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**Some aspects of the managerial role of principals as perceived
by teachers in Onitsha Educational Zone, in Anambra State,
Nigeria, West Africa**

Omekam, Onyechi E., Ph.D.

The Union Institute, 1991

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PROJECT DEMONSTRATING EXCELLENCE

By

ONYECHI E. OMEKAM

Submitted To:

Union Graduate School and
Doctoral Committee Members
In Candidacy for the Degree of
Doctor of Philosophy

Field

Business Administration and Management

Specialization

Management Development

Study

Some aspects of the managerial role of principals as perceived by
teachers in Onitsha Educational Zone, in Anambra State, Nigeria, West
Africa

Graduation Date: 1990

TITLE

Some aspects of the managerial role of principals as perceived by
teachers in Onitsha Educational Zone, in Anambra State, Nigeria, West
Africa

DEDICATION

TO MY PARENTS

LATE HONORABLE V.G.N. OMEKAM, (R.I.P., November 4, 1989)

AND

ELIZABETH BETSEY OMEKAM

ACKNOWLEDGEMENTS

Just as successful managers must harness the talents of others to achieve organizational goals, the author of a successful study on any subject must incorporate the insights of others to achieve a meaningful investigation.

I wish to thank first the members of my doctoral committee who generously shared their expertise and insight with me during the entire program. In addition, I want to express my respect and appreciation to those principals and teachers who participated freely in this study, openly sharing their thoughts, experiences, and feelings.

My special thanks to Oby and the twins for their understanding and tolerance for their always-too-busy friend.

This gratitude would be incomplete, if I fail to pay special tribute to Helen Copley and Mary Millar, friends who have sacrificed their valuable time to assist in editing and typing the manuscript of this dissertation.

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THESIS ABSTRACT

The goal of this study was to find out, from the teachers' perspective, how well the principals in Onitsha Educational Zone of Anambra State in Nigeria were implementing their managerial/leadership roles. With this information as a base, the study identifies problems and suggests remedies.

This study is needed because principals hold a strategic position as managers in solving the disturbing academic and disciplinary problems in the schools.

The need for this study arises from the researcher's conviction that effective school management is vital for the type of quality secondary school education envisioned in Nigeria's National Policy on Education. Effective school management requires secondary school principals to take a strong leadership role. After a review of the literature focusing on the four characteristics of the leadership role, four directional hypotheses were formulated:

- (i) Principals in Onitsha Educational Zone have the professional and personal qualities to make them effective leaders.
- (ii) Principals in Onitsha Educational Zone work hard for the welfare of the staff and students in their schools.
- (iii) Principals in Onitsha Educational Zone mostly use an autocratic style of leadership in their schools.
- (iv) Principals in Onitsha Educational Zone supervise instruction adequately in their schools.

The research covered the Onitsha Educational Zone of Anambra State, in Nigeria. The sample population comprised 300 teachers randomly selected from 30 secondary schools. A questionnaire was the major instrument used for data collection. A modification of the Leader Behavior Description Questionnaire—Form 12 (L.B.D.Q-12) was used. The data collected were organized in frequency distribution tables, and the responses grouped around the respective hypotheses were analyzed and interpreted. Findings included:

- (a) Principals in Onitsha Educational Zone have the professional and personal qualities to make them effective leaders.
- (b) They work hard for staff and student welfare.
- (c) They are mostly autocratic in their leadership style.
- (d) They do not supervise instruction adequately in their schools.

The investigation concluded with discussion of the limitations and implications of the study, and with recommendations and suggestions for further research.

CHAPTER I

INTRODUCTION

1.1 BACKGROUND: HISTORICAL DEVELOPMENT OF EDUCATION

ADMINISTRATION IN NIGERIA

Political History

Nigeria, with an estimated population of over 80 million people and an area of 923,768 square kilometers, is the most populous country in Africa and the 12th largest in the world (Harold, et al., 1972). In mid-1981, the estimated population of Nigeria was 79.7 million. Current estimates put the total population at about 100 million (Pragnell, et al., 1990). Nigeria is multi-ethnic, with over 200 ethnic groups in the country, each of which has its own customs, traditions, and language. Ten ethnic groups account for over 80 % of the population; the Hausa, Fulani, Youruba, Ibo, Tiv, Nupe, Kanuri, Ibibio, Ijaw, and Edo. The largest and most powerful ethnic groups are the Hausas, Yorubas, and the Ibos, which together represent nearly 60% of Nigeria's population (Crowder, 1962). By 1985, 30 % of the population was urban, distributed among the major towns as follows: Lagos, over 4 million; Ibadan and Kano, over one million; Kaduna and Port Harcourt, over 500,000. There are nine cities with populations over 500,000 and many more towns with more than 100,000 inhabitants (Castle, et al., 1990).

The political entity now known as Nigeria came into formal existence in 1914 with the amalgamation of the northern

and southern protectorates. For administrative convenience, the country was then divided into four regions: the colony of Lagos and the Northern, Eastern, and Western Regions. The colonial British government, with headquarters at Lagos, controlled the governments in all the regions until 1957, when the Eastern and Western regions gained self-governing status; the Northern region attained this status in 1959.

Nigeria became independent on October 1, 1960. Three years later, on October 1, 1963, Nigeria became a republic, thus regaining all sovereignty but remaining a member of the British Commonwealth of Nations. Under the 1963 constitution, the Federation consisted of the Federal Capital Territory of Lagos, and the Eastern, Western, Northern, and Mid-Western regions. In 1967, the Federation was divided into 12 states under military administration; in 1976, seven additional states were created, increasing the total to 19; and in 1988, two more states were created, to give the current 21.

The Development of Western Education in Nigeria

The basic foundation of the Nigerian educational system was laid by the 19th-century missionaries who had come to convert the Africans to Christianity through education (Fafunwa, 1974). The introduction of missionaries dates to 1842 when, on the invitation of some immigrants from Sierra Leone who had settled in Badagry, 50 kilometers west of Lagos, the Wesleyan Methodist Missionary Society sent Rev. Thomas Freeman from Cape Coast in Sierra Leone, where he had been

the superintendent of the Methodist Mission.

By 1845, the Church Missionary Society had established a boarding school at Badagry, which combined trading with some vocational training. Five years later, the four largest missionary societies -- the Wesleyan Methodist, the Church Missionary Society, the Baptist, and the Roman Catholic -- had all established stations in Nigeria. The missionary societies founded schools wherever they established stations (Ukeje and Aisiku, 1982).

Just before independence in 1960, there were 17,000 primary schools; 500 secondary schools; 300 teacher training schools; and 34 vocational training schools (Adams, 1960).

The mission schools were adjuncts of the church, and therefore oriented toward Christian religious education. Basically, the general pattern of education represents a type of British education that developed overseas. It was not designed to meet the need of the African communities. Rather, the natives were being trained to fill the lower positions in the colonial administration. As the British commercial administrative activities in Nigeria increased, they sought more trained native workers for the lower positions in their business, since natives were less expensive than British expatriates (Cowan and Scanlon, 1966). Consequently, the mission schools grew and expanded.

Shortly after the end of World War I, Africans voiced growing dissatisfaction with the state of education in their countries. The growth of international interest in colonial ed-

ucation engendered by the League of Nations' mandate system forced the European colonials to review their educational activities in Africa. It was under these auspices that the Phelps-Stokes Fund sponsored a study of the educational needs and resources of Africa. In 1922, the Phelps-Stokes Commission released its first report on African education. While the report ranged from suggestions of techniques to strengthen departments of public instruction to a discussion of the use of schools as community centers, the most important recommendations dealt with the problem of tailoring Africans' educational systems to the particular requirements of the society which they served (Scanlon, 1964). On the strength of this report, an Advisory Committee on Native Education was established in 1923 simultaneously with the inauguration of the Legislative Council composed of government officials and a few nominated African members. In 1925, the committee published a comprehensive statement of imperial policy, the first government document on education in the colonies. It dealt with broad principles, emphasizing the need for greater government interest in education, closer cooperation with the missionary groups, expansion of technical, vocational, and agricultural training, and recognition of the essential elements of the native culture (Essien, 1981).

In spite of the policy statements on the development and expansion of vocational, technical, and agricultural education, Nigerian education continued to focus on the liberal arts. The colonial officials had no intention of training Nigerians for any

technical or vocational skills above husbandry and handicraft levels. Many Nigerians objected to the quantity and quality of education offered to them and to the lack of opportunity for higher education. The Nigerians demanded an educational system that would train them for easier access, on the basis of absolute equality with whites, to mid-level positions in the technical and administrative branches of the civil service and in commercial enterprises (Commanger, 1960).

Educational Administration and Control

Education in Nigeria has been controlled and administered by various authorities: voluntary agencies, colonial government through inspectorates and departments; and, later, by federal, regional, state and local governments.

Christian missionaries, when they first established Western-style schools in the 1840s, administered them through their superintendents. The government gave small amounts of money to the schools but had no control over education until 1882, when the first education ordinance was passed and an inspector of schools was appointed. Since that time, many education ordinances have been implemented to control, regulate, and partly finance educational institutions under the management of voluntary agencies. At the same time, a number of officers with different titles have been responsible for representing the various levels of government -- colony, protectorate, region, state, or federal -- and for administering education. A kind of dual control by government and voluntary

agencies (missions) emerged, and still exists in some states today, although gradually the governments at local, state, and federal levels have been gaining control of the vital aspects of the administration of education.

Before the creation of states in 1967, the regional and federal governments shared executive responsibilities for education. The regional governments were responsible for education at the primary and secondary levels in their own regions. On the other hand, the federal government was responsible for federal educational institutions located in different parts of the country, and shared the responsibility for higher education with the regions.

When the states were created in 1967, the picture of the control and administration of education changed to one in which the federal government assumed more responsibilities than the state. The states had full legislative and administrative authority on all matters concerning education at the primary level in their own areas. The federal government, however, had legislative authority on all matters relating to education at secondary and tertiary levels.

Under the present government, the states have been allowed a greater part in the control of education, while the federal government now takes more of a coordinating and advisory role. The states now have legislative control of education at the primary and secondary levels in their own states, while the federal government has full control only of federal institutions and serves in an advisory capacity to the

state schools. Today, university education is the exclusive responsibility of the federal government. It runs the universities through the National University Commission (NUC), which was established in October 1962 to plan, promote, and co-ordinate the policies and activities of all the universities.

1.2 BACKGROUND OF THE STUDY

Two factors motivated the researcher to undertake this study: his many years of experience as a manager and his academic exposure to an advanced course in human resources and administrative effectiveness. This course, a detailed exploration of concepts of effective administration and management, underscored the need for application of these concepts in organizations of all types.

His practical and academic experience in management development led the researcher to believe that management functions have universal applications. This idea has already been supported by many researchers, as discussed below. Given the universal applicability of management functions, the researcher also believed that effective school management will result in a superior quality of education.

The researcher decided to carry out this study in Onitsha Educational Zone's secondary schools. With the largest secondary school population in Anambra State, the zone holds a strategic position in the state's educational system.

The researcher's exposure to advanced coursework in administration and management helped him develop the con-

cept that effective management can be the bedrock of quality education, at least in secondary schools. The quality of secondary schools is particularly important in Nigeria, because for most youths secondary school is the final educational experience.

To understand the importance of management in secondary schools, it is important to clarify the concepts of management and administration. The two terms are in general synonymous, although administration is construed as a process rather than as a discipline, a group of people, or a career (to all of which the term "management" is more usually applied). According to McFarland (1979), administration involves creating, directing, maintaining, and operating organizations through coordinated, cooperative human effort. Likewise Stoner (1989) defines management as "the process of planning, organizing, leading and controlling the efforts of organizational members and the use of other organizational resources in order to achieve stated organizational goals."

Fundamentally, the administrative process is the same whatever the kind of organization or enterprise under consideration, even though the specific officers may differ and the objectives and specific jobs may vary (Olayide, 1981).

The leadership role consists of guiding and directing others to attain some goal. It is a subject of primary importance in the field of educational management because of education's significance to society and the central position of leadership in the school organizational structure.

In Nigeria today, the National Policy on Education (1981) clearly states that education is no longer a private enterprise, but a huge government venture that has witnessed a progressive evolution of government's complete and dynamic intervention and active participation. The Federal Government of Nigeria has adopted education as an instrument par excellence for effecting national development.

In the Nigerian educational system, the vital position of the educational leadership role receives due recognition. Scholars of educational administration in Nigeria such as Ozigi (1977) discussed the cardinal and crucial role of the leader of the school administration in attaining Nigeria's defined educational objectives.

Secondary education has important, specific objectives to achieve within the broad national educational framework. The leadership role at this stage of education devolves on the people commonly referred to as principals. Their position and function are crucial: they are the head of the school's structure, as well as the seat of accountability in the institution. Therefore, secondary schools, in order to achieve their objectives, require principals who are capable of making decisions, planning, coordinating, supervising, and inspecting the work in the school.

The primary aim of school administration is to improve teaching and learning. A successful school administration very much depends on the leadership role of the principal. The huge amount of money being invested in education by the

federal and state governments and the efforts made by the citizens will be ineffective and unproductive without the leadership role of the principal who will effectively organize, coordinate, and integrate all these factors to achieve good quality education. The principal's leadership should infuse a sense of mission and build a sense of unity and ownership in every aspect of the school's functioning. Therefore, the leadership role expected of the secondary school principal becomes a sensitive and timely issue deserving sustained critical appraisal.

1.3 STATEMENT OF PROBLEM

Schools exist primarily to render planned instruction to students in order to transfer knowledge in positive ways. Principals are assigned to the schools in order to coordinate and integrate all factors and resources available to promote teaching and learning.

Principals perform many functions in schools—including public relations, business management, and promotion of student and staff welfare. However, one of the most important functions—supervision of instruction—may be the least well understood. Nwogu (1980) described supervision of instruction as the process of bringing about improvement in instruction by working with people who are working with students. Evidence abounds, both in the literature and in the schools themselves, to support concern about the quality of supervision of instruction in Nigerian secondary schools. Mgbo (1983), for example,

discovered low performance in some of the supervisory roles he studied.

The principal is visible in the office many hours of the day attending to students' problems, interviewing members of the public, and attending meetings or calling meetings of parents and teachers to discuss, for the most part, the welfare of students. These efforts are important as they indirectly encourage an atmosphere where teaching and learning can take place.

Studies in Nigeria related to this area of research include strategies for improving supervision of instruction by principals (Akubue, 1980), identification of techniques of supervision considered important or useful (Okolie, 1980), and role identification and performance of primary school supervisors (Mgbo, 1983).

Okolie (1980), who used only graduate teachers in his study, discovered that all these teachers regarded all the major supervision techniques as useful. They valued supervisors' organization of in-service education and orientation programs more than exchange visits with other teachers, schools, and educational centers. Neagley and Evans (1970) seem to support these findings. Their study found that exchange visitation is one of the most neglected yet promising techniques for improving instruction, and that teachers can benefit from observing master teachers at work. Mgbo (1983) discovered that all the major supervisory techniques identified in his study were considered useful and important. However, he

found low performance in some of the identified areas, thus establishing functional needs of primary school supervisors

The brevity of this review indicates that few Nigerian investigators are studying problems of school administration and leadership. This field, of crucial importance to the country's future, remains largely unexplored.

Nigeria, unlike other countries in Africa, has produced thousands of professionals (Calloway, 1962), including physicians, academics in many disciplines, lawyers, judges, and highly skilled technicians. These professionals work not only in Nigeria, but throughout Africa and in some overseas countries. But what is the true status of school graduates entering the labor force?

A survey of the employment of secondary school graduates indicated that employers were concerned about the amount of additional training they had to provide to school graduates coming into the workforce (Federal Republic of Nigeria National Manpower Board, 1974). The Nigerian Daily Times (1974) reported that the problem was not so much that of the school graduates, but of the negative attitudes of schools' administrative leaders toward teaching. The quantity and quality of education would continue to decline, the article concluded, if school leadership attitudes went unchanged.

With the search for education by a larger number of Nigerians, there has been a corresponding rise in the establishment of educational institutions. The goal of quality education will not be easily achieved, however, without the evo-

lution of efficient managerial systems to control and administer these institutions (Ezigbo, 1982).

Nigeria's daily newspapers are filled with stories of strikes by teachers, shortages of qualified teachers, increases in school enrollment without equal increases in resources, and, as a consequence, an apparent decline in standards.

Parents complain that standards are falling because school leaders are not doing their work. They seem to agree with Hurbert J. Byrne, writing in the Sunday Times (1980), that "by conscientiousness is meant a devotion to duty, even beyond what duty demands. Outside of school hours a principal who tackles his work properly has much to do in the way of selfless contribution."

The following headlines in some of the daily newspapers illustrate the situation: "Teachers Strike Was Political" (Daily Sketch, 1988); "Principal Admits Teachers' Fault" (Daily Sketch, 1988); "School Enrollments Far Exceed Limit" (National Concord, 1980); "Ondo to Upgrade Teachers' Colleges" (Daily Sketch, 1980); "Shortage of Teachers Hinders Free Education in Ogun" (Nigerian Herald, 1989).

When one reflects on the discouraging records of poor academic performance in both internal and external examinations by secondary school students, the acts of gross indiscipline among secondary school staff and students, the various examination malpractices and subsequent cancellations of results, to mention a few salient problems, an urgent and very disturbing question arises: Why is the situation so? What is

responsible for the disheartening conditions in Nigeria's schools? The researcher believed that the breakdown could be attributed to the administration and management of schools.

Therefore, this research is designed to study the ways in which principals implement their leadership roles in Onitsha Educational Zone of Anambra State (as seen by the teachers) in order to give good quality education to their students.

1.4 PURPOSE OF STUDY

Effective school administration is vital for the high quality of education envisaged in the National Policy on Education. Since effective school administration depends very largely on sound leadership, the purpose of this study can be stated as follows:

1. To study the implementation of principals' leadership responsibilities for the welfare of their staff and students, from the teachers' viewpoint.
2. To find out what leadership styles are adopted by the principals, and their effects on the administration of secondary schools in Onitsha Educational Zone.
3. To find out whether the principals are providing adequate instructional leadership in the light of the researcher's findings.

1.5 NEED FOR STUDY

In Nigeria, there is a public demand for accountability in education. It is worth studying what principals actually do, in

response to this demand, as managers and as supervisors of instruction in their schools, using the teachers as the reference point. The findings which this research hopes to obtain have educational and managerial implications, especially on the part of the principal whose sound educational leadership will help in solving most of the disturbing academic and disciplinary problems in the schools. The art of coordinating school activities to produce the desired objective is examined. Most of the principals in Anambra State, according to Ndubisi (1981) are either half-trained or ill-trained for their jobs because of the rapid expansion of post-primary schools from 1976 to 1980 (about 300% increase in five years) which necessitated teachers being lifted from the classrooms each year to take up responsibilities as heads of schools without adequate preparation for such a leadership role. It is, therefore, hoped that this work will provide some necessary help to make them more successful in their work based on the recommendations for educational improvement.

1.6 SCOPE OF THE STUDY

The scope of this research is to assess the implementation of administrative leadership roles of secondary school principals. The study focuses on four facets of this role: the principalship; administrative roles; leadership styles; and instructional leadership. The researcher believes that the major problems of the principal's administrative leadership role can be found in these areas.

The investigation is limited to the Onitsha Educational Zone of Anambra State. The survey covers 30 secondary schools randomly drawn from five Local Government Areas under the Zone (Anambra, Idemili, Ihiala, Nnewi, and Onitsha Local Government Areas). The target population is the teachers of the secondary schools in the Zone.

1.7 LIMITATIONS

The researcher identified a number of limitations in his investigation. The researcher originally planned to cover all the 111 schools in Onitsha Educational Zone but, due to the available time and financial resources, the researcher confined himself to three out of the five Local Government Areas and 10 teachers from each of the selected schools.

Furthermore, some principals did not readily give their cooperation in sampling their staff since they feared a negative assessment. Some went as far as to suggest those teachers to be given the questionnaire.

All these limitations notwithstanding, the researcher maintains that his investigation remains valid.

1.8 THE INSTRUMENT USED

The questionnaire used to collect data for this study is a modification of the Leader Behavior Description Questionnaire-Form Twelve (L.B.D.Q.-12). Halpin (1957) used this instrument to describe the leader behavior of school superintendents, and Brown (1967) used a modified version to study educational

leadership. Ohikena and Anam (1974) used it for the first time in Nigeria to identify leadership styles among principals in the Southeastern State.

In preparation for the current study, the instrument was pre-tested in the four secondary schools in Onitsha to ensure the suitability and reliability of the questions. A split-half reliability test was performed by comparing the even-number attributes with the odd-number ones. The Pearson Product Moment Correlation Coefficient was used to compare the two halves; it yielded a value of 0.76, high enough to confirm the instrument's reliability.

1.9 VALIDATION OF THE INSTRUMENT USED

The questionnaire was administered to teachers in the Department of Educational Administration at the University of Nigeria to help establish its content validity. The questionnaire was further scrutinized by two experts from the Department of Education, University of Nigeria, Nsukka. The instrument was then restructured and modified in accordance with these evaluations.

A pilot study was then conducted to discover any ambiguities in the structured statements. Subjects were teachers not included in the proposed main study population.

These measures were undertaken to ensure validity of the questions. However, some terms were used without rigorous definition; these included "work hard," "effective control," "effective leader," "cold war," and "high-handed." The

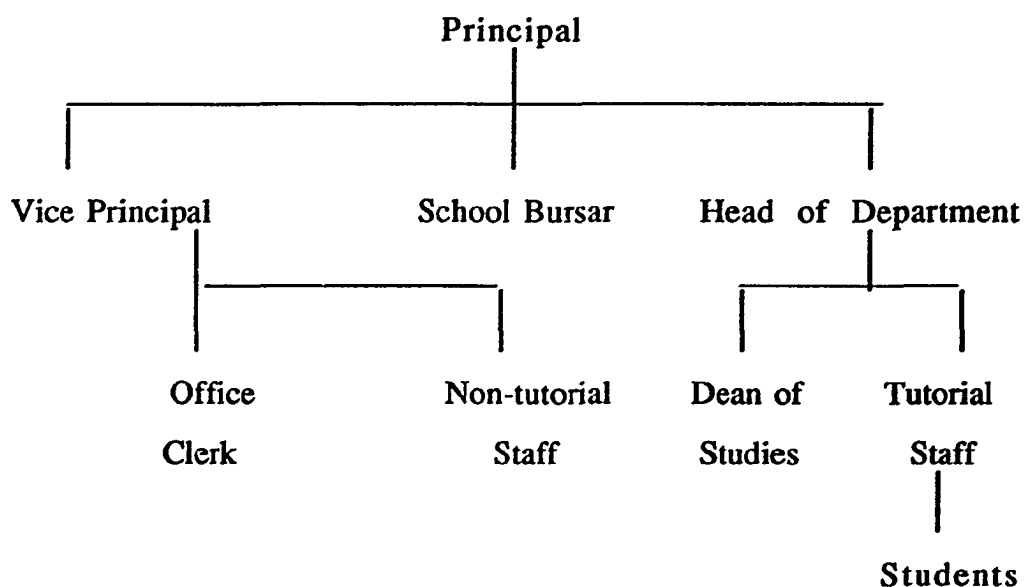
researcher realized that these words may mean different things to different people. However, they are being used and understood in the Nigerian educational system in general. As a result, the instrument was designed to measure the perception of key concepts from the perspective of the respondents, who defined these terms in their own way.

1.10 PRINCIPALS' JOB DESCRIPTION

The principal performs a wide variety of functions. They interpret policy; execute curriculum programs; oversee students' welfare and the school's physical facilities, equipment, and finances; orient and retrain staff; and maintain effective school-community relations (Musaazi, 1981).

The Nigerian Ministry of Education expects principals to demonstrate good work, loyalty, and integrity. An effective principal maintains a strong liaison with the Ministry through members of the school board or of the school's governing board. Principals are expected to be familiar with the education laws that spell out in detail the powers and responsibilities of the various education agencies in the state or federation.

Figure 1. Organizational Chart of the Principal's Office



1.11 THE PRINCIPAL AS AN INSTRUCTIONAL LEADER

The principal, as the leader of the teaching staff, is responsible for promoting effective teaching in the school (Musaazi, 1981). The principal is perceived both as a school manager and an instructional leader. The significance of the secondary school principal's role in instructional leadership has been stressed in numerous professional writings. Jenson (1967) and Stanavage (1977) agree that providing instructional leadership is the foremost responsibility of the secondary school principal. Brieve (1972) and Wood (1984) agree, and Weldy (1979) argues that practising principals can be effective instructional leaders. However, Rowe and Drake (1974) contend that since the central office rewards and reinforces the

well-managed and efficiently operated schools, the principal should be primarily an administrator and manager. Fallon (1979) concurs.

Brieve (1972) notes that instructional leadership is a four-part role: (1) administrative; (2) supportive; (3) coordinating; and (4) initiating. Administratively, Brieve notes that principals can make plans and decisions that influence instruction. He further identifies the following key administrative areas: (1) establishing priorities; (2) budget allocations; (3) activity fund expenditures; (4) class scheduling; (5) personnel assignments; and (6) facilities scheduling.

In the supportive role, Brieve notes, a principal can encourage and facilitate instructional efforts initiated by the school's staff. For example, a principal can encourage teachers to implement creative ideas by flexibility in permitting teachers to rearrange room assignments, classes, or schedules.

As a coordinator, the principal facilitates activities involving students, teaching staff, and the school's support staff. For example, the principal coordinates activities that involve staff from more than one department, such as field trips.

Finally, Brieve notes, a principal plays an initiating role, serving as the impetus for developing an outstanding school program.

1.12 SOCIAL, POLITICAL, AND CULTURAL CONSIDERATIONS

In Nigeria, as in all developing nations, education has been seen as the most important instrument for effecting national development and social change. Under such a philosophy, education is necessarily involves political and cultural considerations. Therefore, according to Lyons (1977), in Nigeria "the efficiency of education and its administration are influenced by the reality of political powers."

In view of the ties linking education to Nigeria's cultural, social, and political systems, no educational administrator can afford to ignore developments in these systems, which directly affect their functions and roles. Although they may avoid partisan politics, "they should still be aware of the political influences and the implications of the political development on their roles" (Nwako, 1980).

1.13 HYPOTHESES

The goal of the study was to learn, from the teachers' perspective, how well the principals in Onitsha Educational Zone of Anambra State in Nigeria implement their leadership roles in order to give their students a sound education. To this end, an extensive literature review of the principal's managerial role focused on four broad areas: principalship, administrative roles, leadership roles, and instructional leadership. Based on this review, I formulated four specific hypotheses.

The following hypotheses are used for this study:

1. Principals in Onitsha Educational Zone have the professional and personal qualities to make them effective leaders.
2. Principals in Onitsha Educational Zone work hard for the welfare of the staff and students in their schools.
3. Principals in Onitsha Educational Zone mostly use an autocratic style of leadership in their schools.
4. Principals in Onitsha Educational Zone supervise instruction adequately in their schools.

1.14 DEFINITION OF TERMS

In this study, the following terms are used as defined below:

Administration: The art of making decisions, controlling, and directing affairs to get things done by someone authorized to do so.

Autocratic Leader: A leader who does not share leadership responsibility among group members, and who does not support consultation, joint decision making, and participation of group members

Cold War: Hostility and conflict without actual warfare.

Democratic Leader: A leader who shares leadership responsibility among group members and who supports consultation, joint decision making, and participation of group members.

Effective Control: Responsibilities that strengthen schools through direct exercise of authority, problem solving, and decision making.

Effective Leader: A leader who is direct, honest, and able to apply technical, conceptual, and human skills to attain maximum professional potential.

High-handed: Overbearing, arrogant, or domineering.

Inspection: A process of objective examination and assessment of an activity to ensure that the standard is maintained. Inspection presupposes supervision.

Instructional Leadership: Refers to all the leadership roles the principals play as supervisor of instructions in

their schools.

L.B.D.Q.-12: This is the Leader Behavior Description Questionnaire—Form Twelve.

Leadership: The process by which an individual takes initiative to influence people to cooperate towards some goal which they have come to find desirable.

Principal: A teacher appointed by the government to be the chief executive of a school. A central figure in the school administration.

Role: The part played by someone in any activity. Here it simply means the part played by principals as they go about their daily routine at work.

Supervision: A process which leads to the improvement of teaching and learning in the school.

Supervision of Instruction: What the principal does with teachers and learning facilities in order to improve teaching and learning.

Staff Perception: Teacher's view.

Teacher Evaluation: Process of diagnosing deficiencies and rating the teacher for promotion, retention, or even transfer.

Welfare: State of health, prosperity, and well-being.

Work Hard: Doing a task vigorously with the knowledge and ability of the following managerial planning tools and procedure: organization, supervision, and management of schools in accordance with available resources.

CHAPTER 2

LITERATURE REVIEW

In this chapter, the researcher reviewed the related literature as a means of putting the present study in proper perspective. The review was divided into four broad sections:

- (i) The Principalship
- (ii) Administrative Roles
- (iii) Leadership Styles
- (iv) Instructional Leadership
- (v) Summary of the Literature

2.1 THE PRINCIPALSHIP

In the Anambra State school system, the importance of the position of principals and their functions is recognized and defined in line with the accepted standards. This importance was acknowledged by the Commissioner for Schools and Chairman, Anambra State School Board, in his statement in the Handbook on School Administration (1975):

The Principal is the Chief Executive of the Institute as a whole. He must take interest in the school and demonstrate personal interest in all students, academic staff... He should not allow himself to be so bogged down by administration as to neglect supervision of instructions in the classroom, the welfare of his staff and students. He is the Chairman of Staff Meetings... He checks schemes of work and diaries, attendance registers, admission registers, school's term, and annual report... It is the duty of the Principal to see that his teachers are punctual and regular to school, to lessons and to their duties; that they prepare their lessons and teach their class diligently, that they set class work regularly and mark them; that they submit class work as required, on time, examination

questions, marked scripts, marks in Progress Registers, etc.

Principals are the managing directors of schools, with authority to guide and direct teachers and other workers under them. They work in union with their staff and students by providing instructional leadership in order to achieve the overall objectives of good quality education.

Examination of the literature on the principalship, both subjective and objective, shows considerable variation in the powers given to principals, in the duties expected of them, and in the activities in which they actually engage. This assertion was supported by Jacobson, Reavis, and Logsdon (1963) when they pointed to the large volume of recorded information on the functions of school principals. They indicated that on that topic alone they had utilized the results of more than 2,500 studies to support their generalization. Studies depict the principal as a responsible organizer and director of educational activity, an executive given large powers and held accountable for results.

Nwaogu (1980) pointed out that the supervisors of school instruction (principals) should possess certain qualities that will make them worthy of undertaking such an activity. These include personal, academic, and professional qualities which help the principal to obtain not only the respect but also the cooperation of subordinates. These qualities will help the principal to handle a position of such responsibility.

2.1.1 The Principal's Personal Qualities

Without doubt, certain personal qualities play at least as large a part in principals' success as does training, and probably the failures among principals can more often be traced to the presence or absence of certain traits of character or personality than to inadequacies of knowledge or technique.

Nwaogu (1980) listed some of these personal characteristics as: executive ability, leadership, imagination and sensitivity, originality, ability to supervise, broad experience and training, organizing ability, foresight, initiative and vision, consideration for others, sense of humor, friendliness, sincerity, and courage. Ozigi (1977) said that any effective and successful administrator will have many or all of the following personal attributes to a greater or less extent: technical skill, traits of personality, and intellectual qualities. In short, the personal qualities of the principals could be summarized as their personality, knowledge, skill, values, and attitudes.

2.1.2 The Principal's Academic/Professional Qualification

As far back as the 1940s there had been signs of an increased interest in the development of professional leadership in education in the United States of America. Topics such as identification and preparation of superior school administrators, together with improved standards and qualifications, were emphasized by national educational organizations, state school surveys, and researchers in the United States. On the subject of academic qualifications of principals, Akrofi (1975) observed

that the average school administrator possessed a master's degree and had nearly 15 years of experience. According to Hamphill et al. (1977), consideration of this side of the principal's training is important because it has some bearing on his effectiveness as a director and supervisor of the work of the school's various departments. Studies by Hamphill, Griffiths, and Fredrickson (1967) discovered that the number of years of formal preparation were uncorrelated with ratings of effectiveness by principals, supervisors, or teachers. They found no essential relationship between the amount of academic preparation and performance on various administrative tasks. Gross and Herriot (1967) showed the number of graduate courses in educational administration to be negatively related to executive professional leadership. There is, therefore, need for research to systematically validate these suggestive findings.

2.2 ADMINISTRATIVE ROLES

Writing on the concept of administration, Ozigi (1977) noted that the administrative role involves several elements, such as decision making, planning, coordinating, organizing, communicating, supervision, and evaluation. On the nature and purpose of administration, Ozigi (1977:1) said:

One of the primary objectives of administration in any organization is that of coordinating the effort of people towards the achievement of goals. In school administration the primary aim has to do with the improvement of teaching and learning, and all the activities of the school

administrator must be directed towards this end. In order to achieve this aim, the school administrator must work with various groups within the school community and with lay people outside it; they must work with the School Board as well as with the appropriate state and national agencies. As their administrative decisions affect other people, so their programs and policies are influenced by other people with who they constantly interact.

Principals in Anambra State must deal with the following groups/bodies during the process of their work:

- (I) The Ministry of Education
- (II) The State Education Commission
- (III) The Zonal Education Board
- (IV) The staff (tutorial and non-tutorial)
- (V) The students
- (VI) The community (including the P.T.A.)
- (VII) The Board of Governors
- (VIII) Various religious bodies

The principal thus stands like a target receiving, as it were, all the gunshots from the various groups. No doubt, such relationships carry with them problems with which the principal has to deal.

2.2.1 Relationship of the Principal with the Ministry of Education, State Education Commission and the Zonal Board of Education

The relationship that should exist between the principal and the State Education Commission is clearly spelled out in the Handbook on School Administration (1975):

The Principals should see themselves as trusted agents of the State School Board and should not only discharge all duties assigned to them through circulars but should go further to use their imagination, developed by years of experience, to perform such other functions that they feel should help the Board in attainment of its statutory objectives. All instructions and circulars must be obeyed. Principals should co-operate with inspectors from the State School Board or Ministry of Education and supply all documents and information required.

Ozigi (1977) also discussed the relationship that should exist between the school administrator and the Board. According to Ozigi, school administrators may be full-time members of the Board or ex-officio members; in either case, they are accountable to the Board. Itotoh (1982) likewise emphasized the relationship which should exist between the principal and the commission, commenting that the State Board of Education/Teachers Service Commission should be held accountable for the provision of sufficient well-qualified teachers in the system, while the principals and their teachers should be held accountable for producing program outcomes consistent with pre-selected objectives.

2.2.2 Relationship of the Principal with the Staff

One of the factors that contributes most significantly to the success of an organization is the quality and strength of its staff. This is particularly true of educational institutions. Ozigi (1977) supports this view when he observes that no matter how efficient and well intentioned school administrators are, they can rarely achieve success without the support and cooperation of well-qualified, dedicated, and adequate staff.

The success of an organization, according to Castetter (1976), depends on the collective performance of its individual administrators, the people who direct the work of the school staff. The individual administrators, such as the principals of schools, must obtain the voluntary cooperation of their colleagues. In the Handbook on School Administration (1975:5) the personal relations of the principal were clearly stated as follows:

The Principal should maintain good personal relations with all his teachers. Principal should avoid favoritism, should be a parent to all staff, and provide real leadership....

Oladere (1980) said that school principals must recognize that it is their primary task to establish among their staff an attitude of receptivity towards the implications of education for democratic life. Hoy and Miskel (1978:87), deliberating on the relationship of the principal and the staff, said:

Not only is the Principal confronted with the demands of parents and students, but also is responsible for seeing that teachers understand and support the objectives and politics of the school system.

2.2.3 Relationship of the Principal with the Students

In Anambra State, school administration is centralized, with the result that most rules and regulations are codified. The Handbook on Discipline in Post-Primary Institutions (1978) lists twelve considerations which the principals should bear in mind when dealing with their students. A similar view was expressed in the Handbook on School Administration (1975),

where principals were enjoined to take an interest in everything in the school and to demonstrate personal interest in all students, academic staff, and other ancillary workers in their institutions. Gue (1977) emphasized the importance of students to the school system when he said:

Although no school system could exist without students, a somewhat distressing ethos exists that students are a necessary evil in a school system when in fact they should be welcomed with open arms as the lifeblood of the system, the obvious *raison d'etre* for the existence of the system.

2.2.4 Relationship of the Principal with the Community

According to Miklos (1975), schools operate as integral parts of a community. Morphet (1967), commenting on the ways the principal should work with the community, said:

The way the principal works with the community not only vitally affects the educational program of the school, but it also has a major influence on the entire school system. The Principal who achieves the best community relations uses co-operative procedures whenever practicable, in accordance with the procedures.

In Anambra State, most of the schools are built through community effort to help the government to finance education in the state. The principal, therefore, should have a cordial relationship with the community where the school is located. Referring to the involvement of the community and parents in running schools, the Public Education Edict (1974) asserted that:

Under the new system the government has taken steps to ensure the right of the communities to participate in the

administration of the institution which they helped to establish.

In fact, the establishment of the Parent-Teacher Association in the secondary schools was made mandatory by the Public Education Edict (1974), which requires the school to have an active and properly organized Parent-Teacher Association in order to involve the parents in a cooperative effort with principals and teachers in finding solutions to problems facing their schools.

According to Oladere (1980), one of the important jobs of the principal is to develop a close and cordial relationship between the school and its community. This might be accomplished, Oladere suggested, by "selling" the school to the public, informing the public about the school, and interpreting the work and the goals of the school to the public. Further stressing the need for school-community relationships, the Handbook on School Administration (1975) enjoined principals to involve parents, ex-students, and the local community whenever they organize Parents Day and Prize Giving Day.

2.3 LEADERSHIP STYLES

There are as many definitions of leadership as there are scholars of the subject. Fiedler (1967) defined leadership as the process of influencing group activities towards goal setting and goal achievement. But Boles and Davenport (1965) said:

Leadership is a process in which an individual takes initiative to assist a group to move toward production goals that are acceptable, to maintain the group and to dispose

of those needs of individuals with the group that impelled them to join it.

For leadership to occur there must be someone to take initiative. Boles and Davenport (1965) agree with this view, arguing that the process of leadership occurs when innovations occur, and that innovation occurs only when a leader takes initiative. The leader, therefore, has power or authority over his or her subordinates and thus can lead the group towards the achievement of organizational goals. This is so because leaders are needed to help others cope. Shuster and Stewart (1973) argued in the same way, noting that leadership is the key to successful school administration. But it is important to stress that it is not easy to make others to follow a leader, even in a school community. Thus, Wingert and Hughes (1974:23) observed that:

Unlike a potter who does what he pleases with his clay, the administrators find not only resistances they did not expect in the human materials they use, but their materials also talk back to them; that is, members of the community also have power...

The administrator or leader faces such problems as deciding between alternative methods of taking and implementing decisions. Leaders could either impose their decisions on the group over which they have authority or they may seek the opinion of their group members. The alternatives the leaders choose and the extent to which they see to the implementation of such decisions determines their style of leadership.

2.3.1 Patterns of Leadership

There are many leadership patterns or styles. Nwankwo (1981) identifies as many as six leadership styles: democratic style, pseudo-democratic style, coercive style, laissez-faire style, transactional style, and charismatic style. According to Nwankwo, the democratic leader respects for every person and shares leadership responsibility among group members. There is consultation, joint decision taking, and participation of all members of the group. The pseudo-democratic leader practices autocracy under the cloak of democracy. Though the leaders ask for suggestions and opinions of group members, they never utilize them. They always seek to have the group members support their pre-decided viewpoint. The coercive leader is a dictator and authoritarian, and the group members have little or no say about the way things ought to be done. Laissez-faire leaders are passive about the problems of the group or organization. They care little about regulations or codes and there is, consequently, no way of determining whether someone is wrong or right in a given activity. Transactional leaders are aware of organizational needs and the needs and expectations of the group members. Thus, they try to integrate and reconcile the task and human dimensions of the organization. Charismatic leaders depend on people's faith and devotion and on their ability to appeal (by speech and heroic deed) to the people.

Blair, Jones, and Simpson (1975) identified three main styles of leadership: the autocratic, the democratic, and the

laissez-faire. They compared these styles and concluded that individuals working under the proper kind of leadership and group atmosphere invariably like their work while the same individuals, if placed under autocratic leadership and a divisive group atmosphere, tend to dislike their job. They, therefore, named the democratic style as superior to the other styles of leadership.

Fiedler (1967) identified two broad styles of leadership: the job-oriented leadership and the relationship-oriented leadership. Fiedler compare these two leadership styles and concluded that under certain conditions one performed better than the other. However, he noted that the relationship-oriented leader was more acceptable to the group members. Similarly, Achara (1980) noted that dissatisfaction and indiscipline develop in an organization when relationship between the leader and members is strained. Different leadership styles adopted by different leaders affect the group and its members in different ways.

In the secondary school, as in any other organization, the principal's leadership style affects the level of discipline among students. This is why Udoh (1980) concluded that the acceptance or otherwise of school discipline depends largely on the style of the school administration.

2.3.2 Principal's Leadership Role

The central figures in the school administration are the principals. To succeed in today's environment, they must be

leaders with broad views of long-term aims and operational objectives but have the ability to handle the pressing problems of day-to-day obligations. According to Gue (1977), the principal is the central person in the creation of a feeling of membership in a well-functioning school organization, and knowledge of the principles of groups and of group problem solving is the sine qua non of effective performance of principals.

For the principals to succeed in their administration, they need leadership skills which, according to Basil (1970), require an understanding of both human behavior and organizational behavior. In the school setting, the principals are the executive heads; they may have an assistant, heads of departments, and other teachers of various ranks, all of whom are given specific responsibilities. If the school organization is to fulfil its aims, it must have an effective and efficient leadership and division of labor. The principals see that the ball of education is kept rolling, and that the desired national objectives are achieved.

2.4 INSTRUCTIONAL LEADERSHIP

Teaching and learning are the ultimate purpose of a school system. The teachers are seen as the hub of the system, with their strength and abilities applied to the presentation of ideas through the expression of certain behaviors in the classroom. Neville (1966) observed that it is the manner in which the teacher expresses these patterns of behavior that results in excellence in teaching and affects the pupils' learning outcomes. In the school setting, the principal becomes the on-

the-spot supervisor and inspector of instruction. The most important reason why the principal is appointed is to supervise and give leadership to the teaching-learning process in the school.

Generally, principals are equipped with more years of teaching experience and higher qualification for teaching so that their role as supervisors and instructional leaders is accepted by their teachers. According to Neagley and Evans (1970), it is important that the principals should bear in mind always that the prime justification for their position in the school is to supervise and give leadership to the teaching-learning process. Therefore, if principals spend major portion of their time doing that, they are placing emphasis where it belongs.

2.4.1 Supervision

Nwankwo (1981) rightly observed that paramount among many leadership roles is expertness in supervision of instruction.

Nwaogu (1980) defined supervision of instruction as a process or an activity by which an individual or a group, by means of advising and stimulating interest in teachers and pupils, help to improve teaching and learning situations in educational institutions.

There are occasions when the best way to help teachers is to help them individually; at other times group activities are more effective and economical. The choice of the particular activity for improving instruction will depend upon the sit-

uation and the nature of the teacher's needs. Some of the activities or techniques which a principal may apply according to need are:

- (i) Classroom visitation and observation. The class teacher may invite the principal, or the principal may make scheduled or unexpected visits.
- (ii) Demonstration teaching by the principal or a senior teacher in the department, which is especially beneficial for the younger teachers.
- (iii) Conference method, which can be applied to an individual teacher or to a group. This method, especially the individual conference, is viewed by many as one of the most valuable supervisory activities. Bradfield (1965) says that "it offers the principal opportunity to work with the teacher on an individual basis in dealing with personal and professional problems."
- (iv) Reading and research. A principal or a team may conduct research designed to find solutions to instructional problems in the classroom. This inquiry results in fact-finding for the benefit of all. Thus, the use of the library, apparatus room, and laboratories, etc. is encouraged.
- (v) Faculty meetings and study groups. These are usually organized in the departments, especially when there is need to review the syllabus or to discuss a new approach to teaching a particular subject.
- (vi) Educational workshop/seminar, one of the newer ap-

proaches to instructional improvement. According to Bradfield (1965) "it is a group activity with emphasis upon cooperation and democratic methods." It offers teachers the opportunity to work on solutions to their own problems.

- (vii) Participation in curriculum development, done by involving the subject teachers, especially the heads of departments, in planning the school curriculum.
- (viii) In-service education. The improvement and professional growth of the teachers should also be the concern of the principals. For instance, they could offer a well-mapped-out orientation program in their school for the young and inexperienced teacher or for teachers in special disciplines like teacher counselors.
- (ix) Conference with the community (P.T.A.). The Parent-Teacher's Association is an important arm of the school administration. At such meetings, the school's discipline and academic problems are discussed, as well as other problems like providing classroom furniture, teaching aids, and structures.

2.4.2 Inspection Role of Principal

Every worthwhile activity has an objective. It is necessary to find out if the objective has been achieved after the action is completed. Therefore, after effective supervision, what must necessarily follow is inspection.

Inspection can be defined as a process of examination,

criticism, evaluation, and assessment of the subordinate's activity in the school in order to see that the standard is maintained based on the advice, guidance, help, and direction given to the subordinate in order to achieve the desired objective. Inspection enables the principal to keep in touch with the progress of school activities, assess the effectiveness of teaching and learning, and make improvements. This definition of purpose reflects Musaazi (1981), who said that after the organization is set up and going, inspection in a broad sense, with a special view to improvement, is the business of the principal.

In contrast to supervision, where there is need for a personal relationship, inspection demands an impersonal relationship. The principals, as the on-the-spot inspectors of the school, have to distance themselves emotionally and sentimentally from those they are inspecting in order to assess standards critically and objectively. They are there to see whether the help, advice, directives, and guidance given to teachers are carried out. Akrofi (1975) emphasized the importance of this exercise when he said that:

Inspection is considered the only reliable means of knowing what goes on in our colleges; it is also the direct means of bringing colleges in tune with government policy.

Therefore, the principal of the school must work relentlessly in this area of instructional leadership by seeing that the given standards are maintained. This they do when they internally inspect the school records; registers and diaries;

schemes of work; notes of lesson; the school time table; the register of school fees; classroom lesson delivery; food, housing and equipment and other school utilities.

Convergence

Supervision and inspection cannot be easily separated. Supervision aims at improving the quality of instruction and inspection strives to maintain standards already set through supervision. The two converge in the achievement of the desired objective, which is good quality education. Therefore, it can be said that principals who conduct internal supervision and inspection of their schools are performing their instructional leadership role adequately.

2.5 SUMMARY OF THE LEADERSHIP ROLE

Instructional leadership has to do with those planned activities which are primarily and directly concerned with improvement of teaching and learning in schools. The principal, as the chief executive of the school, is appointed to supervise and give leadership in the teaching-learning process in order to achieve the desired educational objective, which is good quality education.

During the process of supervision of instruction in schools, principals should be friendly when helping, directing, advising, guiding, and stimulating interest in their teachers and students. They do this in a number of ways, some of which are staff meetings, the all-faculty conference, the morning

assembly, and classroom visitation. Other methods are demonstration teaching, research, workshops and seminars, and in-service training.

The literature also stressed good personal relationships as very important in supervision. Since modern supervision has a democratic base, it involves working in cooperation with the subordinates to improve the teaching and learning program.

After effective supervision comes inspection, which is a critical evaluation and assessment of the subordinate's activity in order to see that the standard is maintained. The principal needs to be objective; hence the need for impersonal relationship during inspection. The principals should carry out the internal inspection of their schools by critically examining the school records, schemes of work, notes of lesson of teachers, fee register, attendance and admission register, the academic time table, and the actual lessons being taught by teachers.

Supervision and inspection are two sides of the same coin of instructional leadership. The former helps to set a standard by improving the quality of instruction, while the latter strives to maintain the standard already set.

Work done in Nigeria on aspects of supervision of instruction is sparse. Most studies have sought to determine the skills or techniques that principals value for improving instruction. This research, in contrast, intends to find out how the principals in Onitsha Educational Zone carry out their instructional leadership role in secondary schools, and to make useful recommendations for the improvement of the quality of instruction in the schools.

CHAPTER 3
DESIGN AND METHODOLOGY

This chapter describes the procedure for data collection, the research subjects, and the sample areas. The method of analysis is also discussed.

3.1 POPULATION SAMPLE

The Onitsha Educational Zone comprises five Local Government Areas: Anambra, Idemili, Ihiala, Nnewi, and Onitsha. Using multi-stage random sampling, three out of the five Local Government Areas were selected. Subsequently, 10 schools from each Local Government Area were randomly picked. From each of the schools, 10 teachers were selected by simple random sampling. This, therefore, constituted the population sample.

TABLE 1: TABLE SHOWING THE DISTRIBUTION OF SECONDARY SCHOOLS IN THE LOCAL GOVERNMENT AREAS IN ONITSHA EDUCATIONAL ZONE

Local Government Areas	No. of Secondary Schools	No. Randomly Selected	Sample
Anambra	21	10	100
Idemili	28	--	---
Ihiala	16	10	100
Nnewi	25	--	---
Onitsha	21	10	100
Total	111	30	300

The table shows that 58 out of 111 schools were selected (52%). By multi-stage random sampling, 30 out of the 58 schools were finally picked (51.7%). Three hundred teachers

drawn by simple random sampling formed the population.

TABLE II: LIST OF SCHOOLS SAMPLED ACCORDING TO LOCAL GOVERNMENT AREAS

ONITSHA

Serial Number	Name of School	Number of Teachers	Number Selected
1.	Prince Memorial High, Onitsha	38	10
2.	New Era Girls' Secondary School, Onitsha	30	10
3.	Ideke Girls' Secondary School Odekpe	25	10
4.	Christ the King College, Onitsha	48	10
5.	Ogbaru Boys' Secondary School, Ogbakuba	22	10
6.	Comprehensive Secondary School, Onitsha	26	10
7.	Metropolitan Secondary School, Onitsha	27	10
8.	Ado Girls' Secondary School, Onitsha	35	10
9.	Army Day Secondary School, Onitsha	30	10
10.	Boys' High School, Onitsha	23	10

IHIALA

11.	Girls' Tech. School, Ihiala	18	10
12.	Abbot Boys' Sec. School, Ihiala	30	10
13.	Amorka Girls' Sec. School, Amorka	20	10
14.	Uli Girls' Sec. School, Uli	30	10
15.	Mbosi Secondary School. Mbosi	22	10
16.	St. Anthony's Secondary School, Azia	32	10
17.	Okija Girls' Secondary School Okija	22	10
18.	Umuoma Community Girls Secondary School. Uli	21	10
19.	St. Jude's Secondary School, Ihiala	28	10
20.	Ihemboi Girls' Secondary School; Ihemboi	30	10

ANAMBRA

21.	Girls' Secondary School, Nteje	25	10
22.	Boys' Secondary School, Awkuzu	23	10
23.	Boys' Secondary School, Umunya	18	10
24.	Nsugbe Community High School, Nsugbe	19	10
25.	Girls' High School, Umuleri	30	10
26.	Joseph Memorial High School, Aguleri	25	10
27.	Technical School, Umuleri	16	10
28.	Umuoba Anam Community Secondary School, Otuocha	15	10
29.	Community Secondary School, Umueze Anam	14	10
30..	Girls' Secondary School, Nkwelle Ezunaka	18	10

3.2 INSTRUMENT FOR DATA COLLECTION

A questionnaire was the major instrument used for data collection. The questionnaire is a modification of the L.B.D.Q.-12 (Leader Behavior Description Questionnaire—Form Twelve) used by Halpin (1957) to describe the leader-behavior of school superintendents. The instrument assesses the degree to which a leader possesses such attributes as initiative, consideration, friendliness, tolerance, prediction, integration and so forth. Also, Brown (1967) used a modified version of the L.B.D.Q.-12 in attempting to study educational leadership. Ohikhenana and Anam (1974) used the L.B.D.Q.-12 for the first time in Nigeria to identify leadership types among principals in the South Eastern State.

The questionnaire constructed for use in the study assessed the leadership attributes exhibited by principals which were directly related to the objectives of the study and its hypotheses. It was shown to experts for evaluation and validation. The questionnaire was then administered to teachers of secondary schools in Onitsha Educational Zone. The questionnaire was ranked using a five-point Likert scale.

3.3 ADMINISTRATION OF THE INSTRUMENT

The target population was the secondary school teachers in the Onitsha Educational Zone. The questionnaire was pre-tested in the four secondary schools in Onitsha. To ensure the suitability and reliability of the questions, a split-half reliability test was performed by comparing the even number at-

tributes with the odd numbered ones. The Pearson Product Moment Correlation Coefficient was used to compare the two halves; it yielded a value of 0.76, high enough to confirm the instrument's reliability.

To ensure maximum returns, the questionnaires were administered and collected personally by the researcher.

TABLE III: QUESTIONNAIRE DISTRIBUTION AND RETURNS FOR TEACHERS

Serial No	Name of Schools	No. of Questionnaires Distributed	Returned	Percentage of Returns
1.	Prince Memorial High School, Onitsha	10	10	100
2.	New Era Girls' Secondary School, Onitsha	10	10	100
3.	Ideke Girls' Secondary School, Okekpe	10	10	100
4.	Christ the King College, Onitsha	10	10	100
5.	Ogbaru Boys' Secondary School, Ogbakuba	10	10	100
6.	Comprehensive Secondary School, Onitsha	10	10	100
7.	Metropolitan Secondary School, Onitsha	10	10	100
8.	Ado Girls' Secondary School, Onitsha	10	10	100
9.	Army Day Secondary School, Onitsha	10	10	100
10.	Boys' High School, Onitsha	10	10	100
11.	Girls' Technical Secondary School, Ihiala	10	10	100
12.	Abbot Boys' Secondary School, Ihila	10	10	100
13.	Amorka Girls' Secondary School, Amorka	10	10	100
14.	Uli Girls' Secondary School, Uli	10	10	100
15.	Mbosi Secondary School, Mbosi	10	10	100
16.	St. Anthony's	10	10	100

	Secondary School, Azia			
17.	Okija Girls' Secondary School, Okija	10	10	100
18.	Umuoma Community Girls' Secondary School, Uli	10	10	100
19.	St. Jude's Secondary School, Ihiala	10	10	100
20.	Ihembosi Girls' Secondary School, Ihembosi	10	10	100
21.	Girls' Secondary School, Nteje	10	10	100
22.	Boys' Secondary School, Awkuzu	10	10	100
23.	Boys' Secondary School, Umunya	10	10	100
24.	Nsugbe Community High School, Nsugbe	10	10	100
25.	Girls' High School, Umuleri	10	10	100
26.	Joseph Memorial High School, Aguleri	10	10	100
27.	Technical School, Umuleri	10	10	100
28.	Umuoba Anam Community Secondary School, Otuocha	10	10	100
29.	Community Secondary School, Umueze Anam	10	10	100
30.	Girls' Secondary School, Nkwelle Ezunaka	10	10	100

3.4 DATA ORGANIZATION AND METHOD OF ANALYSIS

Before the analysis, the raw scores collected were organized using frequency tables. Each response was associated with a point value: SA=5, A=4, U=3, D=2, and SD=1. Scores were converted to a three-point scale of quantities by merging the "Strongly agree" and "Agree" responses on one hand and the "Strongly disagree" and "Disagree" on the other. The third group comprised the "Undecided". The responses were then assigned values in tables and the mean scores determined. The mean value of 1,2,3,4 and 5 is 3; the median value is also 3. By using an interval scale of 0.05 the lower limit is 2.95 and the upper limit is 3.05.

However, the researcher recognized that the median value 3 represents "Undecided" on the five-point rating scale. Since "Undecided" is a neutral position, it was felt that the actual and significant mid-point between positive and negative perceptions should be 2.50. Using an interval scale of 0.05, the researcher consequently determined the acceptance level at 2.55. Hence, any aggregate response that had a mean value of 2.55 was regarded as significant. The data were further analyzed with the chi-square test of significance. The statistical significance of the computed values was sought at the .05 probability level with two degrees of freedom.

CHAPTER 4**RESULTS AND ANALYSIS OF DATA**

This analysis is based on 300 responses from teachers in 30 secondary schools in the Onitsha Educational Zone. Tables showing frequency distribution have been used for the presentation of data. All the data collected in relation to each hypothesis were analyzed under the hypothesis.

4.1 HYPOTHESIS ONE:

Principals in Onitsha Educational Zone have the professional and personal qualities to make them effective leaders.

To test this hypothesis, eight attributes of the principalship (dealing with academic and professional qualifications as well as personal qualities) were analyzed with results as follows:

TABLE IV: FREQUENCY DISTRIBUTION OF TEACHERS'

RESPONSES ON THE PRINCIPALSHIP								
Attributes	SA(5)	A(4)	U(3)	D(2)	SD(1)	A(4)	U(3)	D(2)
I	181	69	—	40	10	250	—	50
II	90	100	5	75	30	190	5	105
III	40	180	7	60	13	220	7	73
IV	86	100	2	80	32	186	2	112
V	45	60	—	85	110	105	—	195
VI	20	180	—	60	40	200	—	100
VII	100	110	6	64	20	210	6	84
VIII	68	92	10	70	60	160	10	130
	Total =		1521	30	849			
	Mean Response =		190	4	106			

Mean Score = 984

Mean Value = 3.28

X² Value = 173.52

Table IV shows the mean responses for this hypothesis: 190 respondents "Agree"; 106 "Disagree"; 4 are "Undecided". Thus, 63.3% agreed that the principals have the professional and personal qualities to make them effective leaders while 35.3% disagreed. The mean value for the responses is 3.28 and the computed chi-square value is 173.52. Using the stated criteria, this difference is highly significant. Therefore, the hypothesis is upheld since the value is higher than 5.991.

4.2 HYPOTHESIS TWO:

Principals in Onitsha Educational Zone work hard for the welfare of the staff and students in their schools.

In order to test this hypothesis nine attributes dealing with the principal's administrative roles were analyzed as shown below:

**TABLE V: FREQUENCY DISTRIBUTION OF TEACHERS'
RESPONSES ON THE ADMINISTRATIVE ROLES
OF PRINCIPALS**

Attributes	SA(5)	A(4)	U(3)	D(2)	SD(1)	A(4)	U(3)	D(2)
I	129	81	2	53	35	210	2	88
II	100	50	8	102	40	150	8	142
III	37	73	—	102	88	110	—	190
IV	70	120	—	73	37	190	—	110
V	60	100	3	97	40	160	3	137
VI	60	80	5	91	64	140	5	155
VII	82	86	2	76	54	168	2	130
VIII	123	89	—	40	48	212	—	88
IX	90	95	4	53	58	185	4	111
			Total =		1525	241	151	

Mean Response = 169 3 128

Mean Score = 941

Mean Value = 3.13

X² Value = 149.54

Table V shows the frequency distribution of the responses for hypothesis two. There was a mean response of 169 for "Agree"; 128 for "Disagree"; and 3 for "Undecided". Thus, 56.3% of the sample agreed that the principals work hard for the welfare of their staff and students while 42.6% did not. The mean value for the responses was calculated to be 3.13 and the computed chi-square value was 149.54. Therefore, using the stated criteria, this hypothesis is upheld.

4.3 HYPOTHESIS THREE

Principals in Onitsha Educational Zone mostly use an autocratic style of leadership in their schools.

This hypothesis was tested using 11 attributes which deal

with the principals' leadership styles. The analysis is as follows:

TABLE VI: FREQUENCY DISTRIBUTION OF TEACHERS' RESPONSES ON LEADERSHIP STYLES

OF PRINCIPALS									
Attributes	SA(5)	A(4)	U(3)	D(2)	SD(1)	A(4)	U(3)	D(2)	
I	100	80	—	68	42	190	—	110	
II	70	90	10	78	52	160	10	130	
III	50	62	—	88	100	112	—	188	
IV	40	80	2	1	87	120	2	178	
V	110	92	5	53	40	202	5	93	
VI	112	87	—	62	39	199	—	101	
VII	70	89	—	78	63	159	—	141	
VIII	95	102	3	70	30	197	3	100	
IX	70	130	—	52	48	200	—	100	
X	130	92	—	1	27	222	—	78	
XI	63	58	4	91	84	121	4	175	
					Total =		1882	241394	
					Mean Response =		171	2	127

Mean Score = 944

Mean Value = 3.14

X² Value = 153.74

Table VI shows the frequency distribution of the responses assessing the leadership styles of the principals. The mean response to the 11 attributes testing the principals' leadership style shows that 171 "agreed" that the principals are mostly autocratic while 127 "disagreed". Two were "undecided". Thus, 57% of the respondents agreed with the statement while 42.3% believed that the principals were mostly democratic in their style of leadership. The mean value for the responses was found to be 3.14, and the calculated chi-square value was 153.74 at the .05 probability level with two degrees

of freedom. Using the criteria stated earlier, the hypothesis that principals in Onitsha Educational Zone are mostly autocratic is upheld.

4.4 HYPOTHESIS FOUR

Principals in Onitsha Educational Zone supervise instruction adequately in their schools.

To test this hypothesis, 12 attributes of the principals' instructional leadership with regard to supervision and inspection were analyzed, with results as follows:

TABLE VII: FREQUENCY DISTRIBUTION OF TEACHERS' RESPONSES ON THE INSTRUCTIONAL LEADERSHIP OF PRINCIPALS

Attributes	SA(5)	A(4)	U(3)	D(2)	SD(1)	A(4)	U(3)	D(2)
I	2	63	—	97	108	95	—	205
II	12	16	—	71	201	28	—	272
III	30	20	—	106	144	50	—	250
IV	102	84	—	63	51	186	—	144
V	8	11	—	84	197	19	—	281
VI	40	72	—	76	112	112	—	188
VII	5	26	2	111	156	31	2	267
VIII	23	14	4	126	133	37	4	259
IX	40	60	—	103	97	100	—	200
X	33	53	6	88	120	86	6	208
XI	41	43	—	81	135	84	—	216
XII	46	52	3	127	72	98	3	199
						Total =		<u>926 152659</u>
						Mean Response =		<u>77 1 222</u>

Mean Score = 515

Mean Value = 1.71

X² Value = 252.14

Table VII shows the frequency distribution of the responses on the 12 attributes used in testing this hypothesis. There was a mean response of 77 for "Agreed" and 222 for "Disagreed". One respondent was "Undecided". The mean value of 1.71 borders on "Disagreed". Moreover, 25.5% of the respondents agreed that the principals in Onitsha Educational Zone supervise instructions adequately in their schools while 74% disagreed. When the chi-square test was used to compare the responses, it yielded a value of 252.14, which is quite significant. Therefore, using the stated criteria, the hypothesis that the principals supervise instruction adequately in their schools

is rejected.

4.5 SUMMARY OF ANALYSIS

TABLE VIII: TABLE SHOWING SUMMARY OF ANALYSIS

		O	E	O-E	(O-E) ²	$\frac{(O-E)^2}{E}$	%	X
HYP. 1	A	190	100	90	8100	81	63.3	
	U	4	100	-96	9216	92.16	1.4	
	D	106	100	6	36	0.36	35.3	
						173.52		3.28
HYP. 2	A	169	100	69	4761	47.61	56.3	
	U	3	100	-97	9409	94.09	1.1	
	D	128	100	28	784	7.84	42.6	
						149.54		3.13
HYP. 3	A	171	100	71	5041	50.41	57.0	
	U	2	100	-98	9604	96.04	0.7	
	D	127	100	27	729	7.29	42.3	
						153.74		3.14
HYP. 4	A	77	100	-23	529	5.29	25.6	
	U	1	100	-99	9801	98.01	0.4	
	D	222	100	122	14884	148.84	74.0	
						252.14		1.71

The above table summarizes the analysis, showing the various calculations for the different hypotheses, including the frequency means for "Agreed", "Undecided", and "Disagreed"; the observed and expected frequencies; the percentages; the chi-square values; and the mean value.

CHAPTER 5

INTERPRETATION AND DISCUSSION OF RESULT

This chapter discusses each of the hypotheses along with the relevant tables, and draws conclusions based on an interpretative appraisal of the data analyzed and discussed in the study. It examines limitations of the study and its implications; recommendations and suggestions for further research are offered. The chapter concludes with a summary of the research.

5.1 GENERAL DISCUSSION

HYPOTHESIS ONE:

Principals in Onitsha Educational Zone have the professional and personal qualities to make them effective leaders.

Table IV shows the analysis of the teachers' responses concerning the above statement. 63.3% agreed with the statement while 35.3% disagreed. The mean value for the responses was 3.28, which is higher than the acceptance level of 2.55. Therefore, the hypothesis is upheld. This finding agrees with the work of Nwaogu (1980), who pointed out that principals should possess certain qualities that will make them worthy of undertaking such activities. These include the personal, academic, and professional qualities which help them to obtain not only the respect but also the cooperation of their subordinates. Also, Akabogu (1972) found some personal qualities expected of a principal: good health and physical stamina; more than average intelligence; and an even disposition with a sense

of humor. The principal, according to Akabogu's investigation, should have a solid and intensive professional training in addition to a sound education. This ideal, however, may not be true in practice. Nosiri (1986) found that principals in Anambra and Imo State school systems do not understand or conceptualize many of the administrative functions because of lack of professional preparation. Consequently, Awokoya (1980) and Nwosu (1984) highlighted the need to appoint qualified and competent principals to cope with administrative problems. This is because the principals' personal qualities and professional qualifications are seen as preconditions for determining their effectiveness. Therefore, the situation in the Onitsha Educational Zone is that the teachers agreed that their principals have the professional and personal qualities to make them effective leaders.

5.2 HYPOTHESIS TWO:

Principals in Onitsha Educational Zone work hard for the welfare of the staff and students in their schools.

Table V shows the frequency distribution of the responses to this statement. The teachers' response to attributes III and VI of Section II of the questionnaire are worth noting here. The figures show that they generally disagree that principals have imagination and foresight and solve their welfare problems. However, taking the mean response to all the nine attributes testing the hypothesis, it was found that 56.3% of the sample agreed compared to 42.6% who disagreed

with the statement. The calculated mean value for the responses was 3.13, which is well above the 2.55 midpoint. Moreover, the chi-square test yielded a value of 149.54, which is greater than 5.991. Therefore, principals in Onitsha Educational Zone work hard for the welfare of the staff and students in their schools. This finding agrees with Ozigi (1977) and Oladere (1980), who concluded that school principals must try to establish among their staff an attitude of receptivity towards implications of education for democratic living. The Handbook on School Administration (1975) enjoined the principals to demonstrate personal interest in all students, academic staff, and other ancillary workers in their institutions. Gue (1977) emphasized the importance of students to the school system because they are the obvious *raison d'être* for the existence of the system. Agwagah (1983) in his study revealed that a deliberate effort must be made by school principals in the Awka Educational Zone to satisfy the basic psychological needs of the teachers under them. These include paying them allowances promptly; encouraging and making provision for their professional growth; making maximum use of their individual talents in school management; and being concerned about their health and that of their family members. According to the teachers' perception, the principals in the Onitsha Educational Zone are concerned about the welfare of the staff and students under them.

5.3 HYPOTHESIS THREE:

Principals in Onitsha Educational Zone mostly use autocratic style of leadership in their schools.

Table VI shows the frequency distribution of the responses assessing the leadership styles of the principals. It is a reasonable assumption that, in these days of democratic government, the principals would follow suit. The result of the analysis shows otherwise, however: 57% of the respondents agreed that principals are mostly autocratic while 42.3% disagreed with this view. The mean value for the responses was calculated to be 3.14, which is well above the mid-point of 2.55. Hence the hypothesis is upheld. The lack of discipline in today's schools may be attributed, among other things, to the teachers' nonchalant attitude to their work; an attitude due in turn, perhaps, to the autocratic attitude of principals. Achara (1980) and Udoh (1980) noted that dissatisfaction and indiscipline develop in an organization when relationships between the leaders and members are strained.

It has also been found, however, that different leadership styles adopted by different leaders affect the group and its members in different ways. Agwagah (1983) found that the principals in Awka Educational Zone combined the democratic and the autocratic style. According to Agwagah, a majority of the respondents (83.2%) maintained that in order to succeed a measure of autocratic administration was necessary. They held that it was necessary to establish some social distance between principals and the staff and students. Supporting this finding,

Ohikhena and Anam (1974) found transactional leadership dominant among the principals of South Eastern State of Nigeria. Nosiri (1986) in his study lent support to the conclusion that the relationship between the subordinates and superordinates was highly formal and bureaucratic in order to control the subordinates' behaviors to get things done. He found, moreover, that principals are feared by the students, who look on them as symbols of authority who hold the right to dismiss them at any time. The above studies agree with the findings of this research that the principals in Onitsha Educational Zone are mostly autocratic. This is unfortunate because, according to Blair, Jones, and Simpson (1975), autocratic leadership is ineffective while democratic leadership is recommended.

5.4 HYPOTHESIS FOUR:

Principals in Onitsha Educational Zone supervise instruction adequately in their schools.

Table VII shows the frequency distribution of the responses to the 12 attributes used in testing this hypothesis. Principals are the chief executives in their schools and, since schools are centers for teaching and learning, one would expect that principals should be instructional leaders par excellence. On the contrary, the analysis indicates that generally they are not. The respondents agreed that principals insist on continuous assessment of students. But the case is different for the 11 remaining attributes. The aggregate mean response for

these 12 questions showed that 25.6% agreed that principals supervise instruction adequately while 74% disagreed with the statement. Moreover, the computed mean value of 1.71 borders on "disagree", since the accepted mid-point is 2.55. Therefore, it is clear that the principals in Onitsha Educational Zone do not supervise instruction adequately in their schools. This is unfortunate because, according to Neville (1966), the way in which teachers present their lessons affects the students' learning outcomes. And who is supposed to monitor the teacher but the principal? For this reason, Neagley and Evans (1970) observed that it is important for principals to bear in mind that the prime justification for their position in the school is to supervise and give leadership to the teaching-learning process. Akrofi (1975) emphasized the importance of this responsibility when he said that inspection is considered the only reliable means of knowing what goes on in the colleges. But the findings of Agwagah (1983) differed from those of this work. In a study, carried out in Awka Zone, Agwagah found that the principals supervise their schools adequately. The reason for the difference may be explained by the fact that Agwagah's respondents were the principals themselves, who might not have agreed that they do not supervise instruction in their schools effectively.

5.5 CONCLUSIONS

In interpreting the results of the investigation, the researcher has attempted to test the hypotheses in the light of

the data collected by using percentages, mean values, and the chi-square test of significance. This was sought at the 0.05 probability level with two degrees of freedom while the accepted mid-point for the mean value was 2.55. Thus, by applying the above criteria the following conclusions were drawn:

1. That principals in Onitsha Educational Zone have the professional and personal qualities to make them effective leaders.
2. That principals in Onitsha Educational Zone work hard for the welfare of their staff and students.
3. That principals in Onitsha Educational Zone are mostly autocratic in their leadership style.
4. That principals in Onitsha Educational Zone do not supervise instruction adequately in their schools.

5.6 IMPLICATIONS

The findings from this study have some far-reaching implications for principals, teachers, students, and the government in general.

The principals have to re-evaluate their roles as educational leaders and managers. They may be pleased that they possess the necessary academic and professional qualities and that they work hard for the welfare of their staff and students. However, there is still room for improvement in these areas. In the areas of leadership style and instructional leadership, statistics show that principals are autocratic, arrogant, and

averse to criticism.

The study also established that principals as supervisors of instruction are working below general expectations. Significantly, teachers attested to this fact in their responses. Principals' unsatisfactory function in this key role may be caused by lack of time, funds, professional knowledge, or even motivation. There is need for a closer study of factors which inhibit principals' performance as instructional leaders in their schools. Furthermore, there is a need to introduce and enforce dynamic supervisory behaviors as a part of the contractual duties of principals.

Principals will, therefore, do well to offer instructional leadership not only by sitting down to office work but also by supervising and inspecting teaching and learning in their schools. This is the foremost reason for their being managers.

Teachers know that a teacher today will be the principal of tomorrow. Therefore, they should now try to acquire the necessary leadership attributes and qualities that will make them effective leaders when the time comes, without repeating the mistakes of their predecessors.

The students have a lot to gain, especially in the area of instructional leadership. If the principals are actively working to improve the teaching and learning conditions in the schools, the teachers will work hard and the students' performance will improve. There will be fewer frustrations and less indiscipline resulting from constant failures, and a subsequent reduction in dropout problems.

The implication for the government is that through the Ministry of Education the principals' attention may be drawn to those deficiencies through seminars, workshops, and conferences. The government may even adopt the system of staff evaluation of principals before their promotions.

5.7 RECOMMENDATIONS

In light of the findings of the present study, the following recommendations, if adopted and implemented, will lead to better supervisory practices in secondary schools and thus to better student performance.

1. The principals must be made to assume and implement the important task of supervision of instruction and to perform in fact as instructional leaders in their schools. To do this creditably, the managerial functions should be a shared responsibility of a selected few on the staff, who may constitute a school management committee with the principal as chairperson. This committee will help relieve the principal of some of the burdens of school management, thus allowing the principal time to address the most important task of the school: improvement of teaching and learning.

2. Alternatively, a supervisory office can be created in the secondary schools and given the responsibility for improving instruction in the schools. Since the ratio of principals to teachers in the school system is approximately 1:45; therefore, it is unlikely that principals, even if they have the expertise, will find time and energy to identify the instructional needs of

all their staff and offer help accordingly. The supervisory office, focused solely on instructional needs, might be a more efficient way of meeting teachers' needs.

3. Another alternative is to make supervision of instruction a responsibility shared by all department of subject heads in this school. Williams (1985) recommends this course. The subject head will work with teachers in the specific subject area to improve teaching and learning processes. The objective will be to diagnose deficiencies through observation, discussion, and formative evaluation, and to take appropriate corrective action.

4. It will also benefit the educational system if the course content offered to prospective school administrators is critically examined to ensure a balance between already identified supervisory tasks to be performed and other managerial and administrative tasks. This is to ensure that prospective school supervisors of instruction receive enough exposure to acquire the competence required to carry out supervisory functions.

5. In-service programs should be instituted for principals, vice-principals, and subject or department heads in order to increase their awareness of the demands of their jobs.,

6. It is finally recommended that prospective school principals should be interviewed before appointments are made. This will enable the Board of Education to select people who have the necessary competence to run the affairs of secondary schools, especially supervision of instruction.

5.8 SUGGESTIONS FOR FURTHER RESEARCH

Because effective management and supervision of instructions in secondary schools are the bedrock of quality education, the researcher proposes the following suggestions for further research:

1. A similar study carried out in another Educational Zone, or even another State, to allow comparison of results.
2. A study of students' perception of principals as leaders.
3. A study of the leadership behaviors of men and women principals.
4. Research to compare dimensions of leadership in boys' schools and in girls' schools, with a view to finding out which attributes should be emphasized in each, and why.

5.9 SUMMARY OF RESEARCH

The purpose of this study is to use the teachers to assess how far the principals are implementing their roles as managers and leaders in the school setting in Onitsha Educational Zone. From the review of related literature, the researcher formulated four hypotheses testing the four areas in which the principals usually manifest their leadership behavior: the principalship, administrative role, leadership styles, and instructional leadership.

The major instrument used in data collection was a questionnaire modified from the L.B.D.Q.-12 by Halpin. Three hundred randomly selected teachers from three out of the five

Local Government Areas formed the study population.

The data collected were organized and analyzed using the chi-square test of significance, percentages, and mean scores.

From the analysis and interpretation of results the researcher concluded that:

1. Principals in Onitsha Educational Zone have the professional and personal qualities to make them effective leaders.
2. They work hard for the welfare of their staff and students generally.
3. They are mostly autocratic in leadership style.
4. They do not supervise instruction adequately in their schools.

The limitations of the study were indicated, and the researcher recognized a number of educational implications of his study for the principals, the teachers, the students, and the government.

In the light of the findings, recommendations for improvement and some suggestions for further research have been made.

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UNION INSTITUTE
UNION GRADUATE SCHOOL
CINCINNATI, OHIO
QUESTIONNAIRE ON STAFF PERCEPTION OF LEADERSHIP
ROLE OF PRINCIPALS IN ONTSHA EDUCATIONAL ZONE

The purpose of this survey is to identify according to importance the leadership role of the principal in the following categories:

- 1) Principalship 2) Administrative Role
 3) Leadership Styles 4) Instructional Leadership.

Please circle (e.g. 0) only one of the five alternative responses. Key to Responses:

SA = Strongly Agree
 A = Agree
 U = Undecided
 D = Disagree
 SD = Strongly Disagree

Please, respond to every item.

SECTION I: THE PRINCIPALSHIP

- | | |
|---|-------------|
| i Principals are highly qualified
(graduate & professional training) | SA A U D SD |
| ii Principals are sympathetic to
their subordinates | SA A U D SD |
| iii Principals are trustworthy | SA A U D SD |
| iv Principals are friendly & sincere | SA A U D SD |
| v Principals are dynamic
(able to get things done quickly) | SA A U D SD |
| vi Principals are masterful
(able to control others) | SA A U D SD |
| vii Principals are self confident
(trust their ability) | SA A U D SD |
| viii Principals are highly principled
(honorable) | SA A U D SD |

SECTION II: ADMINISTRATIVE ROLE

- | | | |
|------|--|-------------|
| i | Principals have organizational ability | SA A U D SD |
| ii | Principals can coordinate scarce resources (money, manpower, etc.) | SA A U D SD |
| iii | Principals have imagination and foresight | SA A U D SD |
| iv | Principals take wise and prompt decisions | SA A U D SD |
| v | Principals maintain good flow of communication | SA A U D SD |
| vi | Principals solve staff welfare problems | SA A U D SD |
| vii | Principals show good understanding of students' welfare problems | SA A U D SD |
| viii | Principals interact adequately with the PTA | SA A U D SD |
| ix | Principals identify with the problems of the staff and students (fight for their rights) | SA A U D SD |

SECTION III: LEADERSHIP STYLES

- | | | |
|------|--|-------------|
| i | Principals are mostly autocratic | SA A U D SD |
| ii | Principals rarely consider others' opinion | SA A U D SD |
| iii | Principals frequently give out orders, memos, etc. | SA A U D SD |
| iv | Principals do not delegate authority | SA A U D SD |
| v | Principals are in cold war with their Vice Principals | SA A U D SD |
| vi | Principals are arrogant at staff meetings | SA A U D SD |
| vii | Principals have no effective control of discipline in their schools | SA A U D SD |
| viii | Principals call for suggestions at staff meetings but take their own decisions | SA A U D SD |
| ix | Principals do not take criticisms kindly | SA A U D SD |
| x | Principals are high-handed in their dealings with others | SA A U D SD |
| xi | Principals cannot boost the morale of others | SA A U D SD |

SECTION IV: INSTRUCTIONAL LEADERSHIP

- | | | |
|------|---|-------------|
| i | Principals visit classrooms to supervise teaching | SA A U D SD |
| ii | Principals sometimes hold a demonstration class | SA A U D SD |
| iii | Principals check notes of lessons weekly | SA A U D SD |
| iv | Principals insist on up to date continuous assessment of students | SA A U D SD |
| v | Principals make announced classroom visitations | SA A U D SD |
| vi | Principals make surprise checks during lessons | SA A U D SD |
| vii | Principals hold orientation for new teachers | SA A U D SD |
| viii | Principals encourage teachers to attend workshops and seminars | SA A U D SD |
| ix | Principals call teachers individually to discuss their teaching problems | SA A U D SD |
| x | Principals organize the job guidance for teachers through the Heads of Department | SA A U D SD |
| xi | Principals use the conference method to supervise teaching | SA A U D SD |
| xii | Principals are innovators in educational matters | SA A U D SD |

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P. O. Box 2207
Washington, D.C. 20013,

July 4, 1989

The Chief Supervising Principal,
State Education Commission,
Zonal Office,
Onitsha

Madam,

Enclosed is an application for permission to conduct a research study in Secondary Schools in Onitsha Local Government Area. Pertinent information is enclosed as well.

1. A letter from Dr. Joseph F. Jordan of the School of Social Sciences, Howard University, Washington, D.C., stating that he is supervising my dissertation study.
2. A copy of my dissertation proposal as approved by my doctoral committee.
3. A copy of the questionnaire to be used in the interviews.

Obviously, this study is important to me in a personal way, but I feel that it will be helpful to Anambra State School System.

I hope to have the above information to you in time for your approval, so that I might be able to begin interviews in late July.

Thank you very much for your cooperation.

Yours Sincerely,

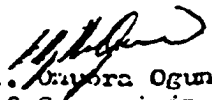
Onyechi Omekam

SEC/ONZ/GP/38/Vol.II/122A
STATE EDUCATION COMMISSION,
ONITSHA

17th July, 1989

To All Principals,
Onitsha L.G.A.

Above for information. Please give Sir Omekam all possible assistance.


C. L. Onyora Oguno
for: Chief Supervising Principal
State Education Commission
Onitsha Zone

CAOO/Eu: