

INTERNATIONAL JOURNAL OF EDUCATIONAL MANAGEMENT (IJEM)



VOLUME 14 NO. 1, 2016

— Published by —

**DEPARTMENT OF EDUCATIONAL MANAGEMENT,
UNIVERSITY OF ILORIN, ILORIN, NIGERIA**

INTERNATIONAL JOURNAL OF EDUCATIONAL MANAGEMENT (IJEM) 2016

Board of Editors

Editor-in-Chief

Prof. Afusat T. Alabi

Managing Editor

Dr. Rhoda O. Oduwaiye

Associate Managing Editor

Dr. S. Oyeniran

Business Editor

Dr. O. J. Ojo

Editors

Prof. D. O. Durosaro;

Prof. Nike Y.S. Ijaiya;

Prof. N. B. Oyediji

Prof. A. Y. Abdulkareem

Prof. . A.O. Sofoluwe;

Dr. Y.A. Fasasi;

Dr. Patricia A.O. Etejere,

Consulting Editors

Prof. J. B. Babalola

University of Ibadan, Ibadan, Nigeria;

Prof. (Ven) Mon Nwadiani

University of Benin, Benin-City, Nigeria;

Prof. W.A. Ibukun, Adekunle Ajasin

University, Akungba Akoko, Nigeria;

Prof. J.A. Opare,

Institute of Education, University of Cape Coast, Ghana;

Prof. Justina O. Osa,

Department of Doctoral Studies, Professional Education Unit,

Virginia State University, U.S.A.;

Dr. Victoria B. Landu,

Argosy University, Atlanta Georgia, U.S.A.;

Dr. Hairuddin Bin Mohd Ali,

Institute of Education, International Islamic University, Malaysia (IIUM).

**INTERNATIONAL JOURNAL
OF
EDUCATIONAL MANAGEMENT
(IJEM)**

VOLUME 14 No 1, 2016

ISSN: 079447684

Published by
Department of Educational Management,
University of Ilorin, Ilorin, Nigeria.

INTERNATIONAL JOURNAL OF EDUCATIONAL MANAGEMENT (IJEM)

***Department of Educational Management,
University of Ilorin, Ilorin, Nigeria***

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, without the permission of the copyright owners.

Printed in Nigeria by
Alubar'kah Graphics Production Ilorin
09043926095

© IJEM 2016

Editorial Policy

The International Journal of Educational Management (IJEM) publishes original research reports and theoretical papers that add to knowledge and understanding of educational management issues in Nigeria and the world at large. Scholarly papers are therefore welcome on the following Educational Management areas, among others:

- Administration
- Planning
- Financing
- Supervision
- Human Resource Management
- Economics of Education
- Facilities/Resource Management
- Policy Analysis and Evaluation
- Information and Communication Technology
- Education Laws
- and other Educational Management areas

All papers, written in English, must show originality and should make contributions to knowledge in specific areas of Educational Management. Paper should be prepared following the publication manual of the American Psychological Association APA (Latest Edition). All manuscripts must be typed on separate sheets of paper. Manuscript, including tables, figures and references should not be more than 15 pages of quarto-sized paper in length. All manuscripts should be typed in Times New Roman font 12.

Article sent through our e-mail address sijem.edumgt@gmail.com are preferable; but where it is not possible three hard copies and a soft copy of the manuscript must be sent to the Managing Editor.

Articles should be submitted with an assessment fee of Five thousand naira (N5000) and additional one thousand naira N1000 (if through e-mail) for internet downloading in cash to the Editor or through the bank (International Journal of Educational Management at Skye Bank Plc University of Ilorin main campus (Account Number 1771258028).

Contributors outside Nigeria are to pay \$35 assessment fees and \$10 for downloading. Authors are requested to include with each copy of the manuscripts a cover sheet which shows:

1. Title of the Paper
2. Author's Name (Surname first, followed by first and second names)
3. Status
4. Affiliation of Author
5. Qualification
6. Phone Number
7. E-mail Address

All correspondence should be addressed to:

Managing Editor,

International Journal of Educational Management (IJEM), Department
of Educational Management, University of Ilorin, Ilorin, Nigeria

E-mail address: ijem.edumgt@gmail.com

Phone numbers: 2348033733745; 2348072636327

Impacts Of School Leadership Cultures on Industrial Disputes as Expressed By Secondary School Staff in Ilorin Metropolis

Olushola, A. Iyekolo Ph.D.
iyekolo.ao@unilorin.edu.ng
Faculty of Education, University of Ilorin

Abdulaziz Isiaka
Abdulaziz.i@unilorin.edu.ng
Faculty of Education, University of Ilorin

Abdulrazak O. Balogun
balogunabdulrasaqolatunji@gmail.com
Faculty of Education, University of Ilorin

&
Badamas O. L.
badams.ol@unilorin.edu.ng
Faculty of Education, University of Ilorin

Abstract

The study finds out what secondary school staff in Ilorin metropolis identified as styles of their school leadership and the impacts of the styles on occurrence of industrial disputes in the schools. From the population of 357 registered private and public secondary schools in the metropolis, simple random sampling technique was used to select fifteen. From the sampled schools, purposive sampling technique was used to sample a total of 364 staff among those in non-administrative cadre (191 from public and 173 from private schools). Data were collected using a questionnaire entitled Leadership Styles and Industrial Dispute (LSID). The LSID has reliability co-efficient of 0.62 with response option ranging from Applicable to Not Applicable for Section B and Can Occur and Can't Occur for Section C. Collected data were analyzed using percentages and Chi-square. Findings show that 35.8% and 33.5% of private school staff identified their school leadership styles to be benevolent-authoritative and exploitative-authoritative respectively. On the other hand, 38.2% and 26.7% of public school staffs identified theirs to be consultative and benevolent-authoritative respectively. Consequently, 72.2% of private staff and 79.5% of public staff agreed the leadership styles in their respective schools can trigger industrial disputes. Specifically, 56.3% said the dispute may relate to issues of policy implementation and 40.1% said it can relate to issues of organizational reward. However, at the level of hypothesis testing, significant difference ($\chi^2=24.05 \geq \text{tab}=3.84$) was found in the opinions of private and secondary

Impacts of School Leadership Cultures on Industrial Disputes as Expressed by Secondary School Staff in school staff on how school leadership styles can impact industrial dispute in their schools. Based on this, it was recommended that government and stakeholders in education should orientate secondary school leaders on the consequences of their leadership styles, particularly as it concerns the peculiarity of their school and subordinates.

Keyword: Leadership culture, industrial disputers, secondary schools, Ilorin Metropolis

Introduction

Organisational and leadership cultures are two core aspects of school administration that cannot be compromised. In every institution, activities are always organised under the leadership of some personnel before inputs can yield favourable outputs. In school systems for example, academic and non-academic activities are defined and organised under structured authorities. Basically, organisational culture which includes leadership styles are the rudiments of staff commitment and productivity (Owens, 2005). Many of the resultant impact of job satisfaction and delivery are shaped by the leadership pattern that is predominant in a school organization which in turned and bring peace for the attainment of the set objectives of otherwise.

According to Akpan and Ereke (2016), in any work organisation, an atmosphere of peace and harmony is a pre-requisite for achievement of set goals and objectives the extent to which peace culture can be sustained in a higher institution depends greatly on the organizational climate of the institution. Peretomode (1991) refers to organizational culture as an integral aspect of school administration that has far-reaching effects on accomplishment of school programmes, objectives and attainment of educational goals. Leadership process, though may involve an unequal, distribution of power among leaders and subordinates; it is certainly not a one way organisational interaction that does not require reciprocal relationship among those in authority and those to be governed. Leadership is one significant aspect of school organizational culture. It is what moderates human and non-human resources in school and shape school members' behaviour to evolve school organisational culture. Burns, (1999) writes that some defined leadership as the act of making followers do what the leader would otherwise do and some defined it as making followers do what leaders want them to do, but certainly, with the understanding of what leadership is, one will define it as leading to motivate followers to act for achieving certain organisational goals that are embodied in organisational values.

Organisational culture emanates from leadership styles. Much of what turn out to be why, how, and when jobs are done in an educational institution have root in the style of leadership that the school heads put up. Likert (1996) identifies four leadership styles that are common to modern organizations. Many of the styles are applicable to school organisation. The Likert's identified-

styles give vivid description of what can be found as patterns of relationship, most especially at official levels, among school leaders and their subordinates. The styles include: Exploitative- authoritative leadership style, benevolent-authoritative leadership style, consultative leadership style, and Participatory leadership style.

Based on Likert's description, exploitative-authoritative leaders are strict and excessively bureaucratic. They are leaders who have no confidence and trust in subordinates. Such leaders find it difficult to delegate power; hence, they result to constant and personal monitoring of their subordinates. They are leaders that believe that if there are no strictly defined rules and regulations including punishment and sanctions that can make subordinates commit themselves to their assigned responsibilities, the subordinates would indulge in acts that can hinder achievement of organisational objectives (Giddens, 2001; Owens, 2005). Likert emphasises that with exploitative-authoritative leadership style, subordinates cannot be free to discuss the progress and failure of their organization. Exploitative-authoritative leaders seldom get ideas and opinions of subordinates on how best the organisation can be developed.

On the other hand, the benevolent-authoritative leaders have condescending confidence and trust in their subordinates but their subordinates are not free to discuss idea or give their developmental opinions even when they have good ones that can help their organisation and particularly, the administration of their leaders. Leaders that operate the participatory leadership style seem the best. Judging from Owens' (2005) assessment of what Likert itemized as the attributes of participatory leadership styles, a school leader of these attributes will promote participative school administration. Such leaders are likely to have complete confidence and trust in their subordinates, in all matters. Their subordinates are very likely to be free to discuss their job, school progress and problems with their superiors. This can give the school leader ample opportunity to tap from the subordinates' resources, with ease.

Some scholars make case for participatory or collaborative form of administration in schools. They call for the need for schools to start evolving from top-down hierarchical and bureaucratic pattern of school administration toward a more collaborative, collegial, participatory form of leadership. This is because, this administrative style tends to facilitate and encourage active participation of people who are on the lower rungs of school hierarchy. Dolls and Gregory (2011) speculate that teachers tend to admire school heads who express their vision coherently and vividly, inspire enthusiasm, readily involve teachers in discussions meant to bring about progress in school and cause subordinates to see a connection between the visions of the school in relation to teachers' needs to attain greater height

However, school administrators don't just opt for any administrative leadership style. Tannenbaum & Schmidt (1973) argue that certain forces compel them to their choices. They identify the forces as: (1) forces in the school

Impacts of School Leadership Cultures on Industrial Disputes as Expressed by Secondary School Staff in
administrator, (2) forces in subordinates and (3) forces in the situation. Forces in the school administrator are the innate attributes of the administrator. They are components of his or her intelligence, personality and physical characteristics. Peretomode (1991) expands on these components and identifies forces in the school administrator to consist of the administrator's value system, background - both academic and social backgrounds, leadership background and experience, knowledge, level of confidence in teachers, the administrator's leadership tendencies and security.

Peretomode (1991) refers to the second force, i.e. forces in subordinates, as those individual characteristics and behavioural patterns and expectations that embody subordinate's personality and attitude to work. When forces in subordinates are congruent for positive activities and attainment of school goals, an exploitative - authoritative leadership style may not be necessary. Forces in the situation include the school culture and climate, the nature of the subordinates' training, the pressure of time and the nature of the problem. Peretomode (1991) is of the opinion that if an immediate decision must be made, such as in an emergency, involvement of others in the decision-making process might be difficult. No doubt, in such a situation, it is difficult to use a participatory style of leadership.

Similarly, a complex problem requiring high specialised skills and knowledge that only the school administrator possesses may make direct instruction necessary and participative management style unnecessary. One area in which school administrators' leadership style reflects or is observable is the kind of interpersonal relationship that arises among the school staff. It is in this area that negative or positive attitudes emanate. From what emanate, issues of industrial dispute may set in. The interpersonal relationship is synonymous to what Owens (2005) refers to as organisational culture which should not be devoid of peace as the result of leadership styles. Akpan & Ekere (2016), opined that in a school situation peace culture is viewed as the practices, norms, activities and values that promote harmonious relationship and peaceful co-existence among administrators, staff and students in higher institutions. It refers to those practices that give institutions their identities and standards for expected behavior thereby preventing violence and violent conflict. All these are resultant of leadership styles.

In school organisation, industrial dispute can be of various types. Ayorinde (2014) wrote extensively on this. His description includes school-based disputes such as strike, protest, riot, lobbying, and petition. According to him, riot is an aggressive expression of grievances that requires participation of a collection of people. He maintains that a school-based industrial dispute such as riot is characterized by chaos, herd behaviour and destruction of work, organizational intimacy and destruction of school properties. The dominant emotion in riot crowd is often that of hostility and hanger. Riot according to him is a common collective behaviour of students and not that of school staff.

Because of reasons such as job security and maturity, school staff hardly explore riot as an option of expressing grievances.

On the other hand, strike is a peculiar industrial dispute that is often initiated by school staff rather than by students. Ayorinde (2014) also describes this kind of school-based dispute as an organized act of work stoppage that is embarked upon by a substantial number of school employers with intention of pressing for their needs from their school employers/owners.

Some researchers and scholars have focused their studies and discussions only on the relationship or effects of organizational culture or leadership style on other organisational phenomena in school system. Their interests often include: teachers' commitment, (Ajetomobi, 2009, Peretomode, 1991); job motivation and job delivery, (Rion & Tizzle, 2003). Some have also focused on how organizational culture relate to school productivity (George, 2014; Andrew & Honklin, 2011), Organisational climate as determinant of sustainable peace culture (Akpan & Ekere 2016)

Remondin (2001), examined the relationship between school climate and the leadership style of female public school principals, and considered if any differences were due to ethnicity. Hispanic principals were not found to use a transformative leadership style more than other leadership styles, nor does their leadership style differ from that of non-Hispanic female principals. A statistically significant relationship was found between leadership styles and organizational climate for supportive principal behavior and intimate teacher behavior but not for directive or restrictive principal behavior nor for collegial or disengaged teacher behavior. Akpan & Ekere (2017), Conducted a study on Organizational Climate as Determinant of Sustainable Peace Culture in Higher Institutions in Cross River State, Nigeria finding of this study reveals that organizational climate variables when joined together significantly predict sustainable peace culture in higher institutions. This means that sustainable peace culture in higher institutions does not happen by chance. One of the findings reveals that interpersonal relationship is the most potent predictor and physical facilities the least. Sürücü and Yesilada (2017) examined the effects of transactional leadership, paternalistic leadership, transformational leadership, and charismatic leadership styles, which are considered as the popular leadership styles today, on the organizational culture. In light of the analysis made, charismatic leadership is the most effective leadership style on the organizational culture

In this study, the researcher investigated the opinions of staffs of private and secondary schools located within Ilorin metropolis on the leadership cultures that are predominant in their schools. The study also found out what the staff members believed to be the impacts of the leadership styles on occurrences of industrial disputes in their schools. The study investigated what the school staff believed would be the consequences of the leadership styles that are operational

Research Questions:

Research questions serve as the foundations of the objectives of a research. In his case, the researcher presents and answers the following research questions to guide his studies:

1. What do staff of private and public secondary schools in Ilorin metropolis believed to be the common styles of their school leaders?
2. What do staff of private and public secondary schools in Ilorin metropolis agree can be the impacts of school leadership styles on industrial disputes in their schools?
3. Is there significant difference in private and public secondary school staff opinion on the possibility of their schools' leadership styles causing industrial disputes?

Research Hypothesis

H₀₁: There is no significant difference in private and public secondary school staff opinion on the possibility of their school leadership styles causing industrial disputes

Methodology

The research was a survey type. The population for the study comprised all staff of public and private secondary schools located within Ilorin metropolis in North- Central Nigeria. From the survey carried out by the researcher it was discovered that there were 113 public schools and 284 private schools in Ilorin Metropolis (Ministry of Education and Human Capital Development Ilorin, Kwara State). Simple random sampling technique was used to select both schools and teachers that participated in the study. Fifteen schools were randomly selected while purposive sampling technique was used to sample 364 staff that were not in the leadership (managerial) cadre of their schools. The 364 respondents consisted of 191 public secondary school staff and 173 private secondary school staff in the metropolis. To contact the staff, due permission was obtained from the various school authorities and the staff were contacted in their various offices in the schools.

Data were collected from the respondents by the researchers using a researchers-made questionnaire titled Leadership Styles and Industrial Dispute (LSID). The instrument has 3 sections. The Section A was on biographic data of the respondents. These include their school type, employment cadre and job responsibility. A part of the Section A contains descriptions of the referred Likert leadership styles that were discussed earlier. The description was provided so as to give the respondents clear understanding of the styles within which they can categorize their schools' leadership styles. The Section B contained items

eliciting respondents' perception of the leadership styles peculiar to their schools. The response option for this section included: Applicable and Not Applicable. The Section C asked respondents to indicate their opinion on the possibility of their school leadership styles triggering occurrence of industrial disputes. Response options for this section include Can Occur and Can Not Occur.

The questionnaire, Leadership Styles and Industrial Dispute (LSID), was validated using content validity approach which involved giving the copies of the questionnaire to experts for vetting. The experts were requested to assess the relevance of the items in sourcing the needed data from the respondents. They adjudged the items as valid. To ascertain the reliability of the instrument test-retest approach was adopted and a reliability co-efficient of $r = 0.62$ was derived for the instrument. The data that were collected using the instrument were analyzed using percentages and chi-square statistics.

Analysis of Collected Data

Under this sub-heading, the researcher started with presentation of the analysis of the data relating to the raised research questions.

1. What do staff of private and public secondary schools in Ilorin metropolis believed to be the styles of leadership common to their schools?

Table 1:

Staff perceived styles of leadership style in secondary schools within Ilorin metropolis

Categories of styles	Respondents' Responses					
	Private Schools		Public Schools		Total	
	n	%	n	%	n	%
Exploitative - authoritative	58	33.5	27	14.1	85	23.3
Benevolent-authoritative	62	35.8	51	26.7	113	31.1
Consultative leadership style	19	10.9	73	38.2	92	25.2
Participatory leadership style	34	19.6	40	20.9	74	20.3

On the above table, it is statistically clear that many staff of private secondary schools in the metropolis believed their school leadership style is predominantly benevolent-authoritative (35.8%) and exploitative-authoritative (33.5%). Only 19.6% and 10.9% of them believed their school leadership styles were participatory and consultative, respectively. In the case of public schools, the respondents confirmed theirs to be more of consultative leadership style (38.2%) and benevolent-authoritative leadership style (26.7%). Only 20.9% of the respondents from public schools agreed that their leadership styles was participatory and only 14.1% said it was exploitative-authoritative. Generally, as shown on the table, participatory leadership style is the least style of leadership and benevolent-authoritative is the commonest leadership style in the studied secondary schools that were located within Ilorin metropolis.

2. What do staff of private and public secondary schools in Ilorin metropolis

Table 2:

Impacts of Leadership styles	Respondents' Responses					Total %
	Private Schools		Public Schools		n	
	n	%	n	%		
Cause industrial disputes	125	72.2	152	79.5	277	76.9
Can't cause industrial dispute	48	27.7	39	20.4	87	23.9
Cause dispute on staff commitment	74	42.7	35	18.3	109	29.9
Cause subordinates' insubordination	12	6.93	46	24.8	58	15.9
Cause organization reward disputes	69	39.8	77	40.3	146	40.1
Cause school policy dispute	113	65.3	92	48.1	205	56.3

Impact of leadership style on industrial dispute in secondary schools within Ilorin metropolis

On the table above, the analysed data show that 72.2% of private secondary school staff and 79.5% of those of public schools agreed that the leadership style of their school was capable of causing industrial disputes. Only 27.7 of private school staffs and 20.4% of those of public schools felt the leadership styles were not capable of instigating industrial disputes. More specifically, a total of 56.3% of staffs of the two categories of schools agreed that the dispute that will arise may be related to issues of policy formulation and implementation. On the other hand, 40.1% said the dispute can be those related to organizational rewards. Only 15.9%, of the entire sample, agreed that the leadership styles in their schools could cause subordination dispute in their schools.

H₀: There is no significant difference in the opinion of staff of private and public secondary schools in Ilorin metropolis on the possibility of their school leadership styles causing industrial disputes.

Table 3:

Test of staff opinion on impacts of leadership styles on school industrial disputes

Staffs' Agreeableness Categories	Capable of dispute	Not capable of dispute	Total	df.	X ² Cal. V	X ² tab. V
Private	125(122)	48 (51)	173	1	24.05	3.84
Public	27 (21)	51 (57)	78			

As shown on the above table of inferential analysis, the Chi-square calculated value, 24.05 is higher than the Chi-square tabulated value, 3.84. Based on this, hypothesis 1 was rejected and it was concluded that there was significant difference in the opinion of staff of private and public secondary schools in Ilorin metropolis on the possibility of their school leadership styles causing industrial disputes in their schools.

Discussion

In this study, the researcher finds out the styles of leadership that are common to secondary schools located within Ilorin metropolis, in Kwara State, Nigeria. From the findings, it became clear that participatory leadership style is hardly applied in the governance of many private and public secondary schools in the metropolis. Specifically, it was discovered that many staff of private secondary schools in the metropolis believed their school leadership style was predominantly benevolent-authoritative and exploitative-authoritative in fact; only 19.6% and 10.9% of the sampled private school staff were of the opinion that their schools leadership styles were participatory and consultative, respectively. However, respondents from public schools confirmed theirs to be more of consultative leadership style and benevolent-authoritative leadership style. Among the public staffs, only 20.9% agreed that their leadership styles was participatory and only 14.1% said it was exploitative-authoritative.

School leadership styles can definitely have impacts on occurrence of industrial disputes among staff. Basically, industrial disputes emanates from relationship among leaders and subordinates in any organization (Owens, 2005; Giddens, 2001; Ayorinde, 2014). As revealed by the findings of this study, secondary school staff in the metropolis believed their school leadership styles are capable of triggering industrial disputes. In fact, 72.2% of private secondary school staffs and 79.5% of those of public schools agreed that the leadership styles of their school were capable of causing industrial disputes. Only 27.7 of sampled private school staffs and 20.4% of those of public secondary schools felt the leadership styles were not capable of instigating industrial disputes. More specifically, a total of 56.3% of the staff of public and private schools agreed that the dispute that will arise may be related to issues of policy formulation and implementation. Policy in this regard could be issues of job distribution and designs. On the other hand, 40.1% said the dispute can be those related to organizational rewards. Only 15.9%, of the entire sample, agreed that the leadership styles in their schools could cause subordination dispute in their schools.

Occurrence of disputes relating to policy formulation and implementation can be counterproductive in school organization. Policies are the foundations of any educational activities. A school system with deformed policies cannot achieve. This in line with the findings of Remondin (2001) who found statistically significant relationship between leadership styles and organizational climate for supportive principal behavior and intimate teacher behavior but not for directive or restrictive principal behavior nor for collegial or disengaged teacher behavior.

Conclusion

The findings of this study revealed that much of the leadership styles in private and public secondary schools located within Ilorin metropolis are more of

Impacts of School Leadership Cultures on Industrial Disputes as Expressed by Secondary School Staff in...
authoritative than participatory. Much of these leadership styles are believed by the school staff as capable of causing industrial disputes. Unfortunately, the areas they perceived as likely spot of the dispute concern the core success of any educational organisation. Thus, it can be concluded that the leadership styles in the secondary schools requires stakeholders' attentions.

Recommendations

Based on the findings, the following were recommended:

1. Stakeholders in Nigerian system of education and particularly in Kwara State should be concerned with the leadership styles being applied in the administration of schools.
2. There is need for reorientation of the concerned leaders about types and implications of school leadership styles.
3. Further researches should find out the forces that determine the applied leadership styles in secondary schools.

References:

- Ajetomobi, R.O. (2009) Relationship among school leadership and school productivity variables
Nigerian Journals of School Management 3(2) 33-42
- Akpan C.P. & Ekere S. (2016) Organizational climate as determinant of sustainable Peace culture in higher institutions in Cross River State Mediterranean Journal of Social Sciences MCSER Publishing, Rome-Italy 7(3) Retrieved 14th, May, 2018 from www.academia.edu.
- Ayorinde, A.S (2014) *Sociology of Education with focus on Nigerian societies* Ilorin: Bluescores
- Andrew, E.I. & Honklin, N (2011) *School management* Accra: Greenwich Inks
- Burn, D. (1999) *Teacher pay and teacher quality*: Kalamazoo: E. Upjohn Institute for Employment Research.
- Dolls, M. B. & Gregory, H.O. (2011) *Stogdill's handbook of leadership: A survey of theory and research*. New York: The Free Press.
- Giddens, A. (2001) *Sociology* New York: Polity Press

George, F. (2004) *The supervision of city schools: some general principles of management applied to the problems of city school systems*. Twelfth Year Book of the National Society for the Study of Education. Part I. Chicago: University of Chicago Press.

Likert, R. (1961). *New patterns of management*. New York: McGraw-Hills

Owens, R. G. (2005). *Organisational behaviour in education institutional leadership and school reform*. Boston: Ally & Bacon.

Peretomode, V. F. (1991). *Educational administration applied concepts and theoretical perspective for students and practitioners*. Abraka: Joja Educational Research and Publishers Limited.

Remondini B. (2001) Leadership style and school climate: a comparison between Hispanic and non-Hispanic women principals in Southern New Mexico Graduate School of Education New Mexico State University Doctoral Dissertation. Retrieved 14th, May, 2018 from www.adeshipchallenge.com

Rion, & Tizzle, G. M. (2003). *The management of innovation*, London: Tavistock.

Sürücü L. & Yesilada T. (2017) The Impact of Leadership Styles on Organizational Culture. Retrieved 20th, Feb, 2018 from <https://www.researchgate.net/publication/319135951>

INTERNATIONAL JOURNAL OF EDUCATIONAL MANAGEMENT (IJEM) VOL. 14 NO. 1, 2016

CONTENTS

Editorial Policy ...	iii
Olushola, A. Iyekolo Ph.D.; Abdulaziz Isiaka; Abdulrazak . O. Balogun; Badamas O. L. - Impacts of School Leadership Cultures on Industrial Disputes as Expressed By Secondary School Staff in Ilorin Metropolis- ...	1
Dr. Mohammed, Sidikat Bola; Dr. Obateru, Oluwatoyin Tolu; Lawal, Safi - Effect of Computer-assisted Teaching Instruction on Secondary School Students Achievement in English Language in Ilorin, Nigeria ...	12
Adedeji, Israel Olusegun - Evaluation of Students' Participation in Decision Making in Colleges of Education in Zamfara State, Nigeria ...	24
Egbebi, John Oluyemi Ph.D.; Ojeniyi, Bolajoko Florence Ph.D.; Oluwalola, Felicia Kikilomo Ph.D. - Teachers' Welfare as Correlate of Pupils' Academic Achievement in Primary Schools in Oyo State, Nigeria ..	34
Adedokun Adeniyi Nureni, Ph.D. - Adequacy of In-service Training Curricula as Predictor of Institutional Effectiveness of Federal Training Centres in Nigeria ...	50
Ogungboyega Suliyat Ajoke Ph.D. - Impact Of Audio, Visual And Audio-visual Aids on Students Achievement in Shorthand in Colleges of Education, Oyo State.	63
Yisa, Madami Habibatu Ph.D.; Fasasi, Yunus Adebunmi Ph.D. - Early Childhood Education Curriculum: Implementation Issues and Way Forward ...	73
Oloko, Oladele Olaitan Ph.D.; Oyagiri Joyce - Practical Involvement of Nigerian Universities as a Key to Success of Entrepreneurship Programme.	84