

**COMBINED EFFECTS OF POWER-ORIENTED WORKPLACE CULTURE
AND TRANSACTIONAL LEADERSHIP STYLE ON BUSINESS EDUCATORS'
PERFORMANCE IN TERTIARY INSTITUTIONS IN
ANAMBRA STATE, NIGERIA**

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ABSTRACT

This study determined the combined effects of power-oriented workplace culture and transactional leadership style as correlate of business educators' performance in Anambra State, Nigeria. Two research questions and three null hypotheses guided the study. The study adopted correlation research design, and 112 business educators in public tertiary institutions in Anambra State that offer business education programme were studied without sampling. Three instruments namely; Power-oriented Workplace Culture Survey (PWCS), Transactional Leadership Style Survey (TLSS) and Business Educators' Performance Questionnaire (BEPQ)) with 10 items, 10 items and 15 items, and structured in four point rating scales were used for data collection. Face and construct validity of the instrument were established by three experts in the Vocational Education and Educational Foundations of Chukwuemeka Odumegwu Ojukwu University. Trial-testing was used to establish the reliability of the instruments and data collected were analyzed using Cronbach Alpha and Coefficient values of .73, .90 and .78 obtained for PWCS, TLSS and BEPQ respectively. The researcher and three research assistants were involved in administering copies of the questionnaires to the respondents. Pearson product moment correlation and multiple regression analysis were used to carry out the data analysis. Findings revealed that weak and negative relationships existed between power-oriented culture, transactional leadership style and business educators' performance. Based on the findings of the study, the researcher concluded that adoption of power-oriented culture and transactional leadership style do not necessarily increase business educators' performance. It was recommended among others that; administrators of tertiary institutions in Nigeria should pay attention to power-oriented culture that leads to centralization of authority, resulting in incidences of task avoidance, and increased

workload for business educators. Elimination of these undesirable factors can facilitate improved performance of business education lecturers.

Key Words: Power-oriented Culture, Transactional Leadership, Performance, Business educators

Introduction

Business education is a skill-acquisition programme that prepares youths for professions in businesses, and office occupations. It equips recipients with knowledge and skills to gain employment or become financially independent. Business education programme offer specialized options such as Accounting, Secretarial Studies/Office Technology and Management (OTM), Commerce-cooperative and Economics, and Marketing/Distributive Education. The courses options are designed to give students employment chances and life skills for global competition (Ementa & Alonta, 2021). Business educators are vital ingredients that can help business education programme in tertiary institutions in Nigeria to achieve its objectives. It is believed that qualified and competent business educators can help the programme to provide quality and functional education to the general public. Anozie (2021) noted that business educators are the greatest assets and act as the institutions' catalysts and driving force of learning processes, as such, they are the true programme implementers. Thus, the best way for any business education programme to achieve its objectives is for business educators to deliver top-notch performance (Emengini et al., 2020).

Performance is the process of carrying out or achieving a task. It examines how effectively an employee carries out task leveraging on available resources. Performance influences the achievement of goals. Indrasari (2017) asserted that employee performance cover quantity and quality of results, the timeliness of results, presence and the ability to work together. Nwokike and Unegbu (2019) stated that employees' performance is measured, tracked and evaluated as accomplishments at the individual level. Since performance of educators is essential for educational programmes to achieve their goals, tertiary institutions must support factors that could enhance business educators' performance. Many business educators at tertiary institutions in Nigeria face challenges in teaching students; however, the workplace culture that governs their conducts could make their jobs easier. Bayar and Hürriyet (2021) asserted that educators' performance depends not only on their professional skills but also on the workplace culture of the institution.

Workplace culture refers to the shared values, attitudes, and assumptions among employees of tertiary institutions. Anwar et al. (2017) defined workplace culture as the guiding principles and philosophies of an institution, or the environment that an institution fosters for its employees. The working culture at each tertiary institution is unique and is shaped by the employees. Demissie and Egziabher (2022) noted that the performance of lecturers in tertiary institutions is significantly impacted by the workplace culture in either positive or negative way. Business educators will view workplace culture as favourable, when it supports their goals and aspirations while they will view a workplace culture as unfavourable when it is less supportive of their goals. Collaborative cultures, innovative culture, bureaucratic culture, power-oriented culture, role-oriented, task-oriented and

personal-oriented are types of workplace culture (Anwar et al., 2017). Workplace cultures also cover supportive-oriented, communication-oriented, innovative-oriented, and team-oriented (Bashayreh et al., 2016). This study considered power-oriented culture and its correlation with business educators' performance.

Power-oriented workplace culture is mainly based on inequality of access to resources. It believes that there is a need to use power in order to exercise control and influence employees' behaviour. Manetje (2017) advocated that power-oriented culture is a single source of power from which rays of influence travel across all the institution. This entails that authority is centralized and that functional and specialized strings connect tertiary institutions' members to the center. This sort of workplace culture can also be characterized as rule-oriented in that, it emphasizes deference to authority and task division. A powerful leader (administrator, manager, vice chancellor) sits in the center, surrounded by close friends and subordinates who serve as the dependents. Additionally, at its worst, tertiary institutions with power-oriented culture tend to rule by terror, with leaders, their allies, and their protégés abusing their positions of authority for their own personal gain (Herman, 2022). There is a propensity to abuse power and instill fear in the employees which result in favoritism and nepotism. Generally, power-oriented culture may not provide the enough support to business educators to take instructional decisions so as to improve the standard of the programme.

Another significant factor that could determine the success or failure of business educators' performance is transactional leadership style. To drive business educators' performance, tertiary institution leaders may chose to use a transactional leadership style. By providing both rewards and sanctions, leaders who employ transactional leadership motivate educators to follow instructions. They are more interested with following the rules as they are, rather than changing the organization. Braden (2022) asserted that transactional leadership is primarily centered on social behaviour exchanges for maximum benefit at minimum cost. This leadership approach places an emphasis on the role of supervision, organization, and collective output. Even if the team has a basic set of duties that they do every week or month, the leader continuously pushes them outside of their comfort zone. Following a leader who practices transactional leadership enables employees to act in their own self-interest, reduce workplace anxiety, and concentrate on specific institutional goals.

The leadership style adopted by the Heads of Department of Business Education could affect the amount of effort made by lecturers. Leadership is the capacity to persuade others to work toward a common objective. Leadership style is a leader's conduct pattern when attempting to persuade group members, making decisions regarding the mission plan, and managing group activities (Idowu, 2020). Tertiary institutions in Nigeria now require strong leaders who can navigate the challenges of a constantly evolving global educational landscape. As noted by Idowu (2020), the leadership style that administrators of tertiary institutions employ have effect on the performance of staff. Abdulkarim (2022) averred that leadership style of business education administrators has a significant impact on the achievement of individual goals and the success of work performance. This highlights the necessity to constantly assess the correlation between leadership styles of education managers and lecturers' performance.

There are many Federal and State tertiary institutions in Anambra State, Nigeria that employ business educators with different age range that could moderate job performance. Stakeholders in education are concerned about the poor performance of business educators at tertiary institutions in Nigeria. It appears that few business educators equip students with the 21st-century skills needed to compete globally. Oyewobi et al. (2021) observed that high rate of unemployment among business education graduates is due to inadequate skills. This shows that business educators are not performing up to standard. Obeidat et al. (2017) stated that when employees, including business educators perform poorly at jobs, it has an impact on the caliber of graduates produced as well as Nigeria's national development.

Cultures exist in all academic institutions. Some institutions may have cultures that are stronger than others, who might have cultures that are weak. Lecturers' performance in Nigerian tertiary institutions may be high or low, positive or negative relationships depending on the workplace culture differences. Despite this, research on the subject is still in its early stages; hence, this assumption has not been empirically tested. Similarly, there are complaints about business educators' poor attitude and lack of motivation toward their jobs (Abdulkarim, 2022). Admittedly, the present level of leadership in Nigeria has become worrisome. Also, one of the issues in tertiary institutions in Nigeria is inflexibility of leadership styles by most leaders which affects employees' performance. This study evaluated power-oriented culture and transactional leadership style as correlates of business educators' performance in tertiary institutions in Anambra State, Nigeria.

Statement of the Problem

The present unemployment rate among business education graduates has been a cause for concern for Nigerians. This scenario has been attributed to inadequate or lack of generic skills possessed by the graduates to fit into the dynamic and highly competitive labour markets. Employers of labour are questioning the competence and quality of business educators employed at the Nigerian tertiary institutions who they accuse of performing below standard. As the unemployment rate escalates, there is a national discourse among education experts and researchers on factors that determine business educators' performance. While other highlighted job satisfaction, motivation, compensation, and leaders' conflict management techniques, others mentioned knowledge sharing practices, training and development, among others. The power-oriented culture and transactional leadership style of leaders at tertiary institutions could be determinant factors to business educators' performance.

The performance of business educators could be impacted by the power-oriented culture inherent in tertiary institutions in Nigeria, especially Anambra State, which may be favourable or unfavourable, negatively or positively affects lecturers' job performance and professional growth. Similar to this, some administrators in tertiary institutions seem to be primarily transactional in their leadership style, which could lead to conflicts between the administrators and the lecturers. It has been reported that one of the issues in tertiary institutions in Nigeria is the inflexibility of the leadership styles by most leaders which affects lecturers' performance. Most leaders fail to adjust their style of leadership to the changing situation and current matters arising due to their lack of understanding of the fact

that no one particular style of leadership can fit into all conditions. The majority of research in the field focuses mostly on employees in banks, manufacturing firms, and engineering firms, with little to no research in business education field, particularly tertiary institutions in Anambra State, Nigeria. The problem of this study is that poor performance of business educators in Anambra State tertiary institutions results to half-baked graduates produced with inadequate or lack of generic skills necessary to compete globally. Against this backdrop, the study specifically ascertained the (1) correlation between power-oriented culture and business educators' performance in tertiary institutions in Anambra State, Nigeria, (2) correlation between transactional leadership style and business educators' performance in tertiary institutions in Anambra State, Nigeria.

Research Questions

The following research questions guided the study;

1. What is the correlation between power-oriented culture and business educators' performance in tertiary institutions in Anambra State, Nigeria?
2. What is the correlation between transactional leadership style and business educators' performance in tertiary institutions in Anambra State, Nigeria?

Null Hypotheses

The following null hypotheses were tested at 0.05 level of significance;

1. There is no significant correlation between power-oriented culture and business educators' performance in tertiary institutions in Anambra State, Nigeria based on ownership of institution.
2. There is no correlation relationship between transactional leadership style and business educators' performance in tertiary institutions in Anambra State, Nigeria based on age.
3. There is no significant combined correlation among power-oriented culture transactional leadership style and business educators' performance in tertiary institutions in Anambra State, Nigeria.

Method

The study adopted correlational research design. It was carried out in Anambra State Nigeria with a population of 112 business educators in tertiary institutions in Anambra State offering business education programme studied without sampling. In all, there are two universities with 29 business educators and two colleges of education with 83 business educators (Source: Academic Planning Unit of these institutions as at 28th April, 2024). Three instruments namely, Power-oriented Workplace Culture Survey (PWCS), Transactional Leadership Style Survey (TLSS) and Business Educators' Performance Questionnaire (BEPQ) were used for data collection. The PWCS, TLSS and BEPQ are in section B, C and D in section while section A contained information on personal data of the respondents such as ownership of institution and age. Sections B, C and D had 10, 10 and 15 items each structured on a four point rating scale of Strongly Disagree (SD) = 1, Disagree (D) = 2, Agree (A) = 3 and Strongly Agree (SA) = 4. The face and construct validity of the instrument were established using opinions of three experts in the field of Business Education and Educational Foundations Departments. The internal consistency of the instruments were established through trial-testing and data collected

analyzed using Cronbach Alpha method and Coefficient values of .73, .90 and .78 obtained for PWCS, TLSS and BEPQ.

The researcher with the help of three research assistants administered copies of the questionnaires to the respondents. Out of the 112 copies of the questionnaire distributed, 108 (96%) were correctly filled and returned, which were used for data analysis. Pearson product moment correlation and multiple regression analysis were used to carry out the analysis. For the relationship scale interpretation, the scales by Bryman and Bell (2011) were used: The hypotheses were tested at .05 level of significance using multiple regression by computed correlation index for appropriate decision. In testing the null hypotheses, when p-value is less than or equal to .05 ($P < .05$), the null hypothesis was rejected otherwise, the null hypothesis was accepted. The analysis was carried out using Special package for Social Sciences (SPSS) 23.0.

Results

Table 1: Summary of Pearson Product Moment Correlation (PPMC) Test for Correlation between Power-Oriented Culture and Business Educators’ Performance

Variables		Power-Oriented Culture	Employee Performance	r.	Remarks
Power-Oriented Culture (X)	Pearson (r) N	30.35 108	3.21 108	-.30	Weak and Negative Relationship
Employee Performance (Y)	Pearson (r) N	51.35 108	4.90 108		

Table 1 reveals a correlation value (r) of -.30, showing a weak negative correlation existing between power-oriented culture and business educators’ performance. This means that the more tertiary institutions in Anambra State, Nigeria adopt power-oriented culture, the more the performance of business educators decreases.

Table 2: Summary of Pearson Product Moment Correlation (PPMC) Test for Correlation between Transactional Leadership Style and Business Educators’ Performance

Variables		Transactional Leadership Style	Employee Performance	r.	Remarks
Transactional Leadership Style (X)	Pearson (r) N	35.14 108	5.66 108	-.38	Weak and Negative Relationship
Employee Performance (Y)	Pearson (r) N	51.35 108	4.90 108		

Table 2 shows a correlation value (r) of -.38, indicating a weak negative correlation existing between transactional leadership style and business educators’

performance. This means that the more tertiary institutions in Anambra State, Nigeria adopt transactional leadership style, the lower the performance of business educators.

Table 3: Regression Analysis on the Relationship between Power-Oriented Culture and Business Educators’ Performance Based on Ownership of Institution

N	R	R Square	Adjusted R Square	%	Cal. F	df	P-value	Remarks
108	.075	.006	.005	.5	.55	105	.46	Not Significant

Table 3 shows that with R Square Adjusted of .005, the power-oriented culture and ownership of institutions jointly contribute .5 percent to business educators’ performance. Also at .05 level of significance, 2 df numerator and 105 df denominator, the calculated F is .55 with p-value of .46. Since the p-value is greater than the alpha level ($P\text{-value} = .46 > .05$), the null hypothesis is therefore accepted. This means that there is no significant relationship between power-oriented culture and business educators’ performance in tertiary institutions in Anambra State, Nigeria based on ownership of institution.

Table 4: Regression Analysis on the Relationship between Transactional Leadership Style and Business Educators’ Performance Based on Age

N	R	R Square	Adjusted R Square	%	Cal. F	df	P-value	Remarks
108	.108	.000	.010	1	.31	105	.00	Significant

Table 4 reveals that with R Square Adjusted of .010, the transactional leadership style and age jointly contribute 1 percent to business educators’ performance. Also, at .05 level of significance, 2 df numerator and 105 df denominator, the calculated F is .31 with p-value of .00. Since the p-value is less than the alpha level ($P\text{-value} = .00 < .05$), the null hypothesis is therefore rejected. This means that there is a significant relationship between transactional leadership style and business educators’ performance in tertiary institutions in Anambra State, Nigeria based on age.

Table 5: Regression Analysis on Joint Relationship between Power-oriented Culture, Transactional Leadership Style, and Business Educators’ Performance

N	R	R Square	Adjusted R Square	%	Cal. F	df	P-value	Remarks
108	.084	.007	.013	1.3	.36	105	1.00	Not Significant

Table 5 shows that the R Square Adjusted is .013, indicating that power-oriented culture and transactional leadership style jointly contributes 1.3 percent to business educators’ performance. Similarly, at .05 level of significance, 2 df numerator and 105 df denominator, the calculated F is .36 with p-value of 1.00. Since the p-value is greater than the alpha level ($P\text{-value} = 1.00 > .05$), the null hypothesis is therefore accepted. This means that there is no significant joint relationship among power-oriented culture, transactional leadership style and business educators’ performance in tertiary institutions in Anambra State, Nigeria

Discussion of Findings

Findings of the study disclosed that there was a weak and negative relationship existing between power-oriented culture and business educators’ performance in tertiary institutions in Anambra State, Nigeria. Findings of the study agree with the findings of

Balli and Koca Balli (2019) which revealed a negligible relationship between power-oriented culture and employees' performance. Ohioyenoye and Eboreime (2014) earlier found that power-oriented culture had inverse relationship with employees' performance. Similarly, Balli et al. (2020) discovered that power-oriented culture decreases employees' satisfaction which is a vital ingredient in performance. Findings of the study also showed that there was no significant relationship between power-oriented culture and business educators' performance in tertiary institutions in Anambra State, Nigeria based on ownership of institution. The findings of this study differ from Anand et al. (2017)'s findings that there was a relationship between the demographic and the respondents' opinions of power-oriented culture and performance. .

Findings of the study showed that transactional leadership style has a weak and negative relationship with business educators' performance in tertiary institutions in Anambra State, Nigeria. The findings of the study aligns with that of Odunlami et al. (2017) which showed that transactional leadership style had a negligible relationship with employees' performance. However, Kalsoom et al. (2018) observed that transactional leadership style had strong positive correlation with the performance of the employees. This supports the earlier findings of Wairimu and Simba (2016) which indicated that transactional leadership style enhanced organizational performance. Odunlami et al. (2017) on their part revealed that transactional leadership style had no significant relationship with employees' performance. This agreed with the earlier findings of Brahim et al. (2015) which showed that there was no significant statistical relationship between transactional leadership style and employee performance. Zeleke and Obang (2021) observed that transactional leadership style had a positive relationship with employees' performance.

Findings of the study revealed that there was a significant relationship between transactional leadership style and business educators' performance in Tertiary Institutions in Anambra State, Nigeria based on age. This means that age is a good moderator of the relationship between transactional leadership style and business educators' performance. The finding is supported by Tatlah et al. (2019) who discovered that age had a significant relationship with Leadership style. Brandt and Laiho (2013) earlier discovered a difference in the preference of a leader's style between males and females in which female leaders engaged more in enabling and rewarding leadership style whereas males engaged more in task-oriented leadership styles. Additionally, the findings revealed that there was no significant joint relationship among power-oriented culture, transactional leadership style and business educators' performance in tertiary institutions in Anambra State, Nigeria. This means that power-oriented culture and transactional leadership style adopted by leaders of tertiary institutions in Anambra State, Nigeria do not singularly determine business educators' performance.

Conclusion

The findings of this study revealed that power-oriented and transactional leadership styles had weak and negative relationships with business educators' performance. Based on the findings, the researcher concluded that the adoption of power-

oriented culture and transactional leadership style does not necessarily increase business educators' performance in tertiary institutions in Anambra State, Nigeria.

Recommendations

Based on the findings of this study, the following recommendations were made: Therefore, it is hereby recommended that:

1. Administrators of tertiary institutions in Nigeria should pay attention to power-oriented culture that leads to centralization of authority, resulting in incidences of task avoidance, and increased workload for business educators. Elimination of these undesirable factors can facilitate improved performance of business education lecturers.
2. Administrators of tertiary institutions in Nigeria should closely monitor the HODs of business education programmes to ensure that transactional ones among them are checkmated. This will help to improve the quality of leadership in the business education programme which will in turn improve the performance of business educators.
3. Administrators of tertiary institutions in Nigeria should organize regular leadership training and development programmes for the HODs of business education to enable them continuously up-date their leadership skills. This will help the HODs to select appropriate leadership styles needed to improve the performance of business educators.
4. Management of tertiary institutions in Nigeria should conduct regular appraisal of the leadership styles adopted by HODs of business education programmes. This appraisal must involve business educators providing assessment of their HODs leadership qualities. This will enable the management to identify weaknesses or gaps in leadership of HODs so as to design support programmes that can improve their adoption of appropriate leadership styles to bring improved performance of business educators.

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