

**ADMINISTRATIVE STYLES OF PRINCIPALS AND
TEACHERS' PRODUCTIVITY IN SECONDARY
SCHOOLS IN ABA SOUTH L.G.A**

BY

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(NTI/PGDE/2018/7601)**

DECEMBER, 2018

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**A Project Presented to the National Teachers' Institute,
Kaduna, in Affiliation with the National Open University
of Nigeria (NOUN) in Partial Fulfillment of the
Requirements for the Award of Postgraduate
Diploma in Education (PGDE)**

DECEMBER, 2018

APPROVAL PAGE

This project titled "Administrative Styles of Principals and teachers' productivity in Aba South LGA", written by Nwankpa, Ngozi Uzoma with Matriculation Number MTI/PGDE/2018/7601 has been read and approved for the National Teachers' Institute, Kaduna.

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CERTIFICATION

This is to certify that Nwankpa Ngozi Uzoma, a Postgraduate Student in the National Teachers' Institute, Kaduna with Matriculation Number NTI/PGDE/2018/7601 is the original writer of this research work titled "Administrative Styles of Principals and Teachers' Productivity in Secondary Schools in Aba South L.G.A". The references to exiting works were duly acknowledged to the best of the researcher's knowledge. No work on this topic has been submitted to any other Institution for the award of the Degree Postgraduate Diploma in Educational Psychology.

Nwankpa, Ngozi Uzoma
Researcher

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Signature

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Date

DEDICATION

ACKNOWLEDGEMENT

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ABSTRACT

This study was aimed at finding out the influence of principals' administrative styles on teachers' productivity in secondary schools in Aba South L.G.A. Four research questions and four hypotheses were formulated to guide the study. Literature review centred on contemporary theoretical works and empirical evidences about influence of administrative styles on teachers' productivity. A 4-point scale was used in designing the questionnaire of 20-items. The questionnaire in four clusters was used for data collection. A purposive sampling technique was used in selecting sample of size 218 from among the public secondary schools teachers. The collected data were analyzed using mean and the z-test conducted at 0.05 level of significance. The study revealed that the various administrative styles at their various degrees influence teachers' productivity with democratic and task-oriented administrative styles making the greatest positive impact on teachers' productivity. It was recommended that regular seminars be organised for old and new principals to get them acquainted with the best administrative styles that will suit their respective school environments and bring out the best from their teachers and students among others.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

There have been hues and cries from the public about the poor performance of students in our public schools that have resulted to the depopulating of public schools and swelling up of the population of the private schools. Teachers, and in some cases, the government has been blamed for this for not properly funding the public schools. While this may be true the crux of the matter appears to lie on the heads of the

schools not creating conducive teaching and learning environment through proactive administrative strategies.

According to Adighibenma (2012), the goal of any academic endeavour is to achieve success in life. To achieve this, many psychological, social and environmental factors need to correlate to influence the outcome of any academic pursuit. Ofoegbu (2004) posited that such factors as students' interests and their involvements in various academic tasks, how they perceive their interactions with their teachers and what they feel and think about themselves in the execution of academic tasks are involved.

Iroegbu (2012) discovered that the belief of most Nigerians in the educational sector is that the standard of education is falling. Those who believe in this controversial issue possibly mean that the level of academic performance of students in public schools these days is declining more when compared with the past standards of students' performance. For Iroegbu, the apparent low level of school effectiveness could be as a result of administrative failures in our schools.

The manifestation of administrative failure in our schools can be seen in the following areas: increase of conflict between the principal and the staff; between the principal and the students and between the

school and the parents. The cumulative effect of all these is poor academic performance by students.

Often times, Nigerian Newspapers carry factual stories of poor performance of secondary school students in examinations like West African Examination Council Senior School Certificate Examinations (WAEC SSCE), National Examination Council examinations (NECO), Joint Admission and Matriculation Board (JAMB), and Junior Schools Certificate Education (JSCE) now known as Basic Education Certificate Examination (BECE). For instance, the Daily Sun Newspaper headline of Tuesday 11 August, 2012 reacted to this thus: "National Shame! One million failed SSCE; 31% passed; 81,573 results withheld". This kind of worrisome news headline points to the fact that in spite of the enormous efforts put up by governments (Federal, State and Local), curriculum planners, parents/guardians, students and every other stakeholder to improve the standard of education at all levels, the final result has nothing much to show.

Aremu and Sokem (2003) observed that the high incidence of failures of students in the core subjects of English language, Mathematics, Physics, Biology and Chemistry in Nigeria in general and Abia State in particular is traceable to so many variables, which include

motivational and administrative problems. However, the level of school effectiveness or teachers' performance can be rightly or wrongly related to the principal's administrative styles. In the school system, it is really a fact that principals are the driving force behind any school, and the key to improving the quality of teaching and learning process in the school system.

This fact agrees with the definition of administration given by Ukeje and Okorie in Adrienne (2000). They perceived administration as a tool for directing, initiating, evaluating, organizing, guiding, conducting, coordinating and influencing group activities towards the optimal realization of organizational goals. According to Nwaoku (2005), administration is a process of influencing, directing and coordinating the activities of other people in an organization towards the achievement of goals of the organization. School administrative is directed towards the improvement of teachers' performance, which in turn affects the students' behaviours both academically and morally. Without principals' administrative behaviour, the connection between the teachers, students and the achievement of the schools' goals may become an illusion.

On the other hand, Lewin and White in Asuzu (2009) investigated the relationship between various administrative styles. They were of the

opinion that authoritarian leaders were both aggressive and more passive, while democratic administrators were friendly and more humble. The laissez-faire leaders were characterized by less and poorer academic work. They look frustrated and spend more of their time in minor issues. This is why some untrained teachers that are appointed principals do not perform the administrative role effectively. This may be the reason why Uwazuruike in Iroegbu (2012) stressed that most of the Nigerian public schools are not headed by trained educational administrators.

Administrative styles of principals manifest in the social climate of the school. In this respect Egbujo (2008) maintained that the events in our secondary schools in recent times are pointing questioning fingers at principals. For instance, poor attitude to academic work, aiding and abating examination malpractices, and lateness to school, poor academic performance and indiscipline in general are seen in most government-owned schools and many private schools as well.

Proper administration is important to educational management because of the far-reaching effect it has on the accomplishment of objectives and the attainment of educational goals. It has been identified by researchers as a crucial factor in institutional effectiveness.

Administrative behaviour of principals has much effect in the overall students' outcome or achievement in the school. Therefore, efficient administrative styles from school heads will likely enhance teacher productivity and hence the level of students' performance. It will foster good relationship between the students' and their teachers. The level of discipline among the students will likely be high. Above all, the teachers will place students' learning at the centre, while setting high standard for the students' academic development. On the other hand, inefficient administrative style may prevent the teacher from using the right methods of teaching to achieve high performance from the learners, a situation which may results to poor academic performance by students.

In Nigerian school system, administrative is vested on the principal. He is the school administrator, the academic head, the financial regulator and controller. Teachers Service Manual (1990:4-5) stated that principals are supposed to have some administrative potential by training to enable them lead their respective schools effectively. It is pertinent to point out here that being a trained teacher does not automatically confer administrative potentials on someone. Good administrative behaviour motivates both students and their teachers. This encourages respect to the constituted authority and

positive outcomes among the students. Therefore, good administrative behaviour is the major determinant of success and progress, not only among the students or institutions, but also of a nation. In consequence, therefore, this researcher has embarked on this study to investigate the influence of principals' administrative styles on teachers' productivity in Aba South L.G.A.

1.2 Statement of the Problem

The administrative style of the administrator of any organization goes a long way to determining the growth of such organization. Despite this assertion, however, it is largely recognized and accepted by practitioners and researchers that administrative competence contributes to key organizational outcomes (Hogan & Craig, 2008). In the present day school system the administrative competence of the principals appears questionable because of the general poor performance of both the teachers and the students.

However, to facilitate successful performance, it is important to understand and accurately measure administrative performance of school principals like in other organizations. School is established to educate and consequently bring about moral, social and cognitive development of students. Looking at our schools in the light of their

major tasks, one observes that the realization of these objectives has not only been difficult but also that the performances of both teachers and students are unsatisfactory.

The Daily Tide (March 5, 2018) threw more light on the wide spread poor administration in the secondary schools. This was attributed to the lack of cooperation between the principals and their teachers. Indiscipline among the students could be as a result of inefficient teaching and inability of the principals to conduct regular internal supervision of teaching and learning. But the question is: to what extent would principals' administrative styles affect secondary school teachers' productivity in Aba South L.G.A?

1.3 Scope of the Study

The area scope of this study was limited to the secondary schools in Aba South L.G.A. The study focused on principals' administrative styles as the independent variable (with autocratic, democratic, laissez-faire and task-oriented leadership styles as sub-variables) and teachers' productivity as the dependent variable. The sub-dependent variables are teacher regularity to school, teacher instructional effectiveness, teachers participation in curriculum development and teacher discipline of students.

1.3 Purpose of the Study

The main purpose of this research was to determine the influence of principals' administrative styles on teachers' productivity in secondary schools in Aba South L.G.A. Specifically, the study determined the influence of:

- i) Autocratic administrative style on teachers' regularity to school.
- ii) Democratic administrative style on teachers' instructional effectiveness.
- iii) Laissez-faire administrative style on teachers' participation in curriculum development.
- iv) Task-oriented administrative style on teacher discipline of students.

1.4 Significance of the Study

The study is very important towards the development of secondary school education. As a result, the study will be beneficial to all stakeholders in education sector that include principals, teachers, students, parents and the government.

The findings of the study will likely help students to be more committed to their academic works as well as enhance cooperation among students and their teachers. The study will help the parents to

know when a principal is performing his or her responsibilities effectively.

To the government and education authority, the result of this study may help to make some recommendations on the good administrative style to be adopted by the school leaders to enable them achieve the schools' educational objectives.

Parents will likely benefit from the findings of this study because their knowledge of the administrative style that applies in the school where their children are will enable them to understand some of the attitude their children put up some times.

Future, researchers may equally benefit from the results of this study as it will likely give them directions on the design and methods to adopt while carrying out their own studies.

1.5 Research Questions

The following questions were posed to guide this study:

1. To what extent does autocratic administrative style influence regularity to school?
2. To what extent does democratic administrative style influence teacher instructional effectiveness?

3. To what extent does Laissez-faire administrative style influence teacher participation in curriculum development?
4. To what extent does Task-oriented administrative style influence teacher discipline of students?

1.6 Research Hypotheses

The following hypotheses tested at 0.05 level of significance were formulated to help carry out this study:

H₀₁: There is no significant difference between the mean rating scores of male and female teachers on the influence of autocratic administrative style on teachers' regularity to school

H₀₂: There is no significant difference between the mean rating scores of male and female teachers on the influence of democratic administrative style on teachers' instructional effectiveness.

H₀₃: There is no significant difference between the mean rating scores of male and female teachers on the influence of laissez-faire administrative style on teacher participation in curriculum development.

H₀₄: There is no significant difference between the mean rating scores of male and female teachers on the influence of task-oriented administrative style on teachers' discipline of students.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter was organised under four cardinal issues of literary research. They were: theoretical frame work, Conceptual framework, empirical study and summary of review of the related literature

2.1 Theoretical Frame Work:

Trait theory:

Jowett in Hussier (2010) cited philosophical writings from Plato's Republic to Phitarch's lives to explore the question "What qualities distinguish an individual as a leader? Underlying this search was the early recognition of the importance of administrative styles and the assumption that leadership is rooted in the characteristics that certain individual possess and that leadership and administration are related. This idea that leadership is based on individual attributes is known as the "trait theory of leadership". A number of works in the 19th century when the traditional authority of Monarchs, Lords and Bishops began explained the trait theory at length. The writings of Thomas Carlyle and Francis Galton prompted decades of research.

Carlyle (2010) identified the talents, skills, and physical characteristics of Men who rose to power. Galton (2004) in his work, Hereditary Genius, examined leadership qualities in the families of powerful Men. He concluded that leadership was inherited. In other words, leaders were born not developed. Both of these notable works lent great initial support for the notion that leadership is rooted in the characteristics of a leader. The character of the leader which is inherent determines his or her performance.

Rhodes (2007) believed that public spirited leadership could be nurtured by identifying young people with moral force of character and instincts to lead", and educating them in contents (such as the collegiate environment of the University of oxford to further developed such characteristics). International networks of such leaders could help to promote international understanding and help render war impossible. The vision of leadership underlay the creation of the Rhodes scholarship has helped to shape notions of leadership since their creation in 1903.

Alternative theories:

In the late 1940s and early 1950s, however a series of qualitative reviews of these students e.g. Bird, Stogdill, Mann prompted researchers to take a drastically different view of the driving force behind

administrative leadership. In reviewing the literature, Stogdill and Mann found that while some traits were common across a number of studies, the overall evidence suggested that persons who are leaders in one situation may not necessary be leaders in other situations. Subsequently, administration was no longer characterized as an enduring individual trait as situational approaches posited that individuals can be effective in certain situations but not others. The focus then shifted away from traits of leaders to an investigation of the leader behaviours that are effective in certain situations. This approach dominated much of the administrative theory and research for the next few decades.

Re-emergence of trait theory:

New methods and measurement were developed after these influential reviews that would ultimately re-establish the trait theory as a viable approach to the study of administration. Kenry (2006) stated that in 1980s statistical advances allowed researchers to conduct Meta-analysis, in which they could quantitatively analyse and summarize the findings from a wide array of studies. This advent allowed trait theorist to create a comprehensive picture of previous leadership research rather than rely on the qualitative reviews of the past. Equipped with new

methods, leadership researchers revealed that individuals can and do emerge as leaders across. Zaccaro (2007) opined that significant relationships exist between leadership emergence and such individual traits as: Intelligence, Adjustment, Extraversion, Conscientiousness, Openness to experience, and General self efficacy.

Accompanied by a corresponding increase in sophisticated frameworks specifically, Zaccaro (2008) noted that trait theories still focus on a small set of individual attributes such as big five personality traits to the neglect of cognitive abilities, motives, values, social skills, expertise, and problem-solving skills. Failure to consider patterns or integration of multiple attributes do not distinguish between those leadership attributes that are generally not malleable over time and those that are shaped by and bound to situational influences and which do not consider how stable leaders' attributes account for the behavioural diversities necessary for effective leadership.

Attribute Pattern Approach Theory:

Foti (2007) considering the criticisms of the trait theory outlined above said that researchers have begun to adopt a different perspective of a leader as individual differences known as the leader attribute pattern approach. In contrast to the traditional approach, the leader

attribute pattern approach was based on theorists' arguments that the influence of individual characteristics on outcomes is best understood by considering the person as an integrated totality rather than a summation of individual variables. In other words, the leader attribute pattern approach argued that integrated constellation or combination of individual differences may explain substantial variance in both leader emergence and leader effectiveness beyond that explained by single attributes or by summated combinations of multiple attributes.

Behavioural and Style Theories:

In response to the early criticisms of the trait approach, theorists began to research on leadership as a set of behaviours, evaluating the behaviour of successful leaders, determining behaviour taxonomy, and identifying broad leadership styles. McClelland David held the view that leadership takes a strong personality with well developed positive ego. To lead, self confidence and high self-esteem are useful, perhaps even essential.

Kurt Lewin (1938) in a study on the influence of leadership styles and performance evaluated the performance of groups of eleven-year old boys under different types of work climate. In each, the leader exercised his influence regarding the type of group decision making,

praise and criticism (feedback), and the management of the group tasks (project management) according to three styles – authoritarian, democratic and laissez-faire. The managerial grid model is also based on a behavioural theory. The model was developed by Robert Blake and Jane Mouton in 1964 and suggested five different leadership styles based on the leaders' concern for people and their concern for goal achievement.

Positive reinforcement strategy:

B.F. Skinner is the father of behaviour modification and developed the concept of positive reinforcement. Positive reinforcement occurs when a positive stimulus is presented in response to behaviour, increasing the likelihood of that behaviour in the future. Hissier (2010) citing example used a business setting using praise as a positive reinforcer to correct an employee. This employee does not show up to work on time every day. The Manager of this employee decides to praise the employee for showing up to work on time every day the employee actually shows up to work on time. As a result, the employee started coming to work on time more often because the employee likes to be praised. In this example, praise (the stimulus) was a positive reinforcer for this employee because the employee arrived at work on time (the

behaviour) more frequently after being praised for showing up to work on time. The use of positive reinforcement is a successful and growing technique used by leaders to motivate and obtain desired behaviours from subordinates.

Situation and Contingency Theories:

Situation theory also appeared as a reaction to the trait theory of leadership. Social scientists argued that history was more than the result of intervention of the great men as Carlyle suggested. Spencer in Okeke (2002) said that times produce the person and not the other way round. This theory assumed that different situations call for different characteristics. According to this group of theories, no single optimal psychographic profile of a leader exists.

According to the theory, "what an individual actually does when acting as a leader is in large part dependent upon characteristics of the situation in which he functions. Some theorists started to synthesize the trait and situational approaches. Building upon the research of Lewin et al, academics began to normalize the descriptive models of administrative climates, defining three administrative styles and identifying which situations each style works better in. The authoritarian

administrative style, for example, is approved in periods of crisis but fails to win the “hearts and minds” of followers in day-to-day management.

The democratic administrative style is appreciated for the degree of freedom it provides but as the leaders do not “take charge”, they can be perceived as a failure in protracted or thorny organizational problems. Thus, theorists defined the style of administration as contingent to the situation which is sometimes classified as contingency theory.

Four contingency theories appear more prominently in recent years:

Fiedler Contingency Model,

Vroom-yetton decision Model

Part-goal theory and

Hersey-Blanchard situation theory.

The Fiedler Contingency Model bases the leader’s effectiveness on what Fred Fiedler called situational contingency. This results from the interaction of leadership style and situational favourability (later called situational control). The two defined two types of leadership: those who tend to accomplish the task by developing goal relationships with the

group (relationship-oriented), and those who have as their prime concern carrying out the task itself (task oriented). According to Fiedler, there is no ideal administrator. Both task-oriented and administrative - oriented leaders can be effective if their administrator orientation fits the situation. When there is a good leader-member relation, a highly structured task, and high leader position power, the situation is considered a "favourable situation".

Fiedler found that task-oriented leaders are more effective in extremely favourable or unfavourable situations, whereas administrative-oriented leaders perform best in situations with intermediate favourability. Vroom, in Phillippe (2009) and later with Arthur Jago in Zaccaro (2007) developed a taxonomy for describing administrative situations, which was based in a normative decision model where administrative styles were connected to situational variables, defining which approach was more suitable to which situation. This approach was novel because it supported the idea that the same Manager could rely on different group decision making approaches depending on the attributes of each situation. This Model was later referred to as situational contingency theory.

The path-goal theory of leadership/administration was developed by Robert House and was based on the expectancy theory of Victor Vroom. According to House, the essence of the theory is "the Meta proposition that leaders/administrative to be effective, engage in behaviours that compliment subordinates environments and abilities in a manner that compensates for deficiencies and is instrumental to subordinate satisfaction as individual and work unit performance".

The theory identifies four leader behaviours as adherent oriented, directive, participative and supportive that is contingent to the environmental factors and follower characteristics. In contrast to the Fiedler contingency Model, the path goal model states that the four administrative behaviours are fluid and that administrators can adopt any of the four depending on what the situation demands. The path-goal model can be classified both as a contingency theory, as it depends on the circumstances, and as a transactional administrative theory as the theory emphasizes the reciprocity behaviour between the leader and the followers.

The situational administrative Model proposed by Hersey and Blanchard suggests four leadership/administrative styles and four levels of follower development. For effectiveness, the Model posited that

the administrative style must match the appropriate level of follower development. In this model, administrative behaviour become a function not only of the characteristics of the leader but of the characteristics of followers as well.

2.2. Conceptual Framework:

The Concept of Administration

Administration is organizing and directing a group of people to achieve a common goal. What an administrator does is usually very difficult to describe in words. It is part of management functions but not all of it. It could be seen as the ability to persuade others to seek defined objectives enthusiastically. It is a human factor that binds a group together and motivates them towards a goal (Peretomode 2001). To Mist and Hitt (2010) it is the process of providing direction and influencing individuals or groups to achieve goals. Hodgetts and Altman (2006) viewed administrative as the process of influencing people to direct their efforts towards the achievement of some particular goals.

Morphet, Johns and Roller (2002) conceptualize administration as the influencing of the actions, behaviours, beliefs and goals of one actor in a social system by another actor with the willing co-operation of the

actor being influenced. Burns (2007) define administrative as leaders making followers to do what the leaders want them to do, but more as including followers to act for certain goals that represent the values and the motivation – the wants and needs, the aspirations and expectation of both leaders and followers. Administration unlike naked power widely in leadership is thus inseparable from the foregoing definitions of administration. A number of basic concepts of the term are evident. Administrative involves two people – administrator and followers or subordinate. There can be no administrator without subordinates. Any definition of administration which does not contain the element of subordinates is considered inadequate. For instance, Lipham definition of administrative as that behaviour of an individual which initiates a new structure in interaction within a social system, has been widely criticized as missing an essential ingredient of recognizing that administration depends on followership and that the followership is a function of co-operation of mutuality with the leader rather than forcible domination and coercion by the leader. Administrative process involved unequal distribution of power among leader and members.

According to Stoner (2008) leaders can direct the activities of the group members but the latter cannot similarly direct the activities of the

leader, though they will obviously affect those activities in a number of ways. Administrative is a process i.e. an ongoing activity engaged in by certain individuals in an organization.

Administrative focuses on the accomplishment of goals. In other words, the outcome of the administrative process is some form of goal accomplishment. The difficulty in arriving at a generally acceptable definition of administration can be attributed to a number of factors. The three major components of the concept as defined by Kate and Kahn (2008) are the conceptualization of administrative as: An attribute of an office or position, Characteristics of a person, and as a category of actual behavior.

Halpin in Zaccaro (2008) also believed that this dilemma of definition emerged from the fact that we have incorporated into the term administration both descriptive and evaluative components and have thus burdened this single word with two connotations, one referred to a role or the behaviour of a person in this role and the other the performance of the individual in the role.

Role (traits) – Most concepts in the 20th century argued that great leaders were born not made. Current studies have indicated that leadership is much more complex and cannot be boiled down to a few

key traits of an individual. Years of observation and study have indicated that one such trait or a set of traits does not make an extraordinary leader. Howell (2012) stated that the traits of an individual do not change from situation to situation. Such traits include intelligence, assertiveness or physical attractiveness.

However, each key trait may be applied to situations differently, depending on the circumstances. Howell believes that determination and drive include traits such as initiative, energy, assertiveness, perseverance, masculinity and sometimes dominance. For him, people with these traits often tend to whole heartedly pursue their goals, work long hours, are ambitious, and often are very competitive with others.

Cognitive capacity includes intelligence, analytical and verbal ability, behavioural flexibility and good judgment. Individuals with these traits are able to formulate solutions to difficult problems, work well under stress or deadlines, adapt to changing situations and create well-thought-out plans for the future. Self confidence encompasses the traits of high self-esteem, assertiveness, emotional stability and self assurance. Individuals that are self confident do not doubt themselves or their abilities and decisions. They also have the ability to project this self-confidence onto others, building their trust and commitment.

Integrity is demonstrated in individuals who are truthful, trustworthy, principled, consistent, dependable, loyal and not deceptive. Administrators with integrity often share these values with their followers, as this trait is mainly an ethical issue. It is often said that these leaders keep their word and are honest and open with their followers. Sociability describes individuals who are friendly, extroverted, tactful, flexible and interpersonally competent. Such a trait enables leaders to be well accepted by the public. They use diplomatic measures to solve issues as well as hold the ability to adopt their social persona to the situation at hand.

According to Howell, few great administrators encompass all of the traits listed above, but many have the ability to apply a number of them to succeed as front-runners of their organization or situation. Hoyle (2005) saw an administrator as a person who influences a group of people towards a specific result. It is not dependent on title or formal authority. Ogbonna (2007) described an effective administrator as an individual with the capacity to consistently succeed in a given condition and be viewed as meeting the expectations of an organization or society. Administrators are recognized by their capacity for caring for others, clear communication, and a commitment to persist. An individual

who is appointed to a managerial position has the right to command and enforce obedience by virtue of his position. However, he or she must possess adequate personal attributes to match this authority, because authority is only potentially available to him or her. In the absence of sufficient personal competence, a manager may be confronted by an emergent leader who can challenge this only by gaining a formal position in the hierarchy with commensurate authority.

Hakala in Egbujo (2008) defined administrators as one's ability to get others to willingly follow. Every organization needs administrators at every level. Barthelomy in Zani (2007) maintained that administrators who demonstrate persistence, tenacity, determination and synergistic communication skills will bring out the same qualities in their groups. For him, good administrators use their own inner mentors to energize their team and organizations and lead a team to achieve success.

Adrienne (2007) saw administrators as a matter of intelligence, trustworthiness, humaneness, courage and discipline. Reliance on intelligence alone results in rebellion. Exercise of humaneness alone results in weakness. Fixation on trust results in folly. Dependence on the strength of courage alone results in violence. Excessive discipline and sternness in command result in cruelty. When one has all five virtues

together each appropriate to its function, then one can be an administrators.

Chemers in Cote (2005) described administrators as a process of social influence in which a person can enlist the aid and support of others in the accomplishment of a common task. Some understand an simply administrators as somebody whom people follow or as somebody who guides or directs others, while others see him/her as motivating and organizing a group of people to achieve a common goal.

Bennis in Asuzu (2009) opined that administration is one of the least understood concepts across all cultures and civilization. For him, over the years many researchers have stressed the prevalence of this misunderstanding stating that the existence of several flawed assumptions or myths, concerning administration often interferes with individual's conception of what administrators is all about.

Administration as Leadership:

Leadership as administration is Innate: According to forsyth (2009) leadership is determined by distinctive dispositional characteristics present at birth (e.g. extraversion, intelligence, ingenuity). There is evidence to show that leadership like administration develops through

hard work and careful observation. Thus, effective administration can result from nature (i.e. innate talents) as well as nurture (i.e. acquired skills).

Administration is possessing power over others: Forsyth (2009) also saw administration as a form of people of power. It is not demarcated by power with people that exists as a reciprocal relationship between an administrator and his/her followers. Despite popular belief, the use of manipulation, coercion and domination to influence others is not a requirement for administration. In actuality, individuals who seek group consent and strive to act in the best interest of others and their organization can also become effective leaders/administrators.

Administrators are positively influential: The validity of the assertion that groups flourish when guided by effective administrators can be illustrated using several examples. For instance, the bystander effect (failure to respond or offer assistance) that tends to develop within groups faced with an emergency is significantly reduced in groups guided by an administrator. Moreover, it has been documented that group performance, creativity and efficiency all tend to climb in business with designated Managers. Administrators sometimes focus on fulfilling their own agenda at the expense of others. Administrators who focus on

personal gain by employing stringent and manipulative administrative styles often make a difference, but usually do so through negative means and turn out to be bad administrators.

Administrators Entirely Control group Outcomes: Meindl, in Adighibenma (2012) pointed out that in the Western cultures it is generally assumed that group leaders make all the difference when it comes to group influence and overall goal-attainment. Although common, this romanticized view of administration (i.e. the tendency to overestimate the degree of control leaders have over their groups and their groups' outcomes) ignores the existence of many other factors that influence group dynamics. For example, group cohesion, communication patterns among members, individual personality traits, group context, the nature or orientation of the work, as well as behavioural norms and established standards influence group functionality in varying capacities. For this reasons, it is unwarranted to assume that all administrators are in complete control of their groups' achievements. The difficulty in arriving at a generally acceptable definition of leadership can be attributed to a number of factors. They include the fact that administrative leadership depends very much upon the personal characteristics of the administrator, the nature of task and the character

of the social context in which administrative power is to be exercised. Ukeje, Okorie & Nwagbara (2002) opined that without administrators, the link between the individuals and organizations may become tenuous and could lead to a situation where individuals work to attain their own goals while the overall organization becomes inefficient in achieving its goals.

Administrative Mood/Emotions: George (2000) maintained that administration can be perceived as a particularly emotion-laden process with emotions intertwined with the social influence process. Though emotion may play some rolls in administration, in an organization the administrator's mood has some effects on his/her group. Cote (2005) believed that leader's mood is contagious. The mood of the individual group members is determined by that of the administrator. Group members with administrators in a positive mood experience more positive mood than group members with administrators in a negative mood. Administrators transmit their moods to other group members through the mechanism of emotional Contagion. Saavedra (2006) opined that Mood Contagion may be one of the psychological mechanisms by which good administrators influence followers.

Bono (2006) came with the thought of affective tone of group. For him, group affective tone represents the consistent or homogenous affective reactions within a group. Group affective tone as an aggregate of the moods of the individual members of the group and refers to mood at the group level of analysis. The group members respond to those signals cognitively and behaviourally in ways that are reflected in group processes.

George (2006) in his research about client service found that the expression of positive mood by the administrator improves the performance of the group, although in other sectors there were other findings. Beyond the administrator's mood, his/her behaviour is a source for employee positive and negative emotions at work. The administrator creates situations and events that led to emotional responses. Certain administrator behaviours displayed during interactions with the employees are the sources of the affective events.

Dasborough (2006) observed that administrators shape workplace affective events e.g. feedback giving, tasks allocation and resource distribution. Since employee behaviour and productivity are directly affected by their emotional states, it is imperative to consider employee emotional responses to organizational administrators. Robert (2005) is

of the opinion that emotional intelligence, the ability to understand and manage moods and emotions in the self and others, contribute to effective administrators within organizations.

Administrative Styles: Robert as earlier cited described administration as a style of providing, implementing plans and motivating people. It is the result of the philosophy, personality and experience of the administrator. Philippe – Joseph (2009) held that different situation calls for different administrative styles. In an emergency when there is little time to converge on an agreement and where a designated authority has significantly more experience or expertise than the rest of the team, an autocratic administrative style may be most effective. However, in a highly motivated and aligned team with a homogeneous level of expertise, a more democratic or Laissez-faire style may be more effective. The style adopted should be the one that most effectively achieves the objectives of the group while balancing the interests of its individual members.

Autocratic or Authoritarian Administrative Style:

Under this style, all decision making powers are centralized in the administrator as with dictators. Lewin (2004) described this kind of administration as one that makes the administrator not to entertain any

suggestion or initiatives from subordinates. The administrator is the superior while the followers are mere subjects or inferiors. Autocratic administration is a leadership by force. It is usually imposed on people. The followers are given little or no opportunity to participate in decision making or to influence the cause of events. This type of administration disallows delegation of powers and does not encourage discussion with the followers. Hence, this creates an atmosphere of fear, suspicion and gossip.

According to Mgbodile (2004) the word autocratic is used to describe a leader who is high-handed in his administration. "Auto" is a Latin word which means self-centered, this means that autocratic administrator is self centered. That is an administrator whose administration is centered on himself. He is the center of all the activities that go on in the establishment, a determinant of action. All authority emanates from him and ends with him. The autocratic administrator manifests his autocratic tendency clearly in decision making. He is not interested in group or corporate decisions. He takes decision all alone and passes these down to subordinates as order to be carried out without questions. The autocratic administrator is impatient with opposition. He does not take opposition kindly. He maintains poor

human relationship with his workers. He is harsh and abusive in his language. He never leaves anyone in doubt that he is the leader and the person in charge of affair.

Edem (2007) stated that autocratic administration in Education makes for poor learning environment. Such administrator uses force; threats, powers, authority, intimidation and personal influence to get the followers to obey their will. The teachers cannot teach effectively under this environment rather work is done by eye service hence the academic performance and standard are seriously affected because students cannot learn effectively in a fearful atmosphere.

MAC (2006) believed that human beings have inherent dislike for work and must be controlled, coerced, directed and treated with punishment to get them to work. This theory is in line with autocratic administration which emphasizes production at the expense of human consideration. The implication of autocratic administration in the organization include unfavourable organizational climate which reduces genuine support and co-operation from the staff, for fear of disadvantages. Also there will be increasing lateness to school, absenteeism and idleness on the days the administrator will not be in. In a nutshell, it negatively affects teaching and learning.

Democratic administrators Style:

This is also called participative style of administration. This style of administration consists of the administrators sharing the decision making abilities with group members by promoting the interests of the group members and by practicing social equality. This has also been called shared administration. According to Irondi in Okeke (2002) this type of administration is a style in which the administrator is neither completely autocratic nor laissez-faire. Each of these is adopted at a group personal level depending on situation. This theory of democratic I administration assumes that the teacher is willing to work towards organizational effectiveness. This administrative style demonstrates respect for every person and responsibilities are shared. Decision making is based on consultation, deliberation and participation among the group. This style increases output.

Mgbodile (2004) stressed that the democratic administrator invites the participation of workers in decision making. It allows free discussions and exchange of ideas, provides explanations, maintains good human relations and regards human beings as the most important assets of the organization.

Laissez-faire of Free-Rein:

According to Obi (2008) Laissez-faire exists where the administrator is characterized by indecision and indifference and allows complete freedom to the group and its individual members to do as they wish. The administrator does not believe in exercising any degree of control over the conduct of workers under him. He is more or less a free-rein administrator. The implication of this is that a person may be in administrative position without providing leadership thus leaving the group to fend for itself. Subordinates are given a free hand in deciding their own policies and methods. The subordinates are motivated to be creative and innovative. The philosophy behind this administrative style is that workers will exercise self direction and self control towards an organization's goal if they are committed to them. For this method, the less supervision, the better and the more is the productivity. This style makes the administrators to adopt a hands-off policy, remains apart from the group and participates only when invited. As observed by some Researchers, Laissez-faire style may not lead to school effectiveness because it will be difficult to maintain discipline among staff and students.

Task-Oriented and Relationship-Oriented Administrative Style:

Manktelow & James (2012) described this administrative style as one in which the leader is focused on the tasks that need to be performed in order to meet a certain production goal. Task-oriented administrators are generally more concerned with producing a step-by-step solution for given problem or goal, strictly making sure these deadlines are met, results and reaching target outcomes achieved.

Relationship-oriented administrative Style is a contrasting style in which the leader is more focused on the relationships amongst the group and is generally more concerned with the overall well-being and satisfaction of group members. Griffin (2010) opined that Relationship-oriented leaders emphasize communication within the group, shows trust and confidence in group members and shows appreciation for work done.

Forsyth (2009) saw Task-oriented administration as typically less concerned with the idea of catering for group members and more concerned with acquiring a certain solution to meet a production goal. For this reason, they typically are able to make sure that deadlines are met, yet their group members' well-being may suffer.

Administrative Roles of School Principal:

The Principal is the head of the school who is appointed usually as a result of his qualification and seniority. He is also known as the head teacher. In the past, the head teachers of a British private school were often the owners of the schools or members of the owning family, and the position often remained in the family for many generations. In Scotland such officials were sometimes known as the "rector", most commonly in independent schools. As in Scotland, the term "rector" is still in use in the United States in independent, religious schools as by tradition, the Head of school was also a Priest.

Principal or head of school is used as the title of the head administrator of an elementary school, middle school, or high school or boarding school in some English-speaking countries including the United States, India, Australia and New Zealand. Public schools in the United States generally use the title Principal, whereas private schools in the United States sometimes use the title Head of school. Books and documents relating to the early days of public education in the United States show that the title was originally Principal Teacher. By role implication while head teachers still retain some teaching responsibility, others in very small schools retain their duties as managers and pastors.

In Australia, the Head teacher is sometimes in charge of one major Subject such as English, Mathematics, Science, Writing, History, Technology etc. He maintains full teaching duties and status. They are considered part of the school executive and often a head teacher position is a stepping-stone into administration.

In Nigerian context, the Principal being the head of the school and administrator has the duty to oversee the proper running of the school in terms of development and implementation of the education programme, development of teaching staff, establishing good students' relations, community relation function, discipline and proper keeping of school records and financial function. According to Aderoumu and Ehiamentalor (2005), the functions which principal has to perform are numerous and diverse. There is need to explain further the principal's role thus:

Development and Implementation of Education Programme:

This function can be further broken into two categories which are namely structuring the school for purpose of instruction and curriculum development for an effective teaching and learning to take place in school and creating a conducive atmosphere which is devoid of confusion. One of the ways by which principals can do this is by clearly

identifying positions and roles and acquainting the position occupants with their roles and the relationship that is supposed to exist between role occupants and those under them. The principal should assign responsibilities to the head of departments and give them the relevant power with which to carry out such assigned responsibilities.

In curriculum development, the principal should be seen as playing the role of team leader. The principal plays this role by way of serving as a guide to the various teachers either directly or in conjunction with the heads of departments in terms of helping to identify the relevant goals to the community, planning and selecting relevant learning experience, helping to implement programme as well as improvement and evaluating programme changes.

Development of Teaching Staff:

According to Aderoumu and Eliamelator (2005) the principal carries out the function of staff development by identifying staff needs. This deals with the qualification and areas of specialization and how these can serve as basis for their recruitment or making representation to the appropriate body in charge of employment matters.

The second way by which the principal carries out development of staff is through orientation of new members of staff to the school system which include staff, students and community. This will help in making the adaptation period of the new employee less traumatic.

Thirdly, the principal directly or indirectly assigns the new staff to other areas where there will be optimal utilization of his experience and talents.

Fourthly, the principal can also conduct a programme of staff development through classroom observations and other forms of evaluation. The basis for this is to identify the areas of strength and weakness of the teacher so that he will be appropriately guided. Based on this, in-service training can be recommended. Staff could also be encouraged to join professional associations.

Fifthly the principal through the maintenance of good human relation with staff could motivate them both to learn and put in their best on the job.

Establishment of good Students Relations: Since the school cannot exist without students, the first relation the principal has with students is to ensure that the students who are given admission meet the

government guidelines and the school. The principal groups the students accordingly for the purpose of instruction. This function saves the time spent on instruction.

The principal through the form masters or mistresses ensures that repeat students are adequately taken care of. The principal takes care and notes the students who are withdrawing from the school for whatever reason. The student's records should be adequately updated to reflect such reasons for withdrawal. In schools that provide boarding facilities, the principal should monitor the admission into the boarding section as well as the welfare of the boarders. The principal should ensure that the academic records of all students who have completed their course in the school are in safety and properly kept. This is to make easy retrieval when the need arises.

Community Relations Function: The principal should base on his training and interaction find out and articulate the perceived educational needs and expectations of the immediate community. For the development of good human relations, the principal should endeavour to participate in communal activities to which he is invited. The principal should maintain a good channel of communication with the Parents Teachers Association (or the School Based Management Committee:

SBMC) for the purpose of getting new ideas, remaining sensitive to the feelings of parents and acquainting parents and guardians with the problems of the school.

Financial Function: The principal should ensure that financial positions are made for the running of the school in the annual budget. The principal should in conjunction with the bursar ensure that the school funds are spent according to the budget in a prudent manner. In addition steps should be taken to ensure that proper records of receipts and expenses are kept. More so, the finances must be properly utilized to achieve the educational goals of the school.

Factors Principals Consider in Choosing Administrative style:

A number of factors tend to influence administration in organizations. It is not always that a leader uses the democratic, the autocratic or the Laissez-faire style in administering his group. There are times when a administrators may be seen to be exhibiting some bits of autocratic and democratic styles or situation where a democratic Laissez faire style will be used. An administrator who has strong tendency towards the autocratic administrative style sometimes exhibits aspects of democratic or Laissez-faire style.

The behaviour of the administrator is often influenced by the aggregate of his background, his knowledge and his value system. This refers to his values as regards the workers under him, his degree of confidence in people, his own feelings and emotions. An administrator who values the participation of subordinates and has a lot of confidence in their personal abilities will be more democratic and considerate than an administrator who has to enforce compliance using the authority given to him (institutional authority). An administrator who feels threatened will always try to defend his fears and distinct against attacks from others by being authoritarian or paternalistic, while the one who trusts both himself and others around will tend to reflect this confidence by being participatory. In school setup a principal that grew up under an autocratic background will tend to be that while he that grew up under a democratic influence will tend to exhibit democratic tendencies in the educational leadership or administration.

A principal who has a sound educational and administrative training is much more likely to apply a good mix of the administrative styles in his administration. The nature of the group being led by the administrator is another factor capable of influencing his or her administrative style. An administrator who finds that his subordinates

are willing to assume responsibility and possess the capacity to participate in decision making and as well possess the skills and knowledge to handle the problems of the organization while at the same time showing commitment to organizational goals is likely to adopt a mix of Laissez-faire, democratic charismatic and task oriented/relationship oriented leadership styles. In school administration research has proved that in most cases and circumstances the ability of the teachers and students go a long way in influencing the administrative style of the principal. The nature and characteristics of the environment is another factor that affects the manner a school administrators operates within an environment. The nature of the problems to be solved varies and affects the styles to be used hence, different institutional settings tend to foster different administrators styles in the educational setting. The administrator of any institution studies the environment first before knowing and deciding on strategy to adopt.

2.3 Review of Related Empirical Studies

According to Robinson, Lloyd and Rowe (2008) Schools that have good students' academic performance are those that typically had strong instructional administration which included a climate free of distraction, a system of clear teaching objectives and high teacher expectations for

students. Johnson (2008) recognized that Principals cannot lead alone because of complexity and the array of administrative skills necessary to perform the task in leadership.

High levels of student achievement are possible when schools and the educational authorities perform as co-ordinated units of change; principals have a difficult time with leading alone. In looking at the effect of administrative style on student achievement, Leithwood and Mascall (2008) considered more than 15 years of research on organic management by Miller and Rowan (2006). The researchers reported that the main effects which were weak and positive appear to be contingent on many other conditions.

Leithwood and Mascall selected nine states, 45 districts and 180 schools to study when designing framework for their co-relational study on collective administration. The researchers presumed that indirect administration effects those teachers' performance with indicators such as motivation, capacity and work situations that would be variables which mediate on employee performance and student academic achievement. A 104 item survey was conducted which measured collective administrators and teacher performance antecedence. A six point scale was used which required the participants to rate the extent

of the direct influence on school decisions. Student academic achievement was measured by looking at results from state-mandated tests of language and Mathematics at several grade levels over a three year period. The result indicated that collective administration has modest but significant, indirect effects on student academic performance.

According to Robinson (2008) the meta-analysis of 37 multi-national studies on the direct impact of administrative style on students' academic outcomes shows a reported result indicating a very weak impact. Waters (2004) reported an average effect of ($r = 0.24$; $p < 0.5$) on administrative style and student outcomes when looking at a quantitative meta-analysis. The research showed school administration as one that cannot be done alone. Democratic or collective administration was recommended.

Miller and Rowan (2006) also looked at a study that included 20,000 students enrolled in 250 American schools. The study showed that organic administrative style had no effect on achievement growth. Although the results of many studies on transformational administration indicated that strong administrators significantly impact on student

outcomes, few empirical studies provide strong evidence of direct administrative impact on students' outcomes.

2.4 Summary Of The Reviewed Literature:

This chapter has closely looked at the works and opinions of several authors and researchers on administration, its styles and the effects on academic performance. Several theories and concepts on administration were looked into. The empirical studies showing the relationship of the dependent and independent variables were consulted and made part of the work.

Furthermore, the literature review x-rayed various administrative styles which are used by principals. These administrative styles as autocratic or authoritarian, democratic or participation, laissez-faire or free-rein, charismatic, and task-oriented were explained. The administrative role of the principal and the factors that influence the choice of administrative style and strategy came into play. The empirical studies went a long way to discover the influence of administrative style on students' academic performance. The focus of the present study is on school administrative style and students' academic performance in secondary schools in Aba South L.G.A.

To a great extent the work is geared towards agreeing with Mgbodile (2004) that the aggregate results achieved in the pursuit of schools objectives is to a large extent depended on the administrative styles adopted by principals. The review in the same vain discloses the associated influences of these administrative styles on subordinates and administrator relationship. The framework centered on several theories of earliest approach to administration centered on administrative traits.

Concluding, it is pertinent to note that from the reviewed literature that no previous attempt was made by the experts on finding the influence of administrative style of principals on students' academic performance in Aba South L.G.A. It is on this note that the researcher deemed it necessary to research on the influence of these administrative styles and how to help the principals, teachers and students of secondary schools to understand them for cordial relationship and better academic performance.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter described the procedures employed to generate and analyse the data needed to answer the research questions and test the hypotheses. It gave information relating to the following: Research design, Area of study, population of the Study, instrument for data collection, Validation of the instrument, Reliability of the instrument, Methods of data collection and the Methods for Data Analysis.

3. 1 Research Design

This study adopted for this study was descriptive survey. The descriptive design helped the researcher to investigate the principal administrative styles and students academic performances in Aba South L.G.A.. The design helped the researcher to gather required data from the respondents in a systematic manner without manipulating any variables.

3.2 Area of Study

This study was conducted in Aba South LGA of Abia State. The area is one of the nine Local Government Areas in Abia South Senatorial Zone. It is bounded at the North by Obingwa LGA, to the South by

Ugwunagbor LGA, and to East by Akwa Ibom State and West by Aba North LGA. It is mostly populated by the Ukwa/Ngwa Igbo speaking group of the state, though the dialect and culture vary considerably from one community to another.

The LGA is entirely urban. It is a very popular commercial town east of the Niger. The area also has some educational institutions apart from primary and secondary schools which include: Abia State University Teaching Hospital (ABSUTH), Abia State College of Health Technology, and one of the campuses of the National Open University of Nigeria (NOUN) under the administration of the National Teachers Institute (NTI). The major occupations of the inhabitants which have influenced the peoples' life-style and general behaviour pattern are trading and craftsmanship.

The typical Aba man, woman, children and youth are commercially-oriented and have very strong business acumen to make profit in every business venture even when they are not professional traders. Schools in this Zone are located in close juxtaposition with markets and other business concerns. Children attend school from their homes. They go to help their parents in their businesses after school. This affects students' concentration in their academic works.

3.3 Population of the Study

The population for this study consists of all the 218 teachers in all the public secondary schools in Aba South LGA. The total teacher enrollment as at the present school year according to the State Education Management Board (SEMB) statistical report of (2018) was approximately 49 male teachers and 171 female teachers. Table 1 below shows the distribution of the population for the study per school.

Table 1: Sex Distribution of Student Population used for the Study

S/N	Name of School	No of Males Teachers	No of Female Teacher	Total
1	Ndiegoro Girls' Secondary School 1	6	22	28
2	National High School	9	30	39
3	Umuagbai Secondary School	4	16	20
4	Ohabiam Girls' Secondary School	8	19	27
5	Girls Secondary Commercial School 1	5	25	30
6	Girls' Secondary Commercial School 11	4	30	34
7	Ndiegoro Girls' Secondary School 11	6	10	16
8	Etiti Ohazu Commercial Secondary School	1	3	4
9	Umuogele Mbanu Commercial Sec School	4	16	20
	Total	47	171	218

SOURCE: SEMB Aba, Statistics Unit 20/08/2018

3.4 Sample and Sampling Techniques

No sampling was done. The entire 218 teachers were used for the study. This because the researcher felt the population was manageable. This is known as purposive sampling.

3.5 Instrument for Data Collection

The questionnaire designed by the researcher and titled "Principals Administrative Styles Questionnaire" (PASQ) was used as instrument for data collection in the study. The questionnaire had two sections: Section "A" which is the respondents' personal data, while Section "B" containing four (4) clusters is the questionnaire proper. Each cluster contains five (5) statements designed in other to determine the influence of principals' administrative principal's style on teachers' productivity. Again the 20 items in section "B" required respondents to rate each item along 4 – points scale based on how much the statements reflects their principal's administrative style. The rating scale was Very Great Extent (VGE) 4 points, Great Extent (GE) 3 points, Little Extent (LE) 2 points and No Extent (NE) 1 point.

3.6 Validation of the Instrument

To ensure that the instrument measured what the researcher constructed it for, it was submitted to the researchers' supervisor and two other experts one of whom was in Education measurement and evaluation and the other in management and planning to read and make corrections. Corrections were made in terms of the correctness of the language used, the formatting and the relationship of the items to the research questions and hypotheses stated. The corrections they made were incorporated in designing the final copy of the instrument.

3.7 Reliability of the Instrument

Reliability is the consistency with which an instrument or a test measures what it was supposed to measure. The reliability coefficient of the instrument was 0.83. To establish the reliability of the instrument, a trial test was administered on some randomly selected teachers in schools outside the area of the study. It involved fifty (20) respondents; they were a representation of the urban and rural areas of the population.

The Cronbach Alpha method of estimating reliability was used to estimating the reliability coefficient of the instrument. The coefficient of

0.83 got was considered high enough for the instrument to be used for the study.

3.8 Method of Data Collection

The questionnaire was personally administered to the respondents by the investigator with the aid of two research assistants trained by the researcher to reduce difficulties on the parts of the respondents in completing the instrument and to minimized attrition. The teachers were trained on the purpose of the study, how to interpret the items in the questionnaire, and how to complete the questionnaire items. At the end of the exercise all the administered questionnaire were retrieved. This can be attributed to the researcher's personal involvement and the on the spot administration and retrieval of the instrument.

3.9 Method of Data Analysis

To analyze the data, the total score of each respondent was taken to represent his/her response for any of the clusters. Mean and z-test were used to analyse the data collected. Specifically, mean was used to answer the research questions while z-test was used to test the hypotheses at 0.05 level of significance.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS OF RESULTS

This chapter presented and analyzed the results of data collected and collated to answer the research questions and to test the hypotheses stated. The presentations and analyses were done separately for respective research questions and hypotheses.

4.1 Analysis of Research Questions

Research Question One

To what extent does autocratic administrative style influence teachers' regularity to school?

Table 2: Results of Data Analyzed on the Influence of Autocratic Administrative Styles on Teachers Regularity to School

S/N	Items	VGE	GE	LE	NE	Total	\bar{X}	R/A	
1.	Autocratic' administrative style makes teachers to be punctual to school.	160	120	200	38	518	2.38	R	
2.	Autocratic principals make teachers to work very hard	380	570	200	15	478	2.19	R	
3.	School works are quickly done in schools with autocratic principals	160	120	200	38	518	2.38	A	
4.	Teachers with autocratic principals do not absent themselves from schools	240	120	180	8	608	2.79	A	
5.	Teacher productivity is always high in schools with autocratic principals	120	150	150	150	483	2.22	R	
	CLUSTER MEAN							2.39	

Note: R= Rejected; A = Accepted

Results of data analysis presented in table 2 showed the respondents agreed to a little extent that autocratic administration has a positive influence on teachers' regularity to school. This was observed from the cluster mean which had a value of 2.39. From the table autocratic' administrative style makes teachers to be punctual to school had mean 2.28 and was rejected. Autocratic principals make teachers to work very hard had mean 2.19 and was rejected. School works are quickly done in schools with autocratic principals had mean 2.38 and was rejected. Teachers with autocratic principals do not absent themselves from schools had mean 2.79 and was accepted. Teacher productivity is always high in schools with autocratic principals had mean 2.22 and was rejected.

Research Question Two

To what extent does democratic administrative style influence teacher instructional effectiveness?

Table 3: Results of Data Analyzed on the Influence of Democratic Administrative Styles on Instructional Effectiveness

S/N	Items	VGE	GE	LE	NE	Total	\bar{X}	R/A	
6.	Democratic' administrative style makes teachers to be punctual to class.	200	180	100	8	688	3.16	A	
7.	Democratic principles make teachers to always use instructional materials to teach	360	190	120	8	668	3.06	A	
8.	Teachers under democratic principals have self motivation to go and teach.	240	180	180	28	628	2.88	A	
9.	Teachers instructional effectiveness is highest under democratic principals	240	120	180	8	608	2.79	A	
10.	Teachers under democratic principles make their teaching models.	292	240	90	20	622	2.85	A	
	CLUSTER MEAN							2.95	

Results of data analysis presented in table 3 showed the respondents agreed to a great extent that democratic administrative style has a positive influence on teachers' instructional effectiveness. This was observed from the cluster mean which had a value of 2.95. From the table democratic administrative style makes a teacher to be punctual to classes had mean 3.16 and was accepted. The statement democratic principle makes teachers to always use instructional materials to teach had mean 3.06 and was accepted. Teachers under democratic principals have self motivation to go and teach had mean 2.88 and was accepted. Teacher instructional effectiveness is highest

under democratic principal had mean 2.79 and was accepted. Teachers under democratic principals make their teaching models had mean 2.85 and was rejected.

Research Question Three

To what extent does Laissez-faire administrative style influence teacher participation in curriculum development?

Table 4: Results of Data Analyzed on the Influence of Laissez-Faire Administrative Styles on Teachers Participation in Curriculum Development

S/N	Items	VGE	GE	LE	NE	Total	\bar{X}	R/A
11.	Laissez-faire' administrative style makes teachers to be punctual to class.	280	120	160	18	578	2.65	A
12.	Laissez-faire' principles make teachers to always use instructional materials to teach	240	150	140	38	568	2.61	A
13.	Teachers under Laissez-faire principals have self motivation to go and teach.	160	150	140	58	508	2.33	R
14.	Teachers instructional effectiveness is highest under Laissez-faire' r principals	200	135	120	63	518	2.38	R
15.	Teachers under Laissez-faire' principles make their teaching models.	140	180	126	60	406	1.86	R
	CLUSTER MEAN	2.37						

Results of data analysis presented in table 4 showed the respondents agreed to a little extent that laissez-faire administrative style has a positive influence on teachers' instructional effectiveness. This was observed from the cluster mean which had a value of 2.37. From the table Laissez-faire' administrative style makes teachers to be

punctual to class had mean 2.65 and was accepted. The statement 'Laissez-faire' principles make teachers to always use instructional materials to teach had mean 2.61 and was accepted. Teachers under Laissez-faire principals have self motivation to go and teach had mean 2.33 and was rejected. Teachers' instructional effectiveness is highest under Laissez-faire principals had mean 2.38 and was rejected. Teachers under Laissez-faire principles make their teaching models had mean 1.86 and was rejected.

Research Question Four

To what extent does Task-oriented administrative style influence teacher discipline of students?

Table 5: Results of Data Analyzed on the Influence Task Oriented Administrative Styles on Teachers Discipline of Students

S/N	Items	VGE	GE	LE	NE	Total	\bar{X}	R/A
16.	Task-oriented administrative style makes teachers to discipline students well.	160	120	200	38	518	2.38	R
17.	Task-oriented principals make teachers to instill moral rectitude in students	380	570	200	15	478	2.19	R
18.	Disciplinary matters are quickly taken care of in schools with Task-oriented principals	160	120	200	38	518	2.38	R
19.	Teachers with Task-oriented principals frown at every little student misbehaviour	240	120	180	8	608	2.79	A
10.	Student indiscipline has no place among teachers with Task-oriented principals	120	150	150	63	483	2.22	R
	CLUSTER MEAN	2.39						

Results of data analysis presented in table 5 showed that the respondents agreed to a little extent that laissez-faire administrative style has a positive influence on teachers discipline of students. This was observed from the cluster mean which had a value of 2.39. Task-oriented administrative style makes teachers to discipline students well had mean 2.38 and was rejected. Task-oriented principals make teachers to instill moral rectitude in students had mean 2.19 and was rejected. Disciplinary matters are quickly taken care of in schools with Task-oriented principals had mean 2.38 and was rejected. Teachers with Task-oriented principals frown at every little student misbehaviour had mean 2.79 and was accepted. Student indiscipline has no place among teachers with Task-oriented principals had mean 2.22 and was rejected.4.2

Test of Hypotheses

H₀₁: There is no significant difference between the mean rating scores of male and female teachers on the influence of autocratic administrative style on teachers' regularity to school.

Table 6: Results of Hypothesis Test on the Influence of Autocratic Administrative Style on Teachers' Regularity to School

Sources	n	\bar{x}	SD	P	z_{cal}	z_{crit}	Decision
Male Teachers	72	2.69	0.12	<0.05	1.83	1.96	Do not reject H ₀ .
Female Teacher	146	2.66	0.10				

Results of hypothesis test presented in table 6 shows that there is no significant difference between the mean rating scores of male and female teachers on the influence of autocratic administrative style on teachers' regularity to school. This was observed from the calculated z of 1.83 which was less than the critical z of 1.96.

From the table the mean score of the 72 male teachers was 2.69 with a standard deviation of 0.12 while the mean score of the 146 female teachers was 2.66 with a standard deviation of 0.10. The probability level was 0.05. The calculated z was 1.83 while the critical z was 1.96. Since the calculate z was less than the critical z the null hypothesis was not rejected.

H₀₂: There is no significant difference between the mean rating scores of male and female teachers on the influence of democratic administrative style on teachers' instructional effectiveness.

Table 7: Results of Hypothesis Test on the Influence of Democratic Administrative Style on Teachers Instructional Effectiveness.

Sources	n	\bar{x}	SD	P	Zcal	Zcrit	Decision
Male Teachers	72	2.64	0.30	<0.05	1.61	1.96	Do not Reject H ₀ .
Female Teachers	146	2.62	0.15				

Results of hypothesis test presented in table 7 shows that there is no significant difference between the mean rating scores of male and female teachers on the influence of democratic administrative style on teachers' instructional effectiveness. This was observed from the calculated z of 1.61 which was less than the critical z of 1.96.

From the table the mean score of the 72 male teachers was 2.64 with a standard deviation of 0.30 while the mean score of the 146 female teachers was 2.62 with a standard deviation of 0.15. The probability level was 0.05. The calculated z was 1.61 while the critical z was 1.96. Since the calculate z was less than the critical z the null hypothesis was not rejected.

H₀₃: There is no significant difference between the mean rating scores of male and female teachers on the influence of laissez-faire administrative style on teacher participation in curriculum development.

Table 8: Results of Hypothesis Test on the Influence of laissez-faire Administrative Style on Teachers' Participation in Curriculum Development

Sources	n	\bar{x}	SD	P	Zcal	Zcrit	Decision
Male Teachers	72	2.95	0.11	<0.05	1.95	1.96	Do not Reject H ₀ .
Female Teachers	146	2.92	0.10				

Results of hypothesis test presented in table 8 shows that there is no significant difference between the mean rating scores of male and female teachers on the influence of laissez-faire administrative style on teachers' participation in curriculum development. This was observed from the calculated z of 1.95 which was less than the critical z of 1.96.

Thus from the table the mean score of the 72 male teachers was 2.95 with a standard deviation of 0.11 while the mean of the 146 female teachers was 2.92 with a standard deviation of 0.10. The probability level was 0.05. The calculated z was 1.95 while the critical z was 1.96. Since the calculate z was less than the critical z the null hypothesis was not rejected.

H₀₄: There is no significant difference between the mean rating scores of male and female teachers on the influence of task-oriented administrative style on teachers' discipline of students.

Table 9: Results of Hypothesis Test on the influence of Task-Oriented Administrative Style on Teachers' Discipline of Students

Sources	n	\bar{x}	SD	P	Zcal	Zcrit	Decision
Male Teachers	72	2.41	0.21	<0.05	1.12	1.96	Do not Reject H ₀ .
Female Teachers	146	2.44	0.12				

Results of hypothesis test presented in table 9 shows that there is no significant difference between the mean rating scores of male and female teachers on the influence of task-oriented administrative style on teachers' discipline of students. This was observed from the calculated z of 1.12 which was less than the critical z of 1.96.

Thus from the table the mean score of the 72 male teachers was 2.41 with a standard deviation of 0.21 while the mean of the 146 female teachers was 2.44 with a standard deviation of 0.12. The probability level was 0.05. The calculated z was 1.12 while the critical z was 1.96. Since the calculate z was less than the critical z the null hypothesis was not rejected.

4.3 Summary of Findings

From the data analysis made the following observations were made:

1. Autocratic administrative principals produce teacher who are less regular to school.

2. the respondents agreed to a great extent that democratic administrative style has a positive influence on teachers' instructional effectiveness.
3. the respondents agreed to a little extent that laissez-faire administrative style has a positive influence on teachers' participation in curriculum development
4. the respondents agreed to a little extent that task-oriented administrative style has a positive influence on teachers discipline of students.

There is no significant difference between the mean rating scores of male and female teachers on the influence of:

- i. Autocratic administrative style on teachers regularity to school;
 - ii. Democratic administrative style on teachers instructional effectiveness
 - iii. Laissez-fair administrative style on teachers participation in curriculum development
5. Task-oriented administrative style on teachers' discipline of student.

CHAPTER FIVE

DISCUSSION OF FINDINGS, IMPLICATIONS, RECOMMENDATIONS AND SUGGESTIONS

This chapter dealt with the discussion of the finding made in chapter four. Also discussed were the Conclusions, Educational Implications and Limitations of the Study, Recommendations and Suggestions for Further Studies. Finally, a Summary of the Entire Study was made.

5.1 Discussion of Findings

Autocratic administrative style and teachers Regularity to School

The first research question was asked to find out the influence of autocratic administrative style on teachers regularity to school. From the results of data analysis presented in table 2 the researcher observed that teachers whose principals adopted autocratic administrative style produce teachers that are less punctual to school. This was observed from the cluster mean which is less than the decision norm

Results of hypothesis test conducted to test whether the observed difference between the mean values of male and female teachers on the influence of autocratic administrative style on teachers' regularity to

school was as a result of chance did not reject the null hypothesis. This showed that the teachers are unanimous in their observation about productive orientation of autocratic principals. This again implies that autocratic administrative style principals do not perform effectively in administration..

This finding is quite expected because autocratic administration is leadership by force, intimidation and imposition with little opportunity for followers to participate in decision-making. This type of administration, Edem (2007) said, makes for poor learning environment. According to Mgbodile (2004) the force, threat, power, authority, intimidation that characterize autocratic administration is such that both teachers and students cannot show genuine interest in teaching and learning. They will always pretend to be working when in the real sense of it they are doing nothing.

In the modern time peoples' awareness of their rights will always generate opposition and dissension to any element of application of force on them. In this circumstance, autocratic administrative style being leadership by force will definitely meet with opposition from students and their teachers thus creating chaotic and unhealthy environment for teaching and learning. In conclusion, therefore,

autocratic administrative style principals are not effective in effecting improved productivity among their teachers.

Democratic Administrative Style and Teachers' Instructional Effectiveness

Research question two was asked to find out the influence of democratic administrative style on teachers' instructional effectiveness. This was observed from the cluster mean which was higher than the decision mean. The higher means score means that the democratic administrative principals exert greater positive influence on their teachers and students for higher productivity.

Results of hypothesis test conducted in respect of this research question showed that there is no significant difference between the mean rating scores of male and female teachers on the influence of democratic administrative style on teachers' instructional effectiveness. On a general note democratic administrative principals have positive influence on their students.

Democratic administrative principals according to Okeke (2002) allow both teachers and students to participate in school decision making. That being the case, this administrative style fits well into the school system as teaching and learning is now learner centred. For Mgbodile (2004), democracy calls for every one's participation in

governance. In this administrative style teachers are allowed free hand to adjust their instructional plans thereby putting what they learnt in the theoretically into practice as a way of linking theoretical and practical knowledge. In effect this researcher concludes that democratic administrative style has positive influence on teachers' instructional effectiveness.

Laissez-Faire Administrative Style and Participation in Curriculum Development

Research question three sought to find out the influence of laissez-faire administrative style on teachers participation in curriculum development. From table 4 the researcher observed that teachers rated laissez-faire administrative principals low in terms of helping in curriculum development.

Also the results of hypothesis test conducted to see if the difference between the opinions of male and female teachers on the influence of laissez-faire administrative style on teachers' participation in curriculum development was as a result of chance did not reject the null hypothesis. This means that the observed difference in the mean performance scores of male and female teachers was as a result of chance. In which case, one can confidently say that both male and female teachers were saying the same thing on the influence of laissez-

faire administrative style on teachers' participation in curriculum development.

According to Obi (2008) laissez-faire administrative style is characterized by indecision and allows people absolute freedom to do what they like. This is not fair enough as it allows teachers absolute freedom to do as they like. Giving them absolute freedom to do what they like will make them divert their attention and time to some other things instead of being dedicated to their schoolwork. This kind of freedom is detrimental to the success of the school. In consequence therefore laissez-faire administrative style has negative influence on teachers' participation in curriculum development.

Task-Oriented Administrative Style and Teacher Discipline of Students

Research question four was asked to find out the influence of task-oriented administrative style on teachers discipline of students. Results of data analysis presented in table 5 showed that teachers whose principals adopt the task-oriented administrative style are less inclined to looking at some other school tasks other than teaching and learning. This means that task-oriented principals exert less positive influence on teachers in relation to students' discipline. This observation was made from the smaller mean score of the teachers on this variable.

Results of hypothesis test conducted in respect of this research question showed that there is no significant difference between the mean rating scores of male and female teachers on the extent task-oriented principals motivate them to discipline students. This was observed from the calculated z which was less than the critical z . The non-rejection of the null hypothesis confirmed that the difference between the mean score of the male and female teachers of task-oriented principals occurred by chance.

Manktelow (2012) described task-oriented administrative style as target and production oriented. Such principals by implication will be conscious of the achievements of their students in academics only. Griffin (2010) opined that since task-oriented administrative style supports success of students through synergistic pulling and sharing of ideas between students working as a team and between teachers and students interactions the idea of disciplining student may no longer be a priority to teachers but is likely to be overshadowed by some other school activities. In a nutshell task-oriented leadership style impacts positive influence on students' discipline but not through the activities of teachers.

Conclusion

Based on the discussion of findings of the study, the following conclusions are made. The administrative style adopted by a principal influences his/her teachers' productivity either positively or negatively. Only teachers under the democratic administrative style exert direct positive influence on their teacher for increased productivity. However, task-oriented administrators have their attention focused on the academic aspects of the school work which eventually indirectly overtakes other functions particularly the disciplinary task.

5.2 Educational Implication of the Study

The findings of the study have some definite implications for the education system. These are discussed under this section. Some Principals do not understand the importance of in-depth knowledge of administrative styles and how to apply them in the administration of the school for improved productivity of teachers and good academic performance of the students.

Adequate training and retraining of teachers and principals are to be taken seriously to impact better and deeper knowledge of

administrative strategies in the principals. Administrators in the education sector should be guided by the findings of this study in the course of school administration. The findings of the study will help curriculum planners develop good policies to enhance teacher productivity, better curricular and offer better teaching methodology that will aid academic activities and improve students' academic performance. It is necessary that teachers be made to understand the different administrative styles and their various operational modes to help them cope with any one adopted by the school Principals.

5.3 Limitations of the Study

The data analyzed for this study was collected through a questionnaire completed by teachers. Limitations were encountered in the course of completion of the instrument. Firstly, due to reluctance on some respondents the researcher put in extra time and effort to explain the purpose of the study. Also some of the instruments were completed haphazardly, hence the instrument cannot be said to be totally comprehensive and free from some falsifications. Family challenges, distance to research places, financial and time constraints took their toll in the course of the study. However, the data presented are genuine and reliable. The study has a lot of merit to its credit.

5.4. **Recommendations:**

From the findings of the study the following recommendations were made;

1. Teachers should be well informed about variables that influence their productivity by ensuring that they are engaged in workshops and seminars that will expose them to some core educational concepts like the administrative styles and their educational implications.
2. Again more seminars should be regularly organized for school administrators in order to change and enhance their orientation and attitude to educational administration for increased teacher productivity and better academic performance of students
3. School supervisors should change focus from teacher based supervision to teacher/principal based supervision to ensure that school principals adopt administrative styles that will carry both teachers and students along in school functions.
4. The family, particularly the parents should actively be involved in parent-teachers association. During such meetings, parents should interact with the Principals and teachers to know the vital role they have to play in their wards academic activities as part of the

administrative process for increased teacher productivity and better academic achievement b students.

5. Government at all levels should be aware of their roles to create a conducive environment for teaching and learning. Therefore an enhanced budget should go to the education sector to encourage the smooth running of the schools for better and enhanced teacher motivation and increased productivity.

5.5. Suggestion for Further Studies

The following topics were suggested for further studies:

1. Gender differences in administrative styles of principals and teacher.
2. The factors that contribute to poor administration in secondary schools of Aba South L.G.A.
3. Influence of Government policies in principals' administrative Styles.

5.6. Summary of the Entire Study

This study was aimed at finding out the influence of principals' administrative styles on teachers' productivity in Aba South L.G.A. Four research questions and four hypotheses were formulated to guide the

study. Literature review centred on contemporary theoretical works and empirical evidences about influence of administrative styles on teachers' productivity. A 4-point scale was used in designing the questionnaire of 20-items. The questionnaire in four clusters was used for data collection.

A purposive sampling technique was used in selecting sample of size 218 from among the public secondary schools teachers. The collected data were analyzed using mean and the z-test conducted at 0.05 level of significance.

The study revealed that the various administrative styles at their various degrees as dependent variables influence teachers' productivity with democratic and task-oriented administrative styles making the greatest positive impact on teachers' productivity. It was recommended that regular seminars be organised for old and new principals to get them acquainted with the best administrative style that will suit their respective school environments and bring out the best from their teachers and students among others.

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Nation Teacher Institute, Kaduna

College of Health Technology

Aba Study Centre.

15th September, 2018

Dear Respondent,

Principals' Administrative Style Questionnaire

I am a postgraduate student of National Teachers Institute Kaduna. I am carrying out a study on the Influence of Principals' administrative styles on Secondary Schools teachers' productivity in Aba South L.G.A.. This questionnaire has been designed to help the researcher identify the administrative styles that make teachers to be highly productive.

Consequently, I am requesting you to read through the items carefully and rate your principal as objectively as you can on the items. This research is purely for academic purposes. I am therefore assuring you that the responses you will make through this questionnaire will not be used for any other purposes except those defined in the objective of this study. They will be treated confidentially too.

Thanks.

Yours faithfully,

Nwankpa Ngozi Uzoma

(Researcher).

Part A: Personal Data Section

Name of school:.....

(Please put a tick (✓) in the correct boxes below to indicate which of the options correctly apply to you).

Sex: Male ; Female

Location of School: Rural ; Urban

Status: Teacher ; Student

Part B: Questionnaire Proper

Please read through the items below carefully and rate them as objectively as you can using the response options: Very Great Extent (VGE); Great Extent (GE); Little Extent (LE) Very Little Extent (SD).

CLUSTER A: AUTOCRATIC

S/N	ITEMS	VGE	GE	LE	NE
1.	Autocratic' administrative style makes teachers to be punctual to school.				
2.	Autocratic principals make teachers to work very hard				
3.	School works are quickly done in schools with autocratic principals				
4.	Teachers with autocratic principals do not absent themselves from schools				
5.	Teacher productivity is always high in schools with autocratic principals				

CLUSTER B: DEMOCRATIC

S/N	ITEMS	VGE	GE	LE	NE
6.	Democratic' administrative style makes teachers to be punctual to class.				
7.	Democratic principles make teachers to always use instructional materials to teach				
8.	Teachers under democratic principals have self motivation to go and teach.				
9.	Teachers instructional effectiveness is highest under democratic principals				
10.	Teachers under democratic principles make their teaching models.				

CLUSTER C: LAISSEZ-FAIRE

S/N	ITEMS	VGE	GE	LE	NE
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11.	Laissez-faire' administrative style makes teachers to be punctual to class.				
12.	Laissez-faire' principles make teachers to always use instructional materials to teach				
13.	Teachers under Laissez-faire principals have self motivation to go and teach.				
14.	Teachers instructional effectiveness is highest under Laissez-faire' r principals				
15.	Teachers under Laissez-faire' principles make their teaching models.				

CLUSTER D: TASK-ORIENTED

S/N	ITEMS	VGE	GE	LE	NE
16.	Task-oriented administrative style makes teachers to discipline students well.				
17.	Task-oriented principals make teachers to instill moral rectitude in students				
18	Disciplinary matters are quickly taken care of in schools with Task-oriented principals				
19	Teachers with Task-oriented principals frown at every little student misbehaviour				
20	Student indiscipline has no place among teachers with Task-oriented principals				