table 1: Gender Distribution of Respondent**

Gender	Number	Percentage
Male	164	49.0
Female	171	51.0
Total	335	100.0

Source: Research Survey (2023)



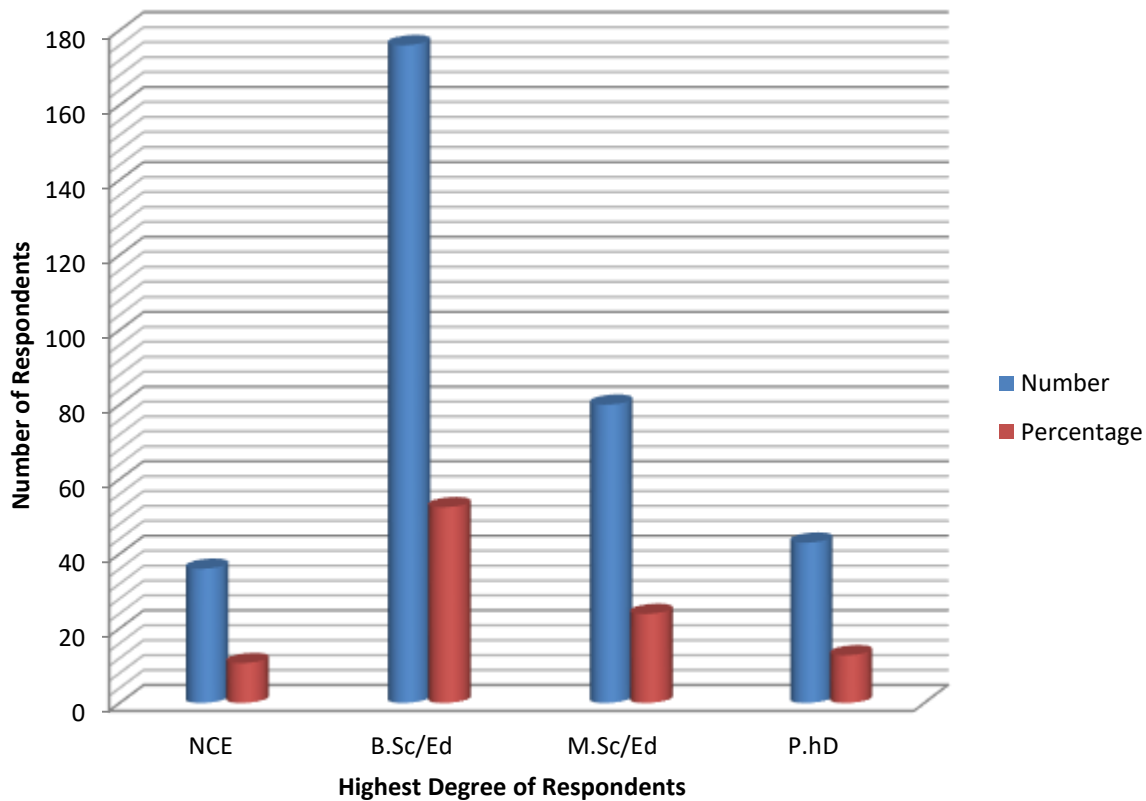
**Figure 2: Gender Distribution of Respondents**

From the above table 4.2 and Figure 4.1, it is identified that the study respondents are composed on 164 male respondents, which represents 49% of sample size and 171 female respondents which represents 51% of sample size. Overall, the study observed more female respondents than male respondent.

**Table 2: Highest Degree Distribution of Respondents**

Degree	Number	Percentage
NCE	36	10.7
B.Sc/Ed	176	52.5
M.Sc/Ed	80	23.9
P.hD	43	12.8
<b>Total</b>	<b>335</b>	<b>100.0</b>

Source: Research Survey (2023)



**Research Question 1:** What extent does democratic leadership strategy influence the quality of education service delivery by the Bayelsa EDTF?



**Table 3: Mean score and standard deviation of the extent to which democratic leadership strategy influence the quality of education service delivery by the Bayelsa EDTF**

SN	Items	Responses (n =335)			Decision
		Sum	$\bar{x}$	SD	
1.	Encouraging open communication and participation from all stakeholder the EDTF board will enhance quality education delivery	1138	3.40	0.92	Agreed
2.	Fostering collaboration and teamwork will enhance quality education delivery by the EDTF	1174	3.50	0.79	Agreed
3.	Promoting transparency and accountability will enhance quality education delivery by the EDTF	1175	3.51	0.60	Agreed
4.	Embracing diversity and inclusivity will enhance quality education delivery by the EDTF	1203	3.59	0.68	Agreed
5.	Valuing individual opinions and ideas will enhance quality education delivery by the EDTF	1213	3.62	0.62	Agreed
<b>Grand Mean</b>			<b>3.52</b>		

(Criterion Mean = 2.5, Mean  $\geq$  2.5, Agreed, Mean < 2.5, Disagreed)

Table 3 shows the extent to which democratic leadership strategy influence the quality of education service delivery by the Bayelsa EDTF. However, majority of the respondents agreed to items 1-5, with their mean scores greater than or equal to the criterion mean (2.5), while just few of the respondents disagreed to the items. The grand mean of 3.52 implies that a democratic leadership strategy will influence the quality of education service delivery by the Bayelsa EDTF to a very high extent.

**Research Question 2:** What extent does an autocratic leadership strategy influence the quality of education service delivery by the Bayelsa EDTF?

**Table 4: Mean score and standard deviation of the extent to which autocratic leadership strategy influence the quality of education service delivery by the Bayelsa EDTF**

SN	Items	Responses (n =335)			Decision
		Sum	$\bar{x}$	SD	
6.	Practicing a clear chain of command will enhance quality education delivery by the EDTF	700	2.09	1.09	Disagreed
7.	Practicing a centralized decision-making style will enhance quality education delivery by the EDTF	674	2.01	1.00	Disagreed
8.	Welcoming limited input from subordinates will enhance quality education delivery by the EDTF	681	2.03	1.02	Disagreed
9.	Having strict control over employees will enhance quality education delivery by the EDTF	682	2.04	1.02	Disagreed
10.	Focusing on achieving goals at any cost will enhance quality education delivery by the EDTF	682	2.04	1.04	Disagreed
<b>Grand Mean</b>			<b>2.04</b>		

(Criterion Mean = 2.5, Mean  $\geq$  2.5, Agreed, Mean < 2.5, Disagreed)

Table 4 shows the extent to which autocratic leadership strategy influence the quality of education service delivery by the Bayelsa EDTF. However, majority of the respondents disagreed to items 6-10, with their mean scores less than the criterion mean (2.5), while just few of the respondents agreed to the items. The grand mean of 2.04 implies that an autocratic leadership strategy will influence the quality of education service delivery by the Bayelsa EDTF to a very low extent.

**Research Question 3:** What extent does charismatic leadership strategy influence the quality of education service delivery by the Bayelsa EDTF?

**Table 5: Mean score and standard deviation of the extent to which charismatic leadership strategy influence the quality of education service delivery by the Bayelsa EDTF**

S N	Items	Responses (n =335)			Decisio n
		Sum	$\bar{x}$	SD	
11.	The ability to inspire and motivate others through their words and actions cost will enhance quality education delivery by the EDTF	1128	3.37	0.69	Agreed
12.	Having a strong vision for the future cost will enhance quality education delivery by the EDTF	1149	3.43	0.77	Agreed
13.	Showing confidence and self-assurance cost will enhance quality education delivery by the EDTF	1154	3.44	0.79	Agreed
14.	Having effective communication skills cost will enhance quality education delivery by the EDTF	1206	3.60	0.64	Agreed
15.	Ability to build strong relationships with followers cost will enhance quality education delivery by the EDTF	1155	3.45	0.72	Agreed
<b>Grand Mean</b>			<b>3.46</b>		

(Criterion Mean = 2.5, Mean  $\geq$  2.5, Agreed, Mean < 2.5, Disagreed)

Table 5 shows the extent to which charismatic leadership strategy influence the quality of education service delivery by the Bayelsa EDTF. However, majority of the respondents agreed to items 11-15, with their mean scores greater than or equal to the criterion mean (2.5), while just few of the respondents disagreed to the items. The grand mean of 3.46 implies that a charismatic leadership strategy will influence the quality of education service delivery by the Bayelsa EDTF to a very high extent.

**Research Question 4:** What extent does transactional leadership strategy influence the quality of education service delivery by the Bayelsa EDTF?

**Table 6: Mean score and standard deviation of the extent to which transactional leadership strategy influence the quality of education service delivery by the Bayelsa EDTF**

SN	Items	Responses (n =335)			Decision
		Sum	$\bar{x}$	SD	
16.	Focus on tasks and goals will enhance quality education delivery by the EDTF	1167	3.48	0.79	Agreed
17.	Having a clear communication of expectations and feedback will enhance quality education delivery by the EDTF	1094	3.27	0.87	Agreed
18.	Having a hierarchical structure with defined roles and responsibilities will enhance quality education delivery by the EDTF	755	2.25	1.09	Disagreed
19.	Having a reliance on rewards and punishments to motivate followers will enhance quality education delivery by the EDTF	674	2.01	1.02	Disagreed
20.	Having a preference for maintaining the status quo rather than promoting change will enhance quality education delivery by the EDTF	702	2.10	1.07	Disagreed
<b>Grand Mean</b>			<b>2.62</b>		

(Criterion Mean = 2.5, Mean  $\geq$  2.5, Agreed, Mean < 2.5, Disagreed)

Table 6 shows the extent to which transactional leadership strategy influence the quality of education service delivery by the Bayelsa EDTF. However, majority of the respondents agreed to items 16 & 17, with their mean scores greater than or equal to the criterion mean (2.5), while just few of the respondents disagreed to the items. Furthermore, majority of the respondents disagreed to items 18-20, with their mean scores less than the criterion mean (2.5), while just few of the respondents agreed to the items. The grand mean of 2.62 implies that a transactional leadership strategy will influence the quality of education service delivery by the Bayelsa EDTF to a low extent.

**Research Question 5:** What extent does laissez-faire leadership strategy influence the quality of education service delivery by the Bayelsa EDTF?

**Table 7: Mean score and standard deviation of the extent to which laissez-faire leadership strategy influence the quality of education service delivery by the Bayelsa EDTF**

SN	Items	Responses (n =335)			Decision
		Sum	$\bar{x}$	SD	
21.	Providing minimal supervision and guidance from the leader will enhance quality education delivery by the EDTF	708	2.11	1.08	Disagreed
22.	Showing individual autonomy and decision-making power will enhance quality education delivery by the EDTF	710	2.12	1.09	Disagreed
23.	Laying emphasis on self-motivation and self-direction will enhance quality education delivery by the EDTF	709	2.12	1.08	Disagreed
24.	The lack of formal rules and regulations will enhance quality education delivery by the EDTF	712	2.13	1.09	Disagreed
25.	Focusing on achieving results rather than processes will enhance quality education delivery by the EDTF	703	2.10	1.06	Disagreed
<b>Grand Mean</b>			<b>2.12</b>		

(Criterion Mean = 2.5, Mean  $\geq$  2.5, Agreed, Mean < 2.5, Disagreed)

Table 7 shows the extent to which laissez-faire leadership strategy influence the quality of education service delivery by the Bayelsa EDTF. However, majority of the respondents disagreed to items 21-25, with their mean scores less than the criterion mean (2.5), while just few of the respondents agreed to the items. The grand mean of 2.12 implies that a laissez-faire leadership strategy will influence the quality of education service delivery by the Bayelsa EDTF to a very low extent.

### Presentation of Hypotheses

**Hypothesis 1:** There is no significant difference in the extent to which public secondary and tertiary institutions' staff perceives democratic leadership strategy as influencing the quality of education service delivery by the Bayelsa EDTF.

**Table 8: Summary of independent t-test analysis on the difference in the extent to which public secondary and tertiary institutions' staff perceives democratic leadership strategy as influencing the quality of education service delivery by the Bayelsa EDTF**

Respondents	n	$\bar{x}$	SD	df	$t_{cal}$	$t_{tab}$	Sig.	Decision
Teachers	255	17.60	1.67	333	0.49	1.96	0.63	NS
Lecturers	80	17.70	1.69					

**NS- Not Significant**

Table 8 indicates that  $t_{cal} = 0.49$ ,  $df = 333$ , and  $t_{tab} = 1.96$ . Therefore, since  $t_{cal} < t_{tab}$  and  $P = 0.63 > 0.05$ , then there is no significant difference in the extent to which public secondary and tertiary

institutions' staff perceives democratic leadership strategy as influencing the quality of education service delivery by the Bayelsa EDTF. Hence, the null hypothesis one is retained at the 0.05 level of significance.

**Hypothesis 2:** There is no significant difference in the extent to which public secondary and tertiary institutions' staff perceives autocratic leadership strategy as influencing the quality of education service delivery by the Bayelsa EDTF.

**Table 9: Summary of independent t-test analysis on the difference in the extent to which public secondary and tertiary institutions' staff perceives autocratic leadership strategy as influencing the quality of education service delivery by the Bayelsa EDTF**

Respondents	n	$\bar{x}$	SD	df	$t_{cal}$	$t_{tab}$	Sig.	Decision
Teachers	255	10.25	2.21	333	0.68	1.96	0.50	NS
Lecturers	80	10.06	2.00					

*NS- Not Significant*

Table 9 indicates that  $t_{cal} = 0.68$ ,  $df = 333$ , and  $t_{tab} = 1.96$ . Therefore, since  $t_{cal} < t_{tab}$  and  $P = 0.50 > 0.05$ , then there is no significant difference in the extent to which public secondary and tertiary institutions' staff perceives autocratic leadership strategy as influencing the quality of education service delivery by the Bayelsa EDTF. Hence, the null hypothesis two is retained at the 0.05 level of significance.

**Hypothesis 3:** There is no significant difference in the extent to which public secondary and tertiary institutions' staff perceives charismatic leadership strategy as influencing the quality of education service delivery by the Bayelsa EDTF.

**Table 10: Summary of independent t-test analysis on the difference in the extent to which public secondary and tertiary institutions' staff perceives charismatic leadership strategy as influencing the quality of education service delivery by the Bayelsa EDTF**

Respondents	n	$\bar{x}$	SD	df	$t_{cal}$	$t_{tab}$	Sig.	Decision
Teachers	255	17.16	2.14	333	2.06	1.96	0.04	S
Lecturers	80	17.70	1.69					

*S- Significant*

Table 10 indicates that  $t_{cal} = 2.06$ ,  $df = 333$ , and  $t_{tab} = 1.96$ . Therefore, since  $t_{cal} > t_{tab}$  and  $P = 0.04 < 0.05$ , then there is difference in the extent to which public secondary and tertiary institutions' staff perceives charismatic leadership strategy as influencing the quality of education service delivery by the Bayelsa EDTF. Hence, the null hypothesis three is rejected at the 0.05 level of significance.

**Hypothesis 4:** There is no significant difference in the extent to which public secondary and tertiary institutions' staff perceives transactional leadership strategy as influencing the quality of education service delivery by the Bayelsa EDTF.

**Table 11: Summary of independent t-test analysis on the difference in the extent to which public secondary and tertiary institutions' staff perceives transactional leadership strategy as influencing the quality of education service delivery by the Bayelsa EDTF**

Respondents	n	$\bar{x}$	SD	df	$t_{cal}$	$t_{tab}$	Sig.	Decision
Teachers	255	13.00	2.16	333	1.54	1.96	0.12	NS
Lecturers	80	13.45	2.54					

*NS- Not Significant*

Table 11 indicates that  $t_{cal} = 1.54$ ,  $df = 333$ , and  $t_{tab} = 1.96$ . Therefore, since  $t_{cal} < t_{tab}$  and  $P = 0.12 > 0.05$ , then there is no significant difference in the extent to which public secondary and tertiary institutions' staff perceives transactional leadership strategy as influencing the quality of education service delivery by the Bayelsa EDTF. Hence, the null hypothesis four is retained at the 0.05 level of significance.

**Hypothesis 5:** There is no significant difference in the extent to which public secondary and tertiary institutions' staff perceives laissez-faire leadership strategy as influencing the quality of education service delivery by the Bayelsa EDTF.

**Table 12: Summary of independent t-test analysis on the difference in the extent to which public secondary and tertiary institutions' staff perceives laissez-faire leadership strategy as influencing the quality of education service delivery by the Bayelsa EDTF**

Respondents	n	$\bar{x}$	SD	df	$t_{cal}$	$t_{tab}$	Sig.	Decision
Teachers	255	10.53	2.89	333	0.54	1.96	0.59	NS
Lecturers	80	10.73	2.84					

*NS- Not Significant*



Table 12 indicates that  $t_{cal} = 0.54$ ,  $df = 333$ , and  $t_{tab} = 1.96$ . Therefore, since  $t_{cal} < t_{tab}$  and  $P = 0.59 > 0.05$ , then there is no significant difference in the extent to which public secondary and tertiary institutions' staff perceives laissez-faire leadership strategy as influencing the quality of education service delivery by the Bayelsa EDTF. Hence, the null hypothesis five is retained at the 0.05 level of significance.

## DISCUSSION OF FINDINGS

The study investigated the influence of leadership strategies on quality education service delivery in the Bayelsa EDTF. However, the result in table 3 shows that democratic leadership strategy will influence the quality of education service delivery by the Bayelsa EDTF to a very high extent. Also, the result of Table 8 shows that there is no significant difference in the extent to which public secondary and tertiary institutions' staff perceives democratic leadership strategy as influencing the quality of education service delivery by the Bayelsa EDTF. This finding is corroborated by Okoye and Emeghebo (2020), whose study revealed that there is a positive and significant relationship between democratic, transactional, and transformational leadership styles and VTE lecturers' productivity.

Also, the result in table 4 shows that autocratic leadership strategy will influence the quality of education service delivery by the Bayelsa EDTF to a very low extent. While, the result of Table 9 show that there is no significant difference in the extent to which public secondary and tertiary institutions' staff perceives autocratic leadership strategy as influencing the quality of education service delivery by the Bayelsa EDTF. This finding is corroborated by Okoye and Emeghebo (2020), whose study revealed that there is a negative and significant relationship between an autocratic leadership style and VTE lecturers' productivity. This finding is corroborated by Aduwari and Abadom (2022), whose study revealed that the extent to which the BSEDTF contributes to the promotion of adult and non-formal education is low.

Furthermore, the result in table 5 shows that charismatic leadership strategy will influence the quality of education service delivery by the Bayelsa EDTF to a very high extent. Also, the result of Table 10 that there is difference in the extent to which public secondary and tertiary institutions' staff perceives charismatic leadership strategy as influencing the quality of education service delivery by the Bayelsa EDTF. This finding is corroborated by Odulami et al. (2017), whose study revealed that charismatic and transformational leadership styles have positive and significant influences on employees' performance.

Table 6 shows that majority of the transactional leadership strategy will influence the quality of education service delivery by the Bayelsa EDTF to a low extent. Furthermore, the result of Table 11 shows that there is no significant difference in the extent to which public secondary and tertiary

institutions' staff perceives transactional leadership strategy as influencing the quality of education service delivery by the Bayelsa EDTF. This finding is corroborated by Okoye and Emeghebo (2020), whose study revealed that there is a positive and significant relationship between democratic, transactional, and transformational leadership styles and VTE lecturers' productivity. This finding is corroborated by Aduwari and Abadom (2022), whose study revealed that the extent to which the BSEDTF contributes to the promotion of adult and non-formal education is low.

Table 7 shows that laissez-faire leadership strategy will influence the quality of education service delivery by the Bayelsa EDTF to a very low extent. Furthermore, the result of Table 12 shows that there is no significant difference in the extent to which public secondary and tertiary institutions' staff perceives laissez-faire leadership strategy as influencing the quality of education service delivery by the Bayelsa EDTF. This finding is corroborated by Okoye and Emeghebo (2020), whose study revealed that there is a positive and significant relationship between democratic, transactional, and transformational leadership styles and VTE lecturers' productivity. This finding is corroborated by Aduwari and Abadom (2022), whose study revealed that the extent to which the BSEDTF contributes to the promotion of adult and non-formal education is low.

## **SUMMARY OF FINDINGS**

1. Democratic leadership strategy will influence the quality of education service delivery by the Bayelsa EDTF to a very high extent.
2. Autocratic leadership strategy will influence the quality of education service delivery by the Bayelsa EDTF to a very low extent.
3. Charismatic leadership strategy will influence the quality of education service delivery by the Bayelsa EDTF to a very high extent.
4. Transactional leadership strategy will influence the quality of education service delivery by the Bayelsa EDTF to a low extent.
5. Laissez-faire leadership strategy will influence the quality of education service delivery by the Bayelsa EDTF to a very low extent.
6. There is no significant difference in the extent to which public secondary and tertiary institutions' staff perceives democratic leadership strategy as influencing the quality of education service delivery by the Bayelsa EDTF.
7. There is no significant difference in the extent to which public secondary and tertiary institutions' staff perceives autocratic leadership strategy as influencing the quality of education service delivery by the Bayelsa EDTF.
8. There is difference in the extent to which public secondary and tertiary institutions' staff perceives charismatic leadership strategy as influencing the quality of education service delivery by the Bayelsa EDTF.

9. There is no significant difference in the extent to which public secondary and tertiary institutions' staff perceives transactional leadership strategy as influencing the quality of education service delivery by the Bayelsa EDTF.

10. There is no significant difference in the extent to which public secondary and tertiary institutions' staff perceives laissez-faire leadership strategy as influencing the quality of education service delivery by the Bayelsa EDTF.

## **CONCLUSION**

The study considered the influence of leadership strategies on quality education service delivery in the Bayelsa EDTF. Consequently, it revealed, among others, that democratic leadership strategies will influence the quality of education service delivery by the Bayelsa EDTF to a very high extent, and charismatic leadership strategies will influence the quality of education service delivery by the Bayelsa EDTF to a very high extent. However, the corresponding hypotheses showed that there is no significant difference in the extent to which public secondary and tertiary institutions' staff perceive democratic leadership strategy as influencing the quality of education service delivery by the Bayelsa EDTF, and that there is a difference in the extent to which public secondary and tertiary institutions' staff perceive charismatic leadership strategy as influencing the quality of education service delivery by the Bayelsa EDTF.

Based on these findings, it was deduced that democratic and charismatic leadership strategies are crucial for the Bayelsa EDTF to effectively deliver quality education services and should be incorporated into their leadership approach. However, the type of leadership strategy employed by the Bayelsa EDTF has varying effects on the perception of staff in public secondary and tertiary institutions regarding the quality of education service delivery. As such, the study concludes that there is a need for the Bayelsa EDTF to adopt a more participatory leadership style that involves staff in decision-making processes and encourages their input in the implementation of education service delivery policies to improve the quality of education in public secondary and tertiary institutions.

## **RECOMMENDATIONS**

Considering the findings, discussion and conclusions of this study, the following recommendations are made:

1. The Bayelsa education development trust fund should adopt a democratic leadership style to improve the quality of education service delivery and ensure that all stakeholders are involved in decision-making processes.
2. The Bayelsa education development trust fund should adopt a more participative leadership approach to improve the quality of education service delivery. Additionally, training programmes should be provided to enhance the leadership skills of the trust fund's management team.

3. The Bayelsa education development trust fund should prioritize the recruitment and training of leaders who possess charismatic leadership qualities to enhance the quality of education service delivery in the state.
4. The Bayelsa State Government should set up a committee to review and restructure the leadership approach of the education development trust fund to ensure that a more effective leadership strategy is implemented, which will positively impact the quality of education service delivery in Bayelsa State.
5. The Bayelsa Education Development Trust Fund adopt a more structured leadership approach that involves setting clear goals, providing guidance and support to staff, and monitoring progress towards achieving those goals.

#### **ACKNOWLEDGEMENT.**

The researchers wish to acknowledge the Tertiary Education Trust Fund (TETFUND) in Nigeria for the funding support provided to executive this study. We deeply appreciate your support. We also appreciate all contributions and cited works.

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